

Mission/Vision Statement and Funding

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

Dr. Keith Parker

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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)

District Mission: Our plan is organized by four major priorities that guide our work. Strategies determine our specific focus for each priority. The Strategic Priorities are:

1. Reimagining Education
2. Expanding Partnerships
3. Talent recruitment, retention, and development
4. Operational Excellence

District Vision: Our vision for the future of our public schools is Reimagining education for all to ensure every learner is academically challenged and prepared for life.

AIG Mission:

Academically or intellectually gifted students show potential for performing at high levels when compared with others of their age, experience, or environment. These students exhibit high performance capability in intellectual areas and/or specific academic and talent fields. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

It is the belief of Elizabeth City-Pasquotank Schools that outstanding academic abilities exist in all ethnic, geographic, and socioeconomic groups. Students that have an exceptional academic or intellectual potential must be recognized, challenged, and nurtured through differentiated services beyond those which are ordinarily provided by the regular education program.

Services for these students must be part of the overall educational program that supports excellence for all students. This can best be accomplished through the provision of differentiated services that match each student's gifted characteristics.

The Elizabeth City-Pasquotank Schools' district AIG Plan has been developed to provide appropriate programs for gifted students. Only when there is collaboration and communication among schools, parents, and the community will the potential of our gifted be realized.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 200,973.00	* \$ 12,000.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 1: Student Identification <i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>	* Practice A Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.
<u>Screening Process:</u> The screening process, provided at multiple points throughout the year, helps create a learner profile which will then be evaluated to determine the students' potential needs beyond what is provided in the regular classroom. This process will help indicate a potential for achievement, aptitude, and/or demonstrated gifted behaviors. AIG Facilitators screen available data for all students throughout each year and create a pool of potential candidates for AIG consideration. The facilitators screen available quantitative and qualitative data including but not limited to: K-2: mClass (BOY, MOY, EOY), i-Ready Diagnostics (BOY, MOY, EOY), Kindergarten screenings, K-2 math assessment, checklist, observational data and grades. Grades 3-5: BOG3, EOG, mClass, (BOY, MOY, EOY), i-Ready (BOY, MOY, EOY), NC Check Ins(given 3 times a year), District Benchmarks (given 3x a year), grades and observational data. Grades 6-8: EOG, i-Ready (BOY, MOY, EOY),NC check in (given 3 times a year), District Benchmarks (given 3x a year), grades, and observational data Grades 9-12: EOC, EOC Benchmarks, diagnostic tests, PreACT/ACT, grades and observational data Facilitators look for students with above 80th percentile scores on previous End of Grade (EOG), End of Credit (EOC), or Beginning-of-Grade 3 (BOG3); other criteria are considered, such as NC Check ins, District Benchmarks percentile scores, diagnostics on iReady and recommendations. Classroom performance, interest, and motivation are also considerations. Grade 2: CogAT Universal Screener will be given in Second Semester). The AIG Team will coordinate testing for the 2nd grade screener. The testing window is determined in cooperation with the district Testing and Accountability Coordinator. Parents will be sent testing information and an opt-out letter prior to testing. If a student scores in the designated range (above 80th percentile rank/stanine 8 or 9), the student will be considered for the full CogAt or Nagileri, depending on the testing outcomes an achievement test may be administered. These additional tests will only be administered after parent permission is received. Additional criteria may be gathered during this time. Students scoring in stanine 7 will be monitored during the next year. <u>Referral Process:</u> Referrals start the process of data collection in order to appropriately make testing decisions. The goal of the referral process is to find students who may not be highlighted in the typical screening process created by the testing pool described above. Referrals can be made by facilitators, counselors, teachers, administrators, parents and students.	

Referral forms are available to all staff. Parents may refer their child by submitting a written request. Once a referral is made, facilitators work with classroom teacher(s), parents, and other appropriate school personnel to compile all available quantitative and qualitative data (including, but limited to those listed under screening). Facilitators will collaborate with Exceptional Children (EC) and English Language Learners/Multi-Language (ML) to share assessments, formal and informal observational data in order to refer students who may be Twice Exceptional (i.e. AIG and EC - served in Exceptional Children) or an English Language Learners/Multi-Language Learner and AIG . The data review will determine next steps, proceed with obtaining permission to test, provide enrichment services (form for parents to sign) or monitor the child's progress for possible consideration at a later date. If the decision is made to proceed with additional testing, the AIG Facilitator will contact the parents for permission to administer the appropriate evaluations. Parents and teachers will also be given the opportunity to complete more detailed information survey/surveys. Students will be provided the opportunity to complete an interest survey. Students can be recommended at any time of the year or at any grade.	* 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. <u>AIG Identification:</u> The ECPPS Needs Determination Team (NDT) reviews and consider multiple criteria for student identification: including but not limited to aptitude, achievement, classroom performance, gifted characteristics, interests, motivation and observation. Student performance is demonstrated through local norms including but not limited to work samples, grades, benchmark data, diagnostic data, portfolios and/or other authentic assessments. Observations of student characteristics are recorded through a variety of methods, including but limited to anecdotal records, authentic assessments, scales, checklists and/or rubrics. These are completed and submitted by teachers, students and parents. Student interest and motivation can be key indicators of engagement and future success. These characteristics can be observed in various settings, including the classroom, at home, and in the community and documented through many avenues such as competitions, awards, extra-curricular, interest surveys, checklist, scales, and independent studies. Students (K-12) can be identified as Academically Gifted (AG), Academically Gifted in Math or Reading (AM, AR), Intellectually Gifted (IG), and Academically and Intellectually gifted (AI). AIG Facilitator along with the school site team(teacher(s), guidance and/or administrator) will review and analyze qualitative, quantitative, student interest, student motivation, performance and observational evidence using the Eligibility Criteria Chart. The required criteria is the same across all grade levels K-12 with the exception of EOG data for k-2 students. The use of a Eligibility Criteria Chart within the total screening process will ensure that multiple criteria are given sufficient consideration during the identification process. This eligibility criteria chart will allow the Needs Determination Team (NDT) (facilitator, teacher(s), administration and parents) to document the data reviewed and see a broader picture of the student's learning profile and assist in determining the student's need for differentiation and appropriate identification area(s). Students can be recommended, and evaluated at any time of the school year or at any grade level. The process for identification is the same across all grade levels. As part of the identification process, Facilitators use nationally and state normed assessments. The Cognitive Abilities Test (CogAT) is the measure for aptitude/ability in the areas of Verbal, Quantitative and Nonverbal reasoning. The NNAT (Nagleri Nonverbal Abilities Test) is another aptitude/ability test that can be administered along with the CogAt or in place of the CogAt. The Iowa Test of Basic Skills (ITBS) measures a student's achievement. An alternate path for identification is the use of a 2 year trend (level 5) of state-normed End of Grade (EOG) or End Of Course (EOC) scores to determine high achievement.
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No one criterion will automatically exclude a student from identification. The Needs Determination Team may decide to complete a Case Study if they feel strongly about the student's need for identification and advanced differentiated services in the absence of supporting data or missing data.

Student Transfers:

When an identified (AM, AR, AG, AI, or IG) student transfers from within the district, his/her identification and services shall continue uninterrupted at the receiving school.

Active military family transfer students who received AIG services at their last school, will continue to be eligible for AIG services(consistent with the interstate compact on educational opportunities for military children).

ECPPS will offer reciprocity to students who transfer from other districts within the state or out of state who were previously identified as AIG and were actively receiving AIG services in the area of identification. If the student is underperforming, the AIG facilitator can call a meeting with parents, teachers, counselor and /or administration to discuss service delivery options.

Early Admission to Kindergarten:

Families requesting early admission to Kindergarten for their child must follow the process outlined in the North Carolina State Board Policy. Child will need to be tested by a private licensed psychologist (at parent's expense) and must score at the 98%ile on both a nationally normed achievement test and a nationally normed aptitude test. Student will perform well above average as compared to same aged peers, display observable maturity and readiness for structured full-day school as well as motivation and interest in learning and attending school. Early admission to kindergarten does not automatically place a child in the program for academically gifted students. See North Carolina State Board policy 16 NCAC 6E.0105 for detailed information.

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted

6/27/2025 1:38:49 PM

Page 5 of 58

K-2	* Nationally normed aptitude test (verbal, nonverbal or composite scores) at 88%ile or above. Nationally normed achievement test (reading subtest) at 88%ile or above for nationally normed test. Evidence of strong classroom performance consistent with reading area preferred. Evidence or strong evidence of student interest consistent with reading area preferred, Evidence or strong evidence of motivational consistent with reading area preferred, Evidence or strong evidence of observational data consistent with reading area preferred.	* Nationally normed aptitude test (math, nonverbal or composite scores) at 88%ile or above Nationally normed or State normed achievement test (math subtest) at 88%ile or above for nationally normed test. Evidence or strong evidence consistent with classroom performance consistent with math area preferred., Evidence or strong evidence of student interest consistent with math area preferred, Evidence or strong evidence of student motivation consistent with math area preferred, Evidence or strong evidence of observational data consistent with math area preferred.	* Meets the criteria for both AR/AM	* Nationally normed aptitude test - 96%ile or above on a composite score. All other criteria as listed in other identifications may or may not be evident.	* Nationally normed aptitude test - 95%ile or above on all subtests Nationally normed or State normed achievement test - 95%ile or above on both reading and math. Evidence of strong classroom performance in all areas Evidence of strong student interest in various topics Evidence of strong student motivation Evidence of strong observational data
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3-5	* Nationally normed aptitude test (verbal, nonverbal or composite scores) at 88%ile or above. Nationally normed or State normed achievement test (reading subtest) at 88%ile or above for nationally normed test and/or Level 5 for State EOGs (2 year trend on EOGs) Evidence of strong classroom performance consistent with reading area preferred, Evidence or strong evidence of student interest consistent with reading area preferred, Evidence or strong evidence of student motivation consistent with reading area preferred, Evidence or strong evidence of observational data consistent with reading area preferred.	* Nationally normed aptitude test (math, nonverbal or composite scores) at 88%ile or above Nationally normed or State normed achievement test (math subtest) at 88%ile or above for nationally normed test and/or Level 5 for State EOGs (2 year trend on EOGs). Evidence or strong evidence of strong classroom performance consistent with math area preferred., Evidence or strong evidence of student interest consistent with math area preferred, Evidence or strong evidence of student motivation consistent with math area preferred, Evidence or strong evidence of observational data consistent with math area preferred.	* Meets the criteria for both AR/AM	* Nationally normed aptitude test - 96%ile or above on a composite score. All other criteria as listed in other identifications may or may not be evident.	* Nationally normed aptitude test - 95%ile or above on all subtests Nationally normed or State normed achievement test - 95%ile or above on both reading and math. Evidence of strong classroom performance in all areas Evidence of strong student interest in various topics Evidence of strong student motivation Evidence of strong observational data
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6-8	* Nationally normed aptitude test (verbal, nonverbal or composite scores) at 88%ile or above. Nationally normed or State normed achievement test (reading subtest) at 88%ile or above for nationally normed test and/or Level 5 for State EOG/EOC (2 year trend on EOG/EOC) Evidence of strong classroom performance consistent with reading area preferred, Evidence of student interest consistent with reading area preferred, Evidence or strong evidence of student motivation consistent with reading area preferred, Evidence or strong evidence of observational data consistent with reading area preferred.	* Nationally normed aptitude test (math, nonverbal or composite scores) at 88%ile or above Nationally normed or State normed achievement test (math subtest) at 88%ile or above for nationally normed test and/or Level 5 for State EOG/EOC (2 year trend on EOG/EOC). Evidence of strong evidence of strong classroom performance consistent with math area preferred., Evidence or strong evidence of student interest consistent with math area preferred, Evidence or strong evidence of student motivation consistent with math area preferred, Evidence or strong evidence of observational data consistent with math area preferred.	* Meets the criteria for both AR/AM	* Nationally normed aptitude test - 96%ile or above on a composite score. All other criteria as listed in other identifications may or may not be evident.	* Nationally normed aptitude test - 95%ile or above on all subtests Nationally normed or State normed achievement test - 95%ile or above on both reading and math. Evidence of strong classroom performance in all areas Evidence of strong student interest in various topics Evidence of strong student motivation Evidence of strong observational data
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9-12	* Nationally normed aptitude test (verbal, nonverbal or composite scores) at 88%ile or above. Nationally normed or State normed achievement test (reading subtest) at 88%ile or above for nationally normed test and/or Level 5 for State EOG/EOC (2 year trend on EOG/EOC) Evidence of strong classroom performance consistent with reading area preferred, Evidence or strong evidence of student interest consistent with reading area preferred, Evidence or strong evidence of student motivation consistent with reading area preferred, Evidence or strong evidence of observational data consistent with reading area preferred.	* Nationally normed aptitude test (math, nonverbal or composite scores) at 88%ile or above Nationally normed or State normed achievement test (math subtest) at 88%ile or above for nationally normed test and/or Level 5 for State EOG/EOC (2 year trend on EOG/EOC). Evidence of strong evidence of strong classroom performance consistent with math area preferred., Evidence or strong evidence of student interest consistent with math area preferred, Evidence or strong evidence of student motivation consistent with math area preferred, Evidence or strong evidence of observational data consistent with math area preferred.	* Meets the criteria for both AR/AM	* Nationally normed aptitude test - 96%ile or above on a composite score. All other criteria as listed in other identifications may or may not be evident.	* Nationally normed aptitude test - 95%ile or above on all subtests Nationally normed or State normed achievement test - 95%ile or above on both reading and math. Evidence of strong classroom performance in all areas Evidence of strong student interest in various topics Evidence of strong student motivation Evidence of strong observational data
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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.

