

Mission/Vision Statement and Funding

Pitt County Schools (740) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

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

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

* Mission and/or Vision Statement(s)

Pitt County Mission Statement

Pitt County Schools will lead collaboration between school, home and community to foster student growth and success, both socially and academically, in order to develop productive, global citizens.

Pitt County Vision Statement

Pitt County Schools will inspire and motivate all learners by providing educational opportunities that engage, empower and elevate students to lead healthy, resourceful and responsible lives.

Pitt County AIG Program Vision Statement

Pitt County Schools Academically Intellectually Gifted Program will ensure that academically or intellectually gifted students are provided with a high level of intellectual stimulation and the opportunity to develop their full potential through high expectations, excellence in teaching, and rigorous approach required for success in a globally competitive world. Our program fosters not only academic achievement but also the essential skills of adaptability, collaboration, communication, critical thinking, empathy, lifelong learning, and personal responsibility—empowering students to thrive in an ever-changing world.

A blend of state and local dollars help provide the 26 allotted AIG teachers that serve the 3,058 AIG students in Pitt County Schools.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 2,406,567.50	* \$ 158,606.46	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.

Pitt County Schools recognizes a responsibility to identify and serve students that demonstrate high aptitude, achievement, and/or ability that are significantly above those of their peers. This referral and identification process is consistent across all schools and is available on the district website and shared with all stakeholders.

The AIG Program has screening, referral and identification procedures for all grade levels that are comprehensive and equitable. The program outlines K-12 identification procedures and the process for students who transfer into Pitt County Schools (PCS). The program provides support in the early recognition and nurturing of potential in student populations that are culturally and ethnically diverse, economically disadvantaged, Multilingual Learners (ML), highly gifted, and twice exceptional. PCS AIG Program conducts universal screening measures to recognize children with outstanding potential who may be gifted. The program provides support in identifying and serving highly gifted students.

Each school (K-12) shall form a committee to serve as a School-Level Needs Determination Team (NDT) to review student eligibility, determine if further assessment is needed and/or to refer for appropriate services ([Form 5](#)).

School-Level AIG Team

The School-Level Needs Determination Team (NDT) should consist of the following members:

- AIG Teacher, Chairperson
- Student's Regular Classroom Teacher
- Regular education teacher
- Parent (when appropriate)
- Administrator (recommended, not required)
- Designation of the School-Level NDT members is the responsibility of the school's principal. The School-Level NDT is responsible for the screening and reviewing the process, as well as recommending the appropriate instructional placement for each student in the instructional pool. The School-Level NDT ensures that eligibility guidelines are closely followed. (See "The Role of the School-Level AIG Team" in 5C.)

Screening Request Directions for Parents

- A parent may request AIG screening. Parents may write a letter to the AIG Needs Determination Team expressing why they feel their child needs AIG screening.

- The following criteria should be included in the letter: Student's name, date, the reason for the request (what is seen at home that reflects gifted characteristics through a body of evidence), and parent signature.

- This documentation should be included with any formal request for additional testing.

Screening Request Directions for Students

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

Screening Request Directions as handled by the school

Grades K-2:

- **Screening:** During the spring of a student's second-grade year, PCS provides aptitude screening which can be used for referral to the AIG Program. To avoid any students that may not be referred, PCS will screen all 2nd-grade students for aptitude ability. Testing will pay for the cost of the universal screening.

Referral:

1. During Kindergarten entrance testing, if a student scores significantly higher than their peer group, the AIG teacher will be notified. The student will be added to the watch list and the AIG teacher will provide consulting services as needed.
2. If a student is performing two grade levels above using a body of evidence, then the regular classroom teacher will refer the student to the AIG teacher. The body of evidence should include but is not limited to:

- a. Math DCA
- b. DIBELS (Reading)
- c. iReady Math
- d. Reading Horizons

3. The AIG teacher will go through the acceleration process to determine what the most appropriate, if any, gifted identification is needed. The AIG teacher will use the same MCI matrix used as outlined in grades 3-8 for identification.

4. To support the identification and development of gifted potential, the AIG teacher will provide push-in services to K-2 classrooms. This approach offers early enrichment for young learners and allows an additional educator to observe and identify students who may demonstrate gifted characteristics, ultimately facilitating referrals for further evaluation.

5. Any 2nd grade student who scores in the 80th to 94th Total Score on the aptitude test will go on the AIG watchlist for 3rd grade.

Grades 3-8

▪ **Screening**

Students who are not identified but are performing above grade level on the EOG test will be screened by the AIG teacher. The School-Level AIG Team will carefully monitor these students in each school on the AIG headcount spreadsheet or watchlist. Screening will take place twice a year during the fall and spring testing windows set by the AIG department.

▪ **Referral**

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

1. The prior year's EOG score is 81% or higher in either math or reading AND/OR
2. Based on a body of evidence, the Needs Determination Team (NDT) recommends testing
 - a. On grade level released EOG (81% or higher)
 - b. Next grade level released EOG (70% or higher)
 - c. Common Formative Assessments (CFAs) and Check-ins are top 5%
 - d. iReady diagnostic is above grade level (tested out of current grade level).

AND

1. No previous aptitude score is available or the current score is less than 90% and it has been at least one year since the student has been tested.
- *PCS will offer one additional aptitude test when a body of evidence is provided, during each grade level span (grades 3-5, grades 6-8, and 9-12).

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

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

Grades 9-12

Advanced Learning Specialist (ALS) monitors high school students and tracks performance over the student's four years and continues to look for student data each year.

▪ **Screening**