ECPPS demographics and total enrollment have changed over the last several years. Our current Spring Headcount population data finds that the percentage of identified Two or More students is equal to the overall Two or More subgroup population in ECPPS, approximately 7%. A greater percentage of Asian students are identified (almost 4%) than are represented in the total district population (almost 1%). ECPPS Hispanic subgroup populations for both total population and identified populations are similar, total population is 13.7% and identified AIG is 13.8%. The lowest identified subgroup is African American (21%) whereas this is the largest demographic group (46%) in the district. White students are the second largest ethnic group (31%) in ECPPS, but the largest identified group (53%) when compared to total district population.

ECPPS AIG facilitators employ the following strategies in an effort to respond to the district's demographics and intentionally search out giftedness or gifted potential among minority, low socioeconomic and other underrepresented populations.

- Facilitators communicate and collaborate with classroom teachers, EC teachers, ML teachers, and counselors regarding research related to the characteristics of gifted and the methods for determining giftedness in underrepresented populations (culturally/ethnically diverse, economically disadvantaged, English learners, highly gifted, and twice-exceptional).
- Classroom teachers are encouraged to nurture all students and observe for non-traditional indicators of intelligence. Classroom teachers are provided research-based information regarding gifted indicators.
- In late winter/early spring each year, 2nd grade students will have the opportunity to participate in the CogAt Screener.
- Facilitators may use non-verbal, nationally normed standardized tests to assist with identification (i.e. NNAT).
- Nominations may be made by teachers, parents, students, and adult school staff and may occur at any grade and at any time of the year.
- AIG Facilitators at least annually review student scores from state standardized achievement testing (i.e., EOG/EOC, i-Ready).
- A case study provides an alternative pathway for identification of students whose potential is not exhibited on our traditional identification criteria, specifically aptitude and achievement.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	5.02%	---	---	---	7.46%
Male	---	<5%	<5%	---	---	---	8.42%
Total	---	<5%	<5%	---	<5%	---	7.94%

Percent of Total AIG Students Identified as Dual Exceptionality

* Practice D

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

In ECPPS, we employ a specific process for monitoring the screening, referral, and identification that is implemented consistently at each school. All Facilitators utilize this process completing appropriate forms throughout. A record is maintained for each student who has been nominated for services.

This process is monitored by the District AIG Director/Executive Director of Elementary Education and is clearly communicated to teachers and parents through meetings, print, and digital media.

Facilitators provide annual professional development on screening, referral and identification procedures for all school level Needs Determination Teams (NDT) which include teachers from various grade levels, a counselor and/or an administrator.

Audits: Records are periodically audited by the AIG Director/Lead Facilitator to ensure consistency and compliance.

All records are self-audited by facilitators at each transition point; elementary to middle school, and middle to high school prior to the records transfer meeting, where the receiving school will conduct an inspection of the confidential records for accuracy and completeness.	
* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. ECPPS makes available the AIG Plan which covers procedures and processes involved in the implementation of the AIG program and associated services. ECPPS strives to provide the best possible learning environment for our students. In order for that to happen teachers, parents and/or guardians need to have a clear understanding of AIG program aspects and practices. AIG Plan: A copy of the local AIG plan is available in all schools, central office, and on our website. www.ecpps.k12.nc.us AIG Handbook: Each AIG identified student will receive a handbook upon initial eligibility that explains: ▪ The purpose of the program ▪ ECPPS' definition of giftedness ▪ Identification criteria and procedures ▪ Services and descriptions ▪ Annual review procedures ▪ Procedures for transfers from other LEAs The handbook is also available at each school, the ECPPS Central Office, and on our website. Parent Due Process rights booklets are provided to parents during the initial identification meeting and offered at annual reviews. Parents can request a copy at any time. Parent Due Process Rights are available on the website.	
* 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. The ECPPS AIG Director/Executive Director of Elementary Education and Facilitators have developed a set of required forms that documents students referred to AIG. A confidential record, utilizing district wide required forms is kept for each student that documents the screening, referral, testing, identification processes and the Needs Determination Team (NDT) service decisions. K-12 - Facilitators meet with parents upon initial identification to review/discuss identification Criteria Chart and develop a Differentiated Education Plan (DEP) or the Individual Differentiated Education Plan (IDEP). Parent consent is required for initial identification and placement into the AIG program. Parents will provide signature documenting consent for the program. Parent Due Process Rights and AIG Handbook will be provided and reviewed.	

Student profiles, including but not limited to assessment scores, class performance, teacher surveys, parent surveys, student multiple intelligence surveys are reviewed during the initial meeting with parents. Parent feedback is desired both before and during the meeting. Parents are asked to fill out a parent survey when the testing process begins and that information or new information can be expanded upon during the meeting. Updates to the student profile can be requested if needed so that differentiation and services better match the current needs of the student.	* 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.	The AIG Director/Executive Director of Elementary Education, AIG Facilitators, and the Needs Determination Team (NDT) work together to document and match services to the identified needs of gifted students. A Differentiated Education Plan (DEP) and/or Individual Differentiated Education Plan (IDEP) is developed with input and support of parents and/or guardians and teachers to meet the needs of the student in identified areas. K-8 - Facilitators meet and communicate with parents to develop the initial Differentiated Education Plan (DEP) or the Individual Differentiated Education Plan (IDEP) and then communicate at least annually to review the student's current DEP or IDEP to ensure programs and services are meeting the student's academic and social needs. Parent surveys are used as well in the initial eligibility and DEP/IDEP development. Parent signature annually is preferred. 9-12 - Facilitators use the high school DEP form that outlines all 4 years of high school. The form includes high school courses as well as college equivalent courses. High school student records are maintained by the facilitator as services are rendered, such as grade consultation, course selection, advising, enrichment program application assistance and annual DEP review. Meeting and communication with parents and/or guardians is preferred annually. If eligibility is determined in high school, the same process used for K-8 will apply. AIG Handbook and Due Process Rights are available through request as well as on our website. www.ecpps.k12.nc.us AIG Facilitators may be included in Individualized Education Plan (IEP) meetings for twice exceptional students.	* Ideas for Strengthening the Standard ▪ Consider adding DEPs to Infinite Campus ▪ Consider developing a form for consistent record monitoring at transition year across all schools ▪ Consider creating a procedure/process for transitional meetings between AIG facilitators (5th to 6th, 8th to 9th, Early College) ▪ Look for collaborative time to meet with EC, ML and counselors regularly to provide intentional and targeted PD ▪ Work with BT coordinator to provide intentional and targeted PD to this group ▪ Provide AIG topic informational sessions during District Wide Back to School Professional Development and District Wide Professional Development days ▪ Consider PETS Professional Development specifically for K-2 teachers
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Send a beginning of semester email with research based information, characteristics, ideas and/or strategies to instructional staff (possibly target information for k-2 staff, or k-5 and/or k-8)		
Planned Sources of Evidence		
*	Needs Determination Team (NDT) decision forms District AIG forms	
*	Parent facing forms/brochures	
*	Professional Development presentations	
Type		
AIG Standard 1 Additional Resources		Document Template N/A Document/Link  AIG Standard 1 Additional Resources  AIG Standard 1 Additional Resources  AIG Standard 1 Additional Resources  AIG Standard 1 Additional Resources  AIG Standard 1 Additional Resources  AIG Standard 1 Additional Resources

Standard 2: Comprehensive Programming within a Total School Community

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

AIG facilitators collaborate with other specialists such as school counselors, psychologists, social workers, nurses, instructional support staff, instructional specialists, and regular education teachers to best meet the needs of gifted and high-ability students. This is a combination of settings at each level. AIG Facilitators offer in-class co-teaching and special project coaching as well as pull-out services.

Resource spaces are maintained at all levels so that students have opportunities to practice durable skills and engage in enrichment activities. This provides the setting for students to pursue special interests and strengthen specific talents because student choice is a driving mindset of dedicated enrichment blocks at all levels.

Monitored and Talent Development students continue to be reviewed as needed based on new formal and informal data, especially prior to transition years (5th and 8th grade). While an IDEP may be utilized for students with extenuating circumstances that require more time in core classes and focus on the curriculum, the district never moves students out of the program (de-gifting), but provides a time of monitored reflection to regain academic achievement

ECPPS AIG Programs provides an array of services based on student identification and needs.

Grades K-2

Consultative Services:

The AIG Facilitator collaborates with the classroom teacher regarding specific high-performing students who may need additional or modified instruction, including but not limited to subject acceleration, clustering advanced students for enrichment/extension opportunities, and curriculum compacting in order to meet student academic needs. The AIG Facilitator collaborates with the classroom teacher in order to identify resources to assist in appropriate differentiation and to assure needs are being met in the classroom.

Non-Identified Talent Development:

ECPPS does not encourage formal identification of students for gifted services until third grade. This does not negate the need for differentiated instruction in the primary grades. ECPPS supports the teachers in recognizing the gifted characteristics and modifying instructional practices in order to enhance growth in these young students. Facilitator support may also be in the form of a more direct team-teaching approach such as whole group Primary Education Thinking Skills(PETS) lessons/activities, or in the form of a pull-out model.

The identification process may be put in place for a K-2 student who performs significantly above grade level (based on multiple data points from formal and informal assessments) and needs differentiated services beyond that of Talent Development.

Grades 3-5

Non-Identified Talent Development:

Depending on student needs at a given point in time, these groupings may be within the classroom with consultative AIG Facilitator support or a more direct team-teaching approach, or may also be in the form of a pull-out model.

Academically Gifted Reading (AR)/Academically Gifted Math (AM)/ Academically Gifted (AG):

Facilitators work to group students according to identification in reading, math or both and work directly with students in the small group setting. It is strongly encouraged that these students are also clustered within the regular classroom setting.

Academically and Intellectually Gifted (AI):

In addition to small group services, these students have the opportunity for an independent study under the supervision of a facilitator. Classroom teachers are given support by the AIG facilitator in designing tiered assignments as needed, content acceleration, advanced content, curriculum compacting, and special projects to meet the needs of AI students within the classroom.

Intellectually Gifted (IG):

Students may be involved within the small group setting or may be served individually based on Differentiated Education Plan (DEP) created to target that individual's specific strengths and needs.

Students, parents or teachers can request special projects or independent studies to target individual student strengths.

Grades 6-8

Non-Identified Talent Development:

Students are clustered within the classroom with AIG facilitator support and may at times work directly with facilitators in small group settings.

Academically Gifted Reading (AR) / Academically Gifted Math (AM) / Academically Gifted (AG):

Identified students are grouped for instruction in reading, math, or both to provide an enriched and/or accelerated curriculum; the AIG Facilitator is available to collaborate with teachers in the subject grouped/honors classes to ensure that AIG student needs are met. Students work directly with the AIG facilitator in a small group setting.

Academically and Intellectually Gifted (AI):

In addition to other identified services, these students have the opportunity for independent study under the supervision of a facilitator. Classroom teachers are given support by the AIG facilitator in designing tiered assignments as needed, content acceleration, advanced content, curriculum compacting, and special projects to meet the needs of high-ability students within the classroom.

Intellectually Gifted (IG):

Students may be involved within the small group setting or may be served individually based on Differentiated Education Plan (DEP) created to target that individual's specific strengths and needs.

Students, parents or teachers can request special projects or independent studies to target individual student strengths.

Grades 9-12

All Identification Areas:

The AIG Facilitator advises and monitors student enrollment/participation in Honors and AP classes, distance learning, North Carolina School of Science and Math (NCSSM), NC Governor's School, Dual Enrollment, and other opportunities for high ability learners. The district has multiple opportunities for advanced

learners to take college credits and earn an Associate's degree from the local community college. Elizabeth City Pasquotank Early College is a Cooperative Innovative High School and, as such, allows students to become dually enrolled at the community college as 9th graders.	
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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.	
Gifted and high ability students are clustered together with teachers who have AIG training to the extent possible. AIG Facilitators are members of Professional Learning Communities (PLC) at the school site to assist in the planning and sharing of ideas to meet individual students' needs. AIG Facilitators collaborate with school counselors and provide joint student services when needed. School counselors serve on the Needs Determination Team (NDT). Collaboration with school counselors and other student services personnel allows for the development of strategies and processes to support the social and emotional needs of gifted learners. Each school has a Special Populations session so that 504s, IEPs, DEPs and other modifications can be shared among support staff and faculty. Facilitators provide teachers, specialists, and school counselors with access to any social and emotional goals and service information on student Differentiated Education Plans (DEPs). AIG Facilitators conference with individual students regularly and/or as needs arise to support students' social-emotional needs. School Counselors engage in SEL activities as driven by school need/data. ECPPS website will have online resource links, such as Supporting Emotional Needs of the Gifted (SENG), Hoagies Gifted Education Page, National Association for Gifted Children (NAGC), North Carolina Association for the Gifted and Talented (NCAGT) and University of Connecticut. Students who have services outside of school such as counselors with social services or private therapists have support with their emotional management goals as long as the parents have provided that information for the AIG staff. Teachers/staff and students have a variety of options available to use when meeting SEL needs. <u>Elementary:</u> Many of our schools have partnered with Calm Minds, Kind Hearts. Elementary also uses Responsive Circle, Overcoming Obstacles, Character Strong and SEL Morning Circle Guide. <u>Middle School:</u> SEL activities to support SEL development, include: Check- in journal, "I Am" Self-esteem Builder, CFNC for career development and graduation plans, Title 1 Student Showcase, Positive Behavior Interventions & Supports (PBIS) activities and recognitions. <u>High School:</u> Students continue to work with activities in CFNC. Promoting SEL for high school students helps them develop the tools necessary to manage workloads and extracurricular obligations, set and achieve goals, navigate social dynamics, and more	
 	Click here to remove the table and use only the narrative field.
* Practice C	
Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.	

AIG Local District Policy states that the Academically/Intellectually Gifted (AIG) Program is based on the concept that outstanding academic abilities can be found in all types of students, regardless of cultural group or economic status. The primary focus of the program is to recognize those students and provide appropriate services. ECPPS is committed to meeting the diverse needs through providing an array of service options and the funding necessary to implement them. Special services are often required to meet the unique needs of gifted children. ECPPS district has 4 major priorities: Reimagining Education, Expanding Partnership, Talent Recruitment, Retention and Development and Operational Excellence. ▪ As part of the Reimagining Education priority, ECPPS introduced a Spanish Dual Language Immersion Program at 3 elementary schools in the 2024-25 school year in a partnership with Participate Learning and plans to expand to the other elementary schools based on student/parent program interest. ▪ One middle school became a candidate for the Middle Years International Baccalaureate (IB) program and the program will expand to the other middle school in 2025-26. ▪ Other programs that are planned for the 2025-26 school year include a Micro School that will begin with a 5th - 6th grade group and expand to 5th-8th within 2 years. ▪ One high school will enroll a cohort of freshmen in the fourth year of the IB Middle Years Program (MYP-4) students and the other high school will offer an Aviation Academy in partnership with Elizabeth City State University. The addition of these programs within our district will complement the AIG program and services by offering a wider variety of opportunities that meet the diverse interests and talents of our gifted population. Specifically, the Spanish Dual Language and the Micro School Program may have favorable outcomes to increase nominations of the underrepresented population and begin to decrease the disproportionality in identification. These programs may increase student engagement as they are targeting specific interests and motivations thus allowing teachers to observe possible gifted characteristics that may not have been apparent in the traditional classroom. Additionally, multiple academic competitions are available for student participation. The district is a member of the NC Association of Scholastic Activities (NCASA) network and has participated in the following competitions in recent years: The Quill, Twelve, Art Showcase, Quiz Bowl and Forensics. The district has also participated in The Battle of the Books at both the elementary and middle school level as well as NC Renewable Energy Competition at all grade levels. These opportunities are shared via posters, email, Parent Square posts and student-to-student recruitment. They are not exclusive to identified gifted students, but are part of a Schoolwide Enrichment opportunity that helps build our talent pool and support interests of our gifted students. ECPPS's AIG program has a comprehensive service delivery system provided for gifted students. Settings and services may include: regular classroom, resource room, another school within the system, inclusion setting, independent studies, dual enrollment on college campus, online classes, Early College and content differentiation (acceleration, compacting, enrichment, and extension).	* Practice D <u>Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.</u> Intentional, flexible grouping practices are encouraged and implemented throughout the district to facilitate effective instruction and support the growth of AIG and high ability students. Based on the data from common assessments, students may be flexibly grouped within the classroom, across the grade-level team, or across grade levels if appropriate. <u>Based on student identification area(s) and on-going data, students are grouped for instruction as listed below:</u> <u>Cluster Grouping for Identified and Non-Identified High Ability Students (Elementary & Middle):</u>
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- High-ability students are grouped together in classrooms (both those officially identified as AIG and those who may not be formally identified but still demonstrate high ability). This allows more tailored instruction and interaction with similar peers.
- In middle grades students are subject grouped for higher level differentiated instruction in Reading, Math, and /or other content areas.
- Middle school students at one middle school are in candidacy status for the middle years International Baccalaureate program. The other middle school will begin candidacy in 2025-26.
- In 2025-26 a Mirco School will be an option for 5th and 6th grade students. It will be a lottery system. It is planned to grow to 8th grade over the next couple of years.

Resource Enrichment/Extension Groups for AIG Identified Students(Elementary & Middle):

- Students who have been identified as AIG (in specific areas such as AR, AM, AG, AI, and IG) are placed in specialized enrichment or extension groups that work directly with an AIG Facilitator in activities or challenges that enrich or extend the regular curriculum.

Flexible Enrichment Groups for Non-Identified Talent Development Students(Elementary & Middle):

- For students who have not been formally identified as Academically or Intellectually Gifted (AIG) but demonstrate high potential or talents, opportunities for enrichment are provided that align to their advanced abilities. Enrichment through flexible grouping and assessment data can occur both in and out of the classroom.

Cluster Grouping for Identified and Non-identified High Ability Students (High School):

- Students are clustered in Advanced Course sections as available within scheduling such as Honors, NC School of Science and Math and AP Courses.
- Early College is a Cooperative Innovative High School and offers college courses as early as the freshman year. Students have individualized schedules and graduation plans based on their post-graduation goals. They are in flexible groups every Friday based on interests, such as, creative writing, environmental science, art, strategy games, robotics and other enrichment activities that are student driven.
- Our community college partner offers high school sections for Dual Enrollment courses.
- NC Governor's School naturally clusters students with like interest and abilities
- Beginning in 2025-26, one of our high schools will have a MYP 4-5 IB Diploma program and the other high school will have an Aviation Academy.

These approaches emphasize both flexibility and targeted support for students with varying levels of academic ability, ensuring that all high-ability learners are adequately challenged and given opportunities to grow in their areas of strength. Students also have the ability to demonstrate mastery in core coursework to move beyond the standard curriculum, enabling them to take additional courses that align with their personal abilities and interests. This practice supports differentiated learning and allows students to engage with peers on content that challenges them while promoting personalized educational paths

*** 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.

The ECPPS District AIG plan is a legal document approved by the ECPPS Board of Education, and submitted to the NC Department of Public Instruction. The plan is available at each school and on the district website.

The ECPS AIS Director/Executive Director of Elementary Education and Facilitators provide information about the six AIS standards and their underlying practices which are encompassed in the NC AIS law (Article 9b) through staff meetings and Board of Education presentations.

The AIS Director and/or Facilitators:

- Integrate program standards, regulations, and Article 9b into professional development, administrative meetings, and site meetings.
- Discuss instructional services and programs with grade level teams, and at staff meetings.
- Maintain an informational district AIS web page.
- Meet with teachers regarding each student's Differentiated Education Plan (DEP)/or Individual Differentiated Education Plan (IDEP) at least annually, Counselor, Specialist and Teacher Assistants may be included.
- Provide a list of the established talent development students to the classroom teacher and discuss student characteristics, abilities and interests.
- Reviews the AIS Handbook and Parents Rights with school staff.

*** Practice F**

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

AIS Facilitators maintain an effective practice of communicating student service needs among and between schools at each grade level to best meet the needs of advanced learners.

The AIS Facilitators:

- Inform teachers across grade levels/schools of students' goals and services; develop/modify DEP/IDEP yearly or as needed.
- Meet with classroom teachers at the beginning of each year, and as Identification occurs or services change throughout the year, to ensure they are aware of their gifted students and the services they will receive as well as their needs in the regular classroom.
- Work with building level leadership to design schedules which allow for identification and service delivery.
- Provide transition visits from feeder schools to middle schools and high schools.
- Present information meetings for students and parents at transition grades (5th to 6th and 8th to 9th). This is to help ensure a smooth transition into middle school and on to high school.
- Provide the AIS Director/Executive Director of Elementary Education/Lead AIS Facilitator with appropriate documentation to ensure the PowerSchool/Infinite Campus data system maintains up to date records of all AIS students twice a year (fall and spring).
- Maintain an AIS record that houses DEP's, testing data, permission to test, permission to serve, surveys, and other forms as needed on each student.

At the district level, regular meetings and/or updates are provided for review of procedures, processes and for sharing information. AIS Facilitators at all levels serve as the voice of gifted education on behalf of gifted learners. A purple colored form is placed in cumulative folders of each student who has been tested for gifted services in order to ensure that teachers and other school professionals are aware that a confidential folder of assessment data exists.

* 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.

Each school has a Needs Determination Team (NDT). The team is responsible for making placement and service decisions based on the compiled data. An array of service and program options provide gifted students with a variety of appropriate enrichment and extension opportunities.

These may include:

- Early Admission to Kindergarten
- Subject acceleration
- Grade acceleration
- Dual enrollment or early enrollment to a college/university
- Credit by Demonstrated Mastery
- Distance learning

And other opportunities such as: independent learning, mentor support, competitions, residential schools, virtual classes, Governor's School and/or other summer programs.

When a parent, student or teacher believes a student could benefit from acceleration options, a meeting is requested to include AIG facilitator, counselor, parent, student, teacher, and/or principal. During the meeting the student's academic and social/emotional data is reviewed and discussed to determine the best options for the student.

* Practice H

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

AIG Facilitators seek nominations of students from all populations, with particular attention to those who may face cultural or language barriers. In such cases, alternative data sources should be considered. Nominations may be submitted at any time by parents, teachers, school personnel, or students.

AIG Facilitators review data on all students throughout the year to intentionally look for potential in underrepresented populations.

Grade level PLCs and facilitators analyze student data and used to effectively group for differentiated instruction in classrooms.

AIG Facilitators collaborate with exceptional staff, ML teachers, and other specialists to provide support for the success of under-represented AIG populations.

AIG Team continues to seek additional resources for supporting traditionally underrepresented AIG populations.

Various Talent Development approaches are used with our K-3 population to intentionally provide opportunities for students to develop their potential.

- AIG Facilitator works in the classroom with small group
- AIG Facilitator delivers whole class lessons using Primary Education Thinking Skills (k-1)

▪ AIG Facilitator work with small group outside of classroom ▪ Classroom teacher works with student/small group completing extension/acceleration lesson/activities ▪ AIG Facilitator and teacher Co-Teach a lesson or activity	* 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. In order to create a talent development program with equal access for all students, AIG Facilitators promote Academic Competitions throughout the student body and provide schoolwide or grade level wide enrichment whenever possible. The Schoolwide Enrichment Model (SEM) is a mindset and process for making advanced learning opportunities available for all. When students are consistently achieving high scores on class, school, district and state assessments, stakeholders may be called into a conference to consider subject and or grade acceleration. An Individualized Differentiated Education Plan (IDEP) can be written with the student's specific needs and acceleration strategies clearly detailed with a timeframe to review. Pre-assessments are utilized to glean data regarding prior knowledge and front-loading strategies are employed as student mastery is determined through formative and summative assessments. Some of these are delivered in educational settings, others are in the form of mentorships and internships. The micro-school which is scheduled to open in the Fall 2025-26 will focus on real-world learning opportunities through community partnerships for part of the school day. Current planning is for students to be assigned site-specific duties that provide learning opportunities outside of the school setting.
* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day. Extracurricular opportunities based on the student's unique talents and abilities provide a space to interact with peers who share similar interests, helping them to build friendships and social skills, as well as serving as academic and social-emotional growth opportunities. Extracurriculars, such as advanced science and STEM clubs, art showcases, debate clubs, writing and reading challenges, chess tournaments, provide opportunities for them to apply and expand their skills in a less structured environment than regular classes. Opportunities are made available at all levels K-12 such as, but not limited to, the following: ▪ NC Association for Scholastic Activities (NCASA) ▪ Independent Studies ▪ Community Service Learning ▪ Mentoring/Mentee Programs ▪ Competitions/Clubs ▪ NC Governor's School	

▪ School of Science and Math Community partners, such as Arts of the Albemarle, College of the Albemarle, Elizabeth City State University and Cooperative Extension (4-H), offer summer programs as a chance for gifted students to dive deeper into areas of personal interest, such as technology, arts, literature, or science. ECPPS distributes this information to students and families due to limited funding for district-sponsored summer experiences. Many extracurricular clubs and competitive teams require them to take on roles like team captain, club president, or event organizer, helping them develop strong leadership, problem-solving, and organizational skills. Extracurricular activities, particularly in the arts (music, theater, visual arts), offer gifted students an outlet for creative expression. For students with strong creative abilities, these activities allow them to develop new skills and explore their talents in unique ways.		
* Ideas for Strengthening the Standard Review a variety of comprehensive programs to nurture K-2 students. Explore/investigate high school models for gifted education. Develop a district wide plan for intentional preparation for all 2nd grade students prior to the CogAt screening window		
Planned Sources of Evidence		
* Website resources		
* Meeting Agendas		
* Copy of the AIG Plan at each school and at Central Office		
* Digital announcements, flyers, Parent Square messages		
* Needs Determination Team (NDT) Forms		
* Lessons and activities		
Documents		Document/Link
Type	Document Template	
AIG Standard 2 Additional Resources	N/A	 AIG Standard 2 Additional Resources

-  [AIG Standard 2 Additional Resources](#)
-  [AIG Standard 2 Additional Resources](#)
-  [AIG Section of Website](#)
-  [New Innovative Programs and Details](#)
-  [AIG Standard 2 Additional Resources](#)

Standard 3: Differentiated Curriculum and Instruction

Elizabeth City-Pasquotank Public Schools (700) 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.

Standards-based instruction is the norm for all levels in the ECPPS district. Teachers are expected to have daily teaching objectives that correlate to the standards at the grade level of the students in their caseload.

Using all available data, students are served in reading, math and/or other core content areas through appropriate learning environments, content differentiation, and special programs. A comprehensive service delivery system is provided for gifted students.

Students are clustered in classroom settings with AIG teachers when possible. The teachers provide differentiated instruction. These tasks are aligned with the SCOS. Teams of grade-level or content specific teachers plan lessons and small group activities together based on assessment data to create cohesive instruction throughout the core classes. AIG Facilitators assist with differentiation as requested.

AIG resource rooms are built on an enrichment model and have a wide range of activities to meet students' social and emotional needs as well as build durable skills. Students engage in projects that range from STEM focused activities, robotics, 3D printings, strategy games and logic puzzles to creative tasks such as artwork, modeling, language and vocabulary building and other age-appropriate activities.

Settings and services include:

Regular classroom, resource room, another school within the system, inclusion setting, independent studies, dual enrollment on college campus, online classes, Early College, Content differentiation (acceleration, enrichment, and extension).

AIG Facilitators:

- Provide services connected with district goals which extend and enrich the K-8 NC Standard Course of Study (NCSCOS).
- Match a continuum of content processes and products to the skill levels, interests, learning styles, and cultural perspective of students at a pace appropriate to the learners.
- Collaborate with general education personnel to align and differentiate the NCSCOS to create integrated complex curriculum to match AIG learners' academic and social-emotional needs.
- Collaborate with instructional departments (grade level teams or content area teams; arts and electives; counselors; media personnel) to ensure AIG services are integrated into the total instructional program.
- Work with administrative teams to make sure AIG is addressed in improvement plans across the district.

- Collaborate across the district to share materials, resources, strategies and ideas.

AIG Director/Executive Director of Elementary Schools reports to the superintendent and Board of Education relating to policies and program standards.

In the past, ECPPS supported at least a half time facilitator at each elementary school, and two facilitators who divide their week between the 6 secondary schools. However, due to AIG licensed staff and overall teacher staffing shortages, AIG Facilitators have had to increase the number of students on their caseload and number of schools they serve. Employment vacancies are posted and ECPPS is actively looking to fill two open positions. Currently the AIG staff consists of two facilitators supporting 4 schools each of the twelve schools. Two additional schools have certified staff that are AIG licensed and serve AIG students in addition to their primary teaching position. One elementary school is currently without an AIG Facilitator, but is serving students through AIG certified classroom teachers and AIG certified elective teacher. If an AIG identified student is transferred to the 6-12 alternative school (12th district school), services will continue as determined by the student's DEP/IDEP.

School Year 2025-26 will introduce the opportunity for various innovative programs:

- Spanish Dual Language Immersion Program (K/1st)
- 5th/6th Micro School (plans to expand to 7th/8th)
- Middle Years IB program at both middle schools
- Pre-IB Diploma Program at one high school
- Aviation Academy at one high school.

K-8 Program:

K-2 - program is focused on talent development, a variety of models are used with our elementary school such as push in whole class lessons, pull out flexible enrichment groups and at times students may be identified prior to 3rd grade and receive pull out and push in services based on identification need.

3-8 - Students will be clustered together to help support the differentiated needs of these advanced learners with AIG certified classroom teachers to the extent possible. These students receive direct academic enrichment services from the AIG Facilitator. High achieving students that have shown a need for acceleration have class acceleration opportunities after meeting and principal building approval is received. Math 1, Earth and Environmental Science, English 1 and Spanish 1 courses are available for Middle School high achieving students to the extent possible based on staffing.

Students not identified as AIG, who evidenced advanced knowledge and understanding on EOG (Level 5) may receive additional support through the AIG teacher.

High School Program:

ECPPS High Schools do not specifically identify courses or teaching staff as gifted. AIG students' needs can be met through various classes and opportunities such as course acceleration, compacting, Honors courses, Advanced Placement courses, dual enrollment and Early College in partnership with the College of the Albemarle. Facilitators serve in a consultative role, working with students to seek higher learning opportunities, such as the School of Science and Math and Governor's School. AIG Facilitators can support high school gifted students in a one-on-one or small group setting. The AIG Facilitator works closely with the counseling department to focus these meetings on class scheduling, choosing appropriate challenging courses, understanding dual enrollment options as well as other advanced academic pathways. These meetings also provide lessons to develop skills for success while in high school and with their post-high school plans. The facilitator is available to meet with all high achieving students at the high school level and will work with all teachers to make sure students' needs are met and that they are challenged.

* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12. AIG Facilitators employ research-based practices and curriculum resources to differentiate the Standard Course of Study for gifted students in collaboration with classroom teachers based on student need. As a part of the screening process, students answer Multiple Intelligence tests to assess student learning styles and multiple intelligences. Facilitators use these to plan and involve students in activities and experiences that support and encourage skills, talents and interests. Parents are also asked to give details about the student's learning and educational experiences to inform the Facilitator of unique talents, interests and qualities not assessed otherwise. Teachers, likewise, complete the Kingore Analysis to help develop a learner profile. Instructional strategies can include: ▪ Classroom teachers are encouraged to use pre-assessments to guide scaffolding and differentiation on a regular basis for all students. ▪ AIG Facilitators provide instructional resources and collaborate with classroom teachers to enrich, extend, and accelerate curriculum through compacting, technology integration, work contracts for independent projects, and challenge activities based on student abilities, readiness, motivation, interest, and learning profiles. ▪ AIG enrichment rooms focus on practice of durable skills and social-emotional support. ▪ AIG facilitators support classroom teachers with acceleration of curriculum with spiraling content strands upwards with small groups as requested. ▪ Teachers use graphic organizers, summarizing, note-taking, cooperative learning, inquiry, SMART goals, and other techniques as appropriate in order to promote a rigorous learning environment. ▪ Facilitators encourage administrators to group gifted students appropriately with students of similar needs and interests. ▪ Facilitators offer administrators a variety of presentations and resources to provide opportunities for staff to participate in professional development on AIG learners. ▪ Monitor the progress of high school students 9th-12th grades through a DEP to promote success and development of ability, readiness, and interest.	* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. ECPPS Gifted Programs utilize both formal and informal, formative and summative data (pre and post) to maximize learning for gifted students. All K-12 classrooms operate under the NCSCOS as the driving content guideline. Teachers are expected to set daily learning objectives that are goal-based and contain some form of feedback, summative or formative. The district hosts quarterly job-alike training sessions for teachers to review and revise curriculum maps and planning guides. These emphasize the DOK and 3 Tier approach to differentiated lessons.
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The district continues the process of training elementary teachers in The Science of Reading through LTRS Training.

Classroom Teachers use resources from the following in order to differentiate and support the NCSCOS curriculum:

Elementary School:

- iReady diagnostic - these reports allow the students to continue working on skill gaps or push ahead. Teacher reports recommend remediation, acceleration or extension lesson ideas.
- Pretesting upcoming curriculum - this allows the teacher to group students that have met the standard and allow for acceleration, extension or further research

Other resources:

- mClass
- Read to Achieve Passages
- District benchmarks/NC Check ins
- Teacher created assessments

Middle School:

- iReady diagnostic/IXL - these reports allow the students to continue working on skill gaps or push ahead. Teacher reports recommend acceleration or extension lesson ideas.
- Pretesting upcoming curriculum - this allows the teacher to group students that have met the standard and allow for acceleration, extension or further research

Other resources:

- District benchmarks/NC Check ins
- Teacher created assessments

High School:

- Pretesting upcoming curriculum - this allows the teacher to group students that have met the standard and allow for acceleration, extension or further research
- teacher created assessments
- Facilitators work with Counselors and Content Area Teachers to recommend and support students in applying for advanced learning opportunities such as:
- NCSSM resources
- Governor's School

- College Board (AP courses)
- College & Career Program (college courses)

Targeted Innovative Programs for 2025-26:

- All elementary schools will have available to interested families a Dual Language Immersion Program for K-1 students. The pilot program in the year 2024-25 at three elementary schools has shown promise.
- 5th/6th grade Micro School
- Both middle schools will offer the Middle Years IB Program.
- One high school will offer the Pre-IB Diploma Program.
- One high school will offer an Aviation Academy

*** 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.

The enrichment model of the AIG rooms at each grade level provides the opportunity for Facilitators to interact with students on exploratory and self-selected projects which build on an open mindset.

As students engage in activities, facilitators use the durable skills wheel to introduce and reinforce the skills they are developing. This practice is also a real-time, authentic vocabulary builder.

Involvement in the various competitions and challenges offer students structured real life opportunities to develop adaptability, collaboration, communication, critical and creative thinking, empathy, mindset and responsibility skills.

K-2 resources:

Enrichment room offering durable skill activities (logic puzzles, strategy games, role playing activities). Push-in whole class lessons Primary Education Teaching Skills) to expand critical thinking skills - may not occur at all schools due to AIG staff shortage.

3-5 resources:

Enrichment room offering durable skill activities (logic puzzles, strategy games, role playing activities, STEM Infused activities, and individual research and projects) to promote critical thinking skills

Coding (Hour of Code)

Science Fair

Spelling Bee

Battle of the Books

Robotics

NC Renewable Energy Competition

6-8 resources:

Middle Years IB Programs at both middle schools.

Enrichment room offering durable skill activities (logic puzzles, strategy games, role playing activities, STEM-infused activities, and individual research and projects) to promote critical thinking skills

Lunch Bunch (social emotional development)

Field Trips

Spelling Bee

Battle of the Books

Robotics

Coding (Scratch, [Code.org](#), Blockly)

Design Thinking (3D modeling, lego build sets)

Free Art Sessions

NCASA Academic Competitions:

The Quill

Art Showcase

Quiz Bowl

NC Renewable Energy Competition

9-12 resources:

Individual consultation

Lunch Bunch

Battle of the Books

NCASA Academic Competitions:

The Quill

Art Showcase

Quiz Bowl NCSSM residency or online programming Governor's School AP Courses Dual Enrollment (CCP) Pre-IB Diploma Program at one high school Aviation Academy at one high school	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. Facilitators provide direct AIG services, screen, test and conduct NDT meetings as well as maintain student records. School level Instructional Coaches and/or the Multi-Classroom Leads (MCL) lead PLCs to analyze data with classroom teachers. AIG Facilitators offer support with differentiation as requested and when working within the PLC data meeting. ECPPS Gifted Programs utilize both formal and informal, formative and summative data (pre and post) to maximize learning for gifted students. Facilitators review data and provide academic support for students who are served (identified and monitored) as well as look for additional students that may benefit from talent development, and flexible enrichment groups. The district measures growth throughout the year via iReady Diagnostics (beginning, middle and end of year), IXL Assessments (quarterly), NC Check-Ins (three times yearly) and a variety of local assessments to determine effectiveness of current instructional and grouping practices. The AIG facilitator compiles learner potential and recruits talent development through the analysis of data. Students are offered differentiation opportunities through compacting, tiered assignments, independent projects/studies, or other differentiation strategies.	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. AIG Director/Executive Director of Elementary Schools is the district office representative working directly with curriculum and instruction and decisions. School level Instructional Coaches and/or Multi-Classroom Leads (MLC) are tasked with guiding school wide curriculum decisions and school level training of the classroom teachers. AIG Facilitators consult with teachers and grade level teams as requested. Facilitators design and present Professional Development sessions for district wide in-service days that focus on differentiation, rigor, instructional strategies and characteristics of gifted students. Building level administration may ask AIG Facilitators to provide specific training to staff during PLCs, at staff meetings or with individual teachers. Although regular classroom teachers are ultimately responsible for providing much of the differentiated curriculum and instruction, the role of the Facilitator is integral in this process.
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AIG Facilitators:

- Communicate the academic, social, and emotional needs of gifted students with classroom teachers and other school personnel.
- Plan/collaborate with classroom teachers/support personnel to create differentiated curriculum, implement challenge and extension activities, and competitions.
- Plan/collaborate with English Language Learners (ELL) teachers as needed to meet the needs of English language learners.
- Plan/collaborate with Exceptional Children's (EC) teachers as needed to meet the needs of twice exceptional students.
- Provide the opportunity for students to implement independent studies based on interests and subject acceleration.

*** Ideas for Strengthening the Standard**

AIG Facilitators collaborate with classroom teachers to create opportunities to assist teachers with research-based and student-centered extension and enrichment activities.

AIG Facilitators are considering building and maintaining a resource library at each individual school for use by all staff and parents, as funding allows.

K-2: consider expanding the push-in at K and 1st using the Primary Education Thinking Skills curriculum to all elementary schools (increased staffing is needed).

3-8: Restart the Summer Enrichment Camp (one week camp) when funding is available.

9-12: In collaboration with the guidance department, provide specific support for identified students at each grade level by offering sessions that cover needed topics (ie. Selecting coursework for colleges/universities, writing college applications and essays, completing financial aid forms, personal finances).

Create a curriculum binder by and for the AIG Facilitators

Planned Sources of Evidence

* Rosters of students served (identified and non-identified)

* Documentation of collaborative planning Teacher differentiated lesson plans

* Primary Education Thinking Skills lessons

* Student Performance Data

* Student DEP/IDEP		
* AIG Lessons		
Documents		
Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	 AIG Standard 3 Additional Resources  AIG Standard 3 Additional Resources  AIG Standard 3 Additional Resources

Standard 4: Personnel and Professional Development

Elizabeth City-Pasquotank Public Schools (700) 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.

ECPPS currently employs a licensed AIG Director (Executive Director of Elementary Schools), a licensed Lead Facilitator and licensed Facilitators.

DUTIES

	Director (Coordinator)	Lead Facilitator	Facilitators
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Works with stakeholders to plan, implement, revise, and monitor the AIG plan.	X	X	X
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Serves as a member of the Central Office staff, reports to the superintendent and Board of Education and partners with other department directors.	X		
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Acts as a liaison between the ECPPS, the Department of Public Instruction, as well as the Northeast Region Coordinators/Directors	X	X	
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Plans and may provide staff development opportunities related to AIG and the current ECPPS professional development needs.		X	X
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Collaborates with school principals and encourages school personnel to address the needs of gifted in the School Improvement Plan.	X	X	X
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Guides and supports the facilitators in screening, testing, identifying, and serving AIG students.	X	X	
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Collaborates and communicates with parents and community groups.	X	X	X
Manages testing schedules and materials.		X	X
Maintains the state and local AIG budgets.	X		
Mentors new facilitators.	X	X	
Conducts at least quarterly District AIG meetings with facilitators.		X	
Monitors records for accuracy.		X	X
Serves as a Due Process administrator.	X		
Completes facilitator observations in collaboration with school principals when requested.	X		
Aligns AIG facilitators with schools (based on student service needs).	X		
* 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. AIG licensed Facilitators serve elementary, middle, and high schools to meet the academic and social-emotional needs of gifted students. Due to our current staffing limitations, the enrichment model is the primary service delivery method being used at this time. Facilitators have pull-out sessions with grades K-8, during an intervention block when schedule permits. The session may be made up of students who are flexed in for Level 5 achievements, talent development and identified services simultaneously. While this is not ideal, it helps to provide schoolwide services with limited staff. Each school is autonomous in the way those sessions are scheduled. The facilitators negotiate this time with principal and classroom teacher input. At times AIG Facilitators may push into K-1 classes to provide whole group Primary Education Thinking Skills (PETS) lessons. Facilitators regularly share resource materials and engage in book studies that strengthen the program in all schools across the district. At each school, AIG Facilitators:			

▪ Collaborate with classroom teachers of identified gifted students for differentiated content, process, and product related to student skill levels, interests, learning styles, and other profile information. ▪ Provide informal professional development and resources for classroom teachers. ▪ Collaborate/coordinate with support personnel, such as: school counselors, exceptional children teachers, multilingual learner (ML) teachers. ▪ Offer suggestions for the appropriate placement of students based on their Differentiated Education Plan (DEP) and/or Individual Differentiated Education Plan (IDEP) and on-going formal and informal assessments. ▪ Engage in communication with parents. ▪ Create and maintain all AIG documentation including referral, screening, testing, placement decisions, and differentiated education plans. ▪ Collaborate with principals to ensure they serve fully as contributing members of their primary/home school. ▪ AIG Director and/or Lead Facilitator meet with facilitators for AIG planning and Professional Learning Communities (PLCs).	* 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. The AIG Director/Executive Director of Elementary Schools and Facilitators all hold NC/AIG licensure. Other personnel, including administrators, classroom teachers, media specialists, and counselors are encouraged to seek certification. The AIG Director and/or Facilitators: ▪ Collaborate with central office and building administrators to offer professional development in gifted education during district-wide professional development days. These PD offerings include: • Characteristics of Gifted Students • Differentiation in Instruction • Enrichment Opportunities • Inquiry Lesson Planning • Innovative Teaching Methods • Building Vocabulary Activities ▪ Participate in special population “pops” days. An informal meeting with staff K-12 to provide information on identified students and best practices for serving gifted learners. • Facilitators will discuss DEPs with teachers and sign as appropriate.
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▪ Meet periodically/as needed with grade level/subject teams to plan and provide information and/or “mini staff development” sessions. Staff development focuses on specific topics related to gifted education as needed or requested.
* 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. Our district has seen a significant drop in AIG licensed teachers over the last few years. Currently, only approximately 10% of our school-based certified staff hold AIG certification, this includes administration, support specialist, and classroom teachers. AIG identified students are scheduled with an AIG licensed teacher to the extent possible in all schools and grade levels. AIG professional development opportunities are available during district-wide PD days to help provide training to teachers who may have AIG cluster groups, but are not licensed. ECPPS disseminates information regarding AIG licensure programs available in our area or on-line as information is received. Currently our district does not provide reimbursement for classes or Praxis testing.
* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Recruitment plan ▪ Director monitors the application portal when AIG facilitator vacancies are present. ▪ Director/building principals utilize EVAAS to look for general education staff with high growth data for advanced and/or AIG identified students ▪ Director shares AIG licensure opportunities ▪ Director shares AIG licensure information (how to become AIG licensed) with principals to pass to all teachers. Retention Plan ▪ Provide incentives for classroom teacher who hold AIG licensure (ie. cluster grouping) ▪ Opportunities to attend AIG conference (as funding allows) ▪ Access to classroom instructional material that supports gifted learners ▪ Possible opportunities to provide AIG focused PD to others in building/district with principal/director approval ▪ Opportunities to apply for grants to purchase equipment and/or material to support lessons
* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

AIG Facilitators collaborate with central office and building administrators to offer professional development in gifted education during district-wide professional development days. These PD offerings include: ▪ Characteristics of Gifted Students ▪ Differentiation in Instruction ▪ Enrichment Opportunities ▪ Inquiry Lesson Planning ▪ Innovative Teaching Methods ▪ Vocabulary Building/Extension AIG Facilitators participate in special population “pops” days. An informal meeting with staff K-12 to provide information relating to best practices for serving gifted learners as well as provide Facilitators with time to discuss identified students and their profiles. AIG facilitators work with building level administration to target specific AIG professional development needs in that building and plan session accordingly.	* 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. AIG Director/Facilitators partners with the district’s Curriculum and Instruction/Talent Development Department to collaborate on gifted learning professional development. ▪ Facilitators offer professional development training during district wide PD days, in-service days and/or during grade level and/or staff meetings as needed. ▪ AIG Facilitators present topics that are timely and relevant for AIG students and teachers. ▪ Collaborate with the various system wide programs (Spanish Dual Language Immersion, International Baccalaureate, and Micro-School) to align professional development opportunities that will meet the needs of gifted learners and program goals.	* Ideas for Strengthening the Standard Consider offering opportunities to a few general education teachers each year so that they may attend the annual AIG State conference (as funding allows). Consider a partnership within the NC University System for an AIG certification pathway. Consider mandating that one Professional Development session during District –wide training is an AIG related topic. Consider reinstating district tuition reimbursement opportunities for AIG course completion that leads to licensure (as funding allows)
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Consider Primary Education Thinking Skills (PETS) informal training for K-1 teachers

Consider adding a session specific to the review of the AIG Standards with additional site-based training opportunities and follow up as requested by administration

Consider administrator AIG PD sessions

Advocate for one facilitator between a maximum of 2 schools.

District reimbursement to teachers who take and pass the Praxis for AIG certification.

Planned Sources of Evidence

* AIG Personnel licensure records	
* Documentation of collaborative meetings and/or staff development	
* AIG Director/coordinator job description and qualifications	
* Agendas/notes from state, regional, and local conferences and meetings	
* CEUs	
* Licensure opportunity announcements	

Type	Documents	Document/Link
AIG Standard 4 Additional Resources	N/A	 AIG Standard 4 Additional Resources  AIG Standard 4 Additional Resources  AIG Standard 4 Additional Resources

Standard 5: Partnerships	Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 5: Partnerships <i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional. The AIG Director and Facilitators understand the importance of partnerships with parents and families of our gifted students. Stakeholders of all areas (especially families) are included in AIG programs and activities by being valuable resources on the academic and social and emotional needs of the AIG students in our district. We collaborate with families for: ▪ Feedback on specific programs and events ▪ Insight from a parental perspective ▪ Participation in parent workshops ▪ Serving on the Advisory Board ▪ Chaperoning field trips ▪ Encouraging student involvement in Academic Competitions and asking parents if interested in co-sponsoring or helping with competition preparation and practice ▪ Partnerships for guest speakers on topic of interest ▪ Investment in the interests of their child and encouraging independent study and project based learning ▪ Educational opportunities - Governor's School, North Carolina School for Science and Math, scholarships, college application questions/assistance ▪ Being accessible in-person, by phone or email. The ECPPS AIG Department will:

▪ Prepare and make available digital and printed information such as: the AIG Plan, NC AIG Standards, Parent Rights brochure, Handbook and other communication formats informing parents about services and opportunities for students, parents, and the community. ▪ Inform parents/families about opportunities to become involved with AIG student activities, clubs, and competitions as a means to create and foster two-way partnerships. ▪ Utilize technology to share information and resources on platforms such as: ECPPS web page (www.ecpps.k12.nc.us), email, Parent Square (online communication platform), Online parent/facilitator meeting, ECPPS Facebook/Twitter/Instagram. ▪ Schedule yearly parent informational meetings, Differentiated Education Plan (DEP), Individual Differentiated Education Plan (IDEP) meetings, annual reviews and create a pattern of true partnership between school and home. ▪ Share articles related to gifted academic and social/emotional needs to increase 2-way communication and contact. ▪ Hold intentional meetings for students and parents at transition years (5th to 6th, 8th to 9th) to review options available to students at the middle and high school levels and strategies for success and foster 2-way communication.	* 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. AIG Director and Facilitators collaborate with local businesses and organizations to create and enhance units of study for students specifically focusing on topics of interest, higher education or careers. These opportunities include field trips, student participation in community events, local scholarships, summer programs, internships, and guest speakers. These enrichment opportunities give our gifted and high achieving students global and career awareness opportunities that would not be available in the regular school setting. These partnerships provide exposure to higher education opportunities as well as job-ready skills to better prepare them for life after K-12 education. This includes but is not limited to: ▪ Museum of the Albemarle ▪ Port Discover ▪ Arts of the Albemarle ▪ Dismal Swamp State Park ▪ Elizabeth City State University ▪ College of the Albemarle ▪ Mid Atlantic Christian University ▪ Merchants Mill Pond
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▪ Elizabeth City Regional Airport ▪ ECSU Drone Facilities ▪ Local Businesses	* 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. ECPPS has established an Advisory Board for gifted education, which meets at least twice yearly. The Advisory Board is representative of a variety of stakeholders, including community members, local businesses and organizations, administrators, teachers, parents, university staff, and a school board member. The Advisory Board provides feedback and helps develop and analyze surveys in order to guide programing. The group meets more frequently during plan revision years to give feedback on how the system is doing with respect to the current AIG program plan. This team also helps provide insight and reflection for possible plan revisions. While the Advisory Board does not have direct involvement with developing the plan, they play a crucial role in assuring that the plan reflects the needs of the students, community and is understandable to all readers. Information is shared through Google Documents, paper and email. Google Document sharing allows our Advisory Board to read, comment and ask questions so that our meetings are productive. Advisory Group representatives includes, but is not limited to: ▪ Parents/Guardians (K-12) • Representatives from each level: Elementary, Middle, High and Early College Schools ▪ Teachers/Support Staff/Administrators • AIG Facilitators • Director of Elementary Education/AIG Director • Principal ▪ Board of Education • Board chair or member ▪ ML & EC Support Staff ▪ Local Business Representatives ▪ Community Arts/Music organizations ▪ Local Colleges (MOA & MacU) & Universities (ECSU) ▪ Minister's Council
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▪ United States Coast Guard, Elizabeth City base ▪ Community Schools • ECU Representative or designee	* 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.
The AIG Director and Facilitators informs parents, families, and community of the policies and procedures related to advance learning, the local AIG Plan, local program services, as well as opportunities available to AIG students to encourage and increase participation: Direct communications from AIG facilitators to parents (Post in English and Spanish as available): ▪ Flyers ▪ ECPPS/AIG webpage ▪ ECPPS District and School presence on Facebook, Twitter, Instagram platforms ▪ Parent Square posts Two way communication via: ▪ Email groups ▪ Parent Square messages ▪ Virtual/Face-to-Face Meetings All AIG documents requiring parent signatures as well as the Parents Rights Brochure are translated into Spanish. Other languages are translated as needed, using online digital translation services and through our ECPPS ML Department as needed.	* Ideas for Strengthening the Standard Consider a video or digital presentation communicating the program plan and policies to be posted on the ECPPS/AIG

Work with the District's Talent Development Division to create/continue partnerships to promote/enhance extracurricular activities

Look into compiling a community contacts database or gaining access to the database if the district already has one

Planned Sources of Evidence

* Agendas for Advisory Board meetings	
* Documentation and rosters of informational meetings	
* Speakers and activities AIG plan for schools	
* Documentation of surveys	
* Collaborative projects within community	
* Local newspaper articles, all district print media outlets, videos, ECPPS District and school presence on Facebook/Twitter/Instagram, Parent Square posts, AIG webpage, flyers	

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

N/A

-  [AIG Standard 5 Additional Resources](#)
-  [AIG Standard 5 Additional Resources](#)
-  [AIG Standard 5 Additional Resources](#)

Standard 6: Program Accountability	Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 6: Program Accountability <i>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.</i>	* 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. ECPPS has a written plan in accordance with NC legislation and policy, NC Department of Public Instruction, and NC AIG State Standards, which has been approved by the local Board of Education. The plan is reviewed annually and revised on a three year cycle for continued improvement. ▪ The plan is comprehensive and includes all components required by, and based on, NC AIG legislation and standards. ▪ Screening, identification, and placement processes and forms are in accordance with NC AIG legislation and standards; are comprehensive; and meet the needs of the Local Education Agency (LEA). ▪ The AIG Talent Development component enables facilitators to support differentiation for non-identified students who demonstrate advanced potential. ▪ Social and emotional support is an integral part of the AIG program and services. ▪ Research based curriculum and instruction practices are consistent throughout the LEA. ▪ AIG Facilitator responsibilities are consistent across the district. ▪ The AIG Plan aligns with district goals. ▪ Parent and community involvement is addressed in the plan and continues to be a priority. An AIG Advisory Board consisting of stakeholders (Parents, community and staff) has been put in place to assist and give input on the program's strengths and needs.
* 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.	The AIG Plan is monitored continually through: ▪ AIG Director/Facilitators provide stakeholders with annual survey opportunities that will allow feedback concerning successes and challenges. These surveys are in 4 different forms and have questions that are specific to the population being surveyed. They are: Elementary AIG students, Secondary

AIG students, Classroom Teachers of AIG students and Parents of AIG Students. - Formal and informal data will be collected and analyzed as needed. Formal data includes all testing data on students being served in the AIG program. Informal data includes, but is not limited to requests for change in services or comments from stakeholders. - Formal and informal meetings with school staff, administrators, and parents/families to share successes and challenges. - AIG Director/Facilitators meet at least quarterly (monthly is preferred) to build capacity and monitor program improvement. - AIG Director/Facilitators conduct an annual self-assessment. - Reports are made to the Advisory Board to ensure that stakeholders are well informed. The Advisory Board also receives information and updates in between meetings via email as needed.	* 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 LEA has, and continues to, use all state allocated as well as supplemental local funding to provide services to meet the needs of identified gifted students as well as those demonstrating high potential for giftedness. Facilitators make use of grant opportunities through multiple agencies to plan and promote special projects, field trips and academic competitions. The AIG Director/Executive Director of Elementary Education: - Maintains a record of expenditures and ensures funds are used for AIG Plan implementation and students. - Reviews funding with the finance director to determine needs and appropriately allocate AIG funds. Prioritizes people, resources, and professional development based on available funding and program needs. - Shares budget information with Lead AIG Facilitator	* 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. AIG Director/Executive Director of Elementary Education and/or AIG Facilitators will establish and maintain relationships with district Testing and Accountability personnel to assist with data collection. The team will collect and analyze student data for individual schools each at least once per semester to drive programming. These data sources may include the following (others as they are made available): - Classroom performance - BOG /EOG Growth and Achievement Reports
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▪ District Check In data ▪ iReady ▪ IXL ▪ K-2 Math assessment ▪ Credit earned through Dual Enrollment ▪ CTE Pathway completion and credentials ▪ Successful performance rates of AP and IB ▪ Extracurricular school activities AIG Director/Executive Director of Elementary Education and/or Facilitators will analyze data to examine district/school trends and AIG growth and achievement data to determine if current mindsets, policies and practices are providing appropriate programming and services for identified students to include academic, intellectual and social/emotional while paying attention to underserved populations and disproportionality issues. This data will be shared with appropriate stakeholders including the AIG department, principals, appropriate school personnel (teachers, MTSS teams) and the Advisory Board using bulleted summaries and/or visual aids. The AIG team strives for equity and has a goal of aligning the AIG identified population with the school's demographic composition. AIG Director/Executive Director of Elementary Education will cross reference drop out data with AIG headcount on a yearly basis. Schools that have a subgroup of AIG students will be part of the EVAAS data that principals, other administrators and facilitators will consider when analyzing the program's effectiveness. If an identified student is part of the drop-out data every attempt will be made to interview that student so that we can find out their reason for leaving school. The data gathered will guide decisions to improve AIG programming and serve as a rationale when requesting increased student interaction with AIG facilitators, class selection, grouping, advanced resources, and enrichment opportunities, all aimed at supporting our students in the top percentage.	* 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. The AIG Team continues to: ▪ Request and analyze data from Testing and Accountability and Classroom Teachers. ▪ Examine the representation of subgroups in referrals, identified, and nurture/enrichment services to stay informed about underrepresented groups, while also understanding the evolving nature of the student population as families become more transient and demographics shift. ▪ Use research-based strategies such as schoolwide enrichment and nonverbal representations in order to develop a talent pool. ▪ Utilize local, state and national expert advice in the cultivation of giftedness in underrepresented and newly emerging populations.
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▪ Examine referral and identification procedures each semester with school MTSS teams to look for disproportionality issues. ▪ Provide resources and professional development opportunities to classroom teachers to better understand and recognize giftedness in underserved populations. ▪ Semester collaboration between the AIG Department and the School-Level and/or District-Level MTSS teams to gather, analyze, and act on multiple data sources regarding referral, identification, services, and retention of students within the AIG program. Using this data will allow the team to identify equitable access for the demographic groups. ▪ AIG facilitators will maintain individual student records and cohort data so that trends within demographic groups are easily visualized and compared for equity and accessibility issues.	* 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.	Because the most effective educational instruction for AIG students is provided by teachers who are knowledgeable in gifted education: ▪ ECPS maintains data on personnel credentials and encourages AIG professional development and/or licensure. Teachers are informed of opportunities to add AIG certification to teaching licenses through local and state partnerships with higher education institutions. ▪ The Human Resources Department and AIG Director/Executive Director of Elementary Schools keep a record of teachers who are licensed. AIG students are placed with AIG certified teachers when possible to ensure effective learning environments are established.	* 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. To maintain an effective and high-quality AIG Program and services, and to promote continued growth and improvement, the AIG Director/Executive Director of Elementary Schools and/or AIG Facilitators: ▪ Create and distribute annual questionnaires/surveys to key stakeholders (teachers, administrators, students, and parents) to collect data to review the quality and effectiveness of AIG services. ▪ Analyzed and graphically organized results of these surveys are posted on the district's website under the AIG section. The survey results are also shared and discussed at Advisory Board meetings. The AIG Team is open to feedback from parents, students, school staff and community members at any time.	* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. In order to garner continued support and to increase program quality, transparency and communication must be a focus.
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Yearly program evaluation data will be analyzed and graphically organized and/or bulleted summarization by the AIG team. This data will be posted on the district website under the AIG section, shared with the Executive Director of Elementary Schools, Assistant Superintendent of Curriculum and Instruction and the Advisory Board. Executive Director of Elementary Schools and/or Assistant Superintendent of Curriculum and Instruction or designee will share out to the School Board. Stakeholders have the opportunity to attend all open session School Board meetings where information is reviewed and discussed.

*** 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.

ECPPS requires written informed consent for initial testing or reassessment, identification and placement of a student. The initial Differentiated Education Plan (DEP)/Individual Differentiated Education Plan (IDEP) is to have parent signature and parent signature is preferred on all annual reviews. The Due Process Rights brochure is provided to parents prior to initial testing and is available at Differentiated Education Plan (DEP)/Individual Differentiated Education Plan (IDEP) meetings, annual review meetings, and upon request. Established forms are used to obtain written informed consent for testing, identification, and services.

PARENTS' RIGHTS: Procedures Regarding Academically or Intellectually Gifted Identification Gifted Due Process Regarding Academically and/or Intellectually Gifted Identification and Services Decisions

I. Parent/guardian requests a conference with the AIG Facilitator and/or AIG Needs Determination Team (NDT).

II. The parent/guardian appeals to the Principal.

III. The parent/guardian appeals to the Executive Director of Elementary Schools/Assistant Superintendent of Curriculum and Instruction of Elizabeth City-Pasquotank Schools.

IV. The parent/guardian appeals to the Superintendent

V. The parent/guardian appeals to the Local School Board

VI. The parent/guardian follows NC State level grievance procedure.

☐ Click here to remove the table and use only the narrative field.

Process	Procedure
Informed consent for identification	* Established forms are used to obtain written informed consent for testing, identification, and placement/services. Parent signatures is required for AIG Identification..
Informed consent for placement	* Established forms are used to obtain written informed consent for testing, identification, and placement/services. Parent signature is required for placement in the AIG program.

Transfer procedures	* When an identified (AM, AR, AG, AI, or IG) student transfers from within the district, his/her identification and services shall continue uninterrupted at the receiving school. Previous AIG Facilitator will provide the student's AIG file to the new school facilitator. Active military family transfer students who received AIG services at their last school, will continue to be eligible for AIG services (consistent with the interstate compact on educational opportunities for military children). Previous school will be contacted so they can provide copy of AIG eligibility and related testing/educational information if parent does not have a copy. ECPPS will offer reciprocity to students who transfer from other districts within the state or out of state who were previously identified as AIG and were actively receiving AIG services in the area of identification. If the student is underperforming, the AIG facilitator can call a meeting with parents, teachers, counselor and/or administration to discuss service plans and strategies. Previous school will be contacted so they can provide copy of AIG eligibility and related testing/educational information if parent does not have a copy.
Reassessment procedures	* Students who are recommended or referred for reassessment will follow the same procedures outlined in Standard 1, Practices A and B. If retesting with a nationally normed test or subtest is necessary, an updated Permission to Test consent form with a parent or guardian signature must be obtained.
Procedures to resolve disagreement	* STEP I – Teacher/NDT (Needs Determination Team) A. Parent/guardian may make a request* for a conference with the AIG Facilitator/NDT to discuss the concerns about the placement decision. B. AIG-NDT reviews the student's records and previous nomination, identification, and service delivery options decisions. The committee may gather additional information about the student from parents and/or teachers, if needed. Any decision, whether it constitutes a change or not, will be noted in the student's folder. C. AIG-NDT conducts a conference within ten school days of parental/guardian request and subsequently responds to the parent/guardian in writing within ten school days following the conference. D. A *written request is preferred. Please keep a written request for documentation of due process. If the request is oral, note the date of request and any decisions made. It will be put in the student's folder. F. THE DISAGREEMENT IS NOT RESOLVED AT THE AIG CONFERENCE, THEN PROCEED TO STEP II. STEP II – Appeal to Principal A. Parents/guardians may appeal the AIG-NDT decision in writing to the Principal of school within ten school days of receiving the response. B. Principal reviews the grievance and conducts a meeting within ten school days of receipt of appeal with the parent/guardian. C. The Principal responds in writing to the parent/guardian concerning the outcome of the review and meeting within ten school days. D. THE DISAGREEMENT IS NOT RESOLVED IN STEP II, THEN PROCEED TO STEP III. STEP III – Appeal to Executive Director of Elementary Schools/Assistant Superintendent of Curriculum and Instruction A. Parents/guardians may appeal the AIG-NDT decision in writing to the Executive Director of Elementary Schools/Assistant Superintendent of Curriculum and Instruction within ten school days of receiving the response.

	B. Executive Director of Elementary Schools/Assistant Superintendent of Curriculum and Instruction review the grievance and conduct a meeting within ten school days of receipt of appeal with the parent/guardian. C. The Assistant Superintendent of Curriculum and Instruction responds in writing to the parent/guardian concerning the outcome of the review and meeting within ten school days. D. THE DISAGREEMENT IS NOT RESOLVED IN STEP III, THEN PROCEED TO STEP IV. STEP IV - Appeal to Superintendent A. Parents/guardians may appeal the decision of the Executive Director of Elementary Schools to the Superintendent within ten school days of receiving the response. B. Superintendent reviews the grievance and conducts a meeting within ten school days of receipt of the appeal. C. The Superintendent responds in writing concerning the outcome within ten school days to the parent/guardian, the Executive Director of Elementary Schools and Principal. D. THE DISAGREEMENT IS NOT RESOLVED IN STEP IV, THEN PROCEED TO STEP V. STEP V – Appeal to Local School Board A. Parent may appeal to the ECPPS Board of Education in writing within ten school days following the written response from STEP IV. B. Face to face appeal hearing C. The Board shall offer a final written decision within thirty days. In the event that the local grievance procedures fail to resolve the disagreement, the parent can implement a state level grievance. STEP VI – North Carolina State Level Grievance Procedure A. Parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the NC General Statutes. The scope of the review shall be limited to: (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, OR (ii) whether the local plan for gifted education has been implemented appropriately in regard to the student(s)' needs. B. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of NC General Statutes, the decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of NC General Statutes. As an alternative to Steps IV or V, a school system could elect to form either a grievance committee to hear disagreements or employ an impartial mediator to hear disputes.
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Compile outstanding student achievement data, such as NC Governor’s School, NCSSM attendees (residential and remote), Academic Competition winners, etc. and share with all stakeholders Improve process for administering and collecting surveys and also include focus groups to collect additional data for program improvement. After surveys have been completed follow up with email/call to parent who left contact information Consider follow-up interviews with 5-10% of the respondents for more detailed data		
Planned Sources of Evidence		
*	List of AIG licensed teachers	
*	Documentation of screening, referral and identification	
*	Agendas/minutes from facilitator meetings /AIG Advisory Board meetings	
*	Parents' Rights brochures	
*	Data: Survey, Assessments and Observation, BOG3/ EOG/EOC, Benchmarks, Common Exams, Dropout Data	
Type	Documents	Document/Link
AIG Standard 6 Additional Resources	N/A	 AIG Standard 6 Additional Resources  AIG Standard 6 Additional Resources  AIG Standard 6 Additional Resources

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/27/2025 

AIG Related Documents			
Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0			
Required Documents		Document/Link	
Type	Document Template		
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	AIG Plan Approval Document	
Optional Documents		Document/Link	
Type	Document Template		
AIG Standard 1 Additional Resources	N/A	AIG Standard 1 Additional Resources AIG Standard 1 Additional Resources AIG Standard 1 Additional Resources AIG Standard 1 Additional Resources AIG Standard 1 Additional Resources AIG Standard 1 Additional Resources	
AIG Standard 2 Additional Resources	N/A	AIG Standard 2 Additional Resources AIG Standard 2 Additional Resources AIG Standard 2 Additional Resources AIG Section of Website New Innovative Programs and Details AIG Standard 2 Additional Resources	
AIG Standard 3 Additional Resources	N/A	AIG Standard 3 Additional Resources AIG Standard 3 Additional Resources AIG Standard 3 Additional Resources	
AIG Standard 4 Additional Resources	N/A	AIG Standard 4 Additional Resources AIG Standard 4 Additional Resources AIG Standard 4 Additional Resources	

AIG Standard 5 Additional Resources	N/A	 <u>AIG Standard 5 Additional Resources</u>
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		 <u>AIG Standard 5 Additional Resources</u>
AIG Standard 6 Additional Resources	N/A	 <u>AIG Standard 6 Additional Resources</u>
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Glossary

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
Acceleration	A strategy of progressing through education at rates faster or ages younger than the norm. This can occur through grade skipping or subject acceleration (e.g., a fifth-grade student taking sixth-grade math).
ACT	American College Test; a standardized test used for college admissions in the United States. It is administered by ACT, Inc., a for-profit organization of the same name.[10] The ACT test covers four academic skill areas: English, mathematics, reading, and scientific reasoning.
Advanced Placement (AP)	A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas.
AG	Academically Gifted; identified as gifted in both reading and math
AI	Academic and Intellectually Gifted; used to indicate highly gifted students; 95 percentile and above in all aptitude and achievement subtests.
AIG	Academically and Intellectually Gifted; general identification for students who score in the 88th percentile and above in at least one area
AIG Identification	Terms that refer to students who demonstrate high levels of accomplishment, often exceeding expectations for their age and experience. These students may be gifted in specific academic fields, or in areas of intellectual reasoning and critical thinking. This is a permanent status that should not be revoked or removed.
AIG Services	Services that challenge and support the students' unique needs and learning styles, to help them reach their full potential. These services include, but are not limited to: enrichment, extension, course acceleration, grade acceleration, dual enrollment in college
Alternate pathway	students who continue to be referred after traditional assessments have been administered, but the criteria for identification has not been met may be considered for a case study or EOG trend analysis to determine if identification is in that student's best interest.
AM	Academically Gifted in Mathematics
Aptitude	The measurement of intellectual potential the measurement of intellectual potential
AR	Academically Gifted in Reading
Assessment	The evaluation or estimation of the nature, quality, or ability of someone or something; specific assessments are used to determine giftedness, state and nationally normed.
BOG3	Beginning of Grade 3 Reading assessment

BOY	Beginning of year assessment
BT - Beginning Teacher	Beginning Teacher; a teacher who is in the first three years of teaching
Case Study	An alternative identification method that takes into account classroom observations, student work products, teacher recommendation/feedback and a portfolio.
Cluster Grouping	A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted or high achieving students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students
CogAT- Cognitive Abilities Test	A nationally normed test to determine aptitude in Verbal, Quantitative and Nonverbal reasoning skills.
Curriculum Compacting	An instructional technique that allows teachers to adjust curriculum for students by determining which students already have mastered most or all of the learning outcomes and providing replacement instruction or activities that enable a more challenging and productive use of the student's time.
DEP	Differentiated Education Plan; the document to determine the services students will receive. It is updated annually and signed by the AIG Facilitator, Parents and current teachers.
Differentiation	A method of instruction used to meet the needs of the gifted learner by adjusting the content, process, product, or learning environment.
District Benchmarks	Assessments created by the district curriculum and instruction staff to determine the proficiency of standards covered as indicated on the pacing guides for each subject area; typically given at the end of each quarter.
EC- Exceptional Children	A department that serves children with documented learning disabilities.
EOC- End-of-Course	High school state assessments given at the end of semester for Math 1, Math 3, English II and Biology
EOG- End-of-Grade	State assessments in reading and math given at the end of each school year in grades 3 through 8. Science EOC's are also given in Grades 5 and 8.
EOY	End -of -year
Evaluation	Analysis of a set of data in order to determine an appropriate plan
Facilitators	Building-level personnel responsible for receiving referrals, requesting screening documentation, administering assessments, communicating results with parents and other stakeholders, updating annual DEPS and assuring differentiated instruction for gifted students.
Gifted	The ability to perform at a higher level than one's peers in one or more areas
Gifted and Talented Students	The federal Elementary and Secondary Education Act defines gifted and talented students as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities." [Title IX, Part A, Definition 22. (2002)] Many states and districts fo

IDEP	Individualized Differentiated Education Plan; a document prepared for a student whose situation does not provide adequate services for their current needs; this is intended to be a temporary plan with specific goals and timeline for returning to a standard DEP.
IEP -Individualized Education Plan	Document used by Exceptional Children's personnel to meet the needs of a student with documented education needs.
IG - Intellectually Gifted	the status given to a student with exceptional intellectual ability, but does not thrive in the general education setting; classroom and other assessment data does not show the same potential as aptitude tests.
Interstate compact	A nationally agreed upon policy that ensures that the children of military families are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals by inflexible administrative and bureaucratic practices.
Iowa Test of Basic Skills (ITBS/IOWA)	The ITBS is a nationally-normed individually or group administered test battery. It provides a comprehensive assessment of student progress in major content areas. This test is administered and is used as one indicator of potential academic talent.
iReady	iReady is a web-based program that helps students in grades K-12 build reading and math skills. It uses an adaptive diagnostic test to identify a student's strengths and weaknesses, and then provides personalized instruction.
Learner profile	A collection of information about an individual or group of learners, including personal details, preferences, and academic information.
Local Education Agency (LEA)	Public authority responsible for overseeing the implementation of education policies at the local level, typically a school district's board of education. They ensure schools adhere to federal and state standards and provide high-quality education for all students.
mClass	A collection of information about an individual or group of learners, including personal details, preferences, and academic information related to reading, writing and comprehension.
ML - Multi Language Learner	Student who is enrolled in a local school, and has a primary language other than English
MOY	Middle of Year
Naglieri Nonverbal Ability Test(NNAT)	It is considered culture-fair and language free. It is used as a means of determining students' nonverbal reasoning and problem-solving ability.
NC Check ins	Interim assessments that provide teachers, students, and parents with information about student performance on grade-level content standards. Not created at school level.
Needs Determination Team (NDT)	A committee of personnel that have been trained in the appropriate criteria of gifted education identification who meet to confirm a student's need for academically and intellectually gifted services.
Norm	Norm-referenced assessments are standardized tests that compare a student's performance to a group of other students. The goal of these assessments is to rank students in relation to each other, rather than to determine if they have met learning standards.
Nurture	Short-term interventions that help children develop educational skills.

Performance	A measure of how well a student has met their educational goals. It can include a student's grades, test scores, and participation in class. It can also include a student's attitude towards school, their aspirations, and their knowledge of the material
PETS- Primary Education Thinking Skills	A systematized enrichment and diagnostic thinking skills program.
Powerschool/Infinite Campus	Student information system (SIS) in which the district stores all student data
Pre ACT	A low-stakes pre-exam for the American College Test (ACT): a slightly shorter, slightly easier exam designed to help students prepare for the official ACT exam by simulating the test and testing experience.
Qualitative data	Information based on qualities such as descriptions, observations and other non-numerical values.
Quantitative data	Numerical data
Referral	A nomination of a student with demonstrated potential in giftedness so that the screening process may begin.
Screening	The process of identifying students for gifted and talented programs must be based on defensible measurement practices, including the process of selecting psychometrically sound assessments aligned with a program's goals and objectives.
Talent Development	An intentional process of nurturing and cultivating a student's potential, abilities, and skills, particularly in specific domains like intellectual, creative, social-emotional, or physical areas.
Underrepresented	A group of people whose representation in a given area is lower than their proportion in the general population.
Twice Exceptional	A term used to describe people who are gifted in one area but have a disability in another
Universal Screening	A process that assesses all students in a group on a variety of indicators. The goal is to identify students who may need additional support, and to make changes to improve outcomes for all students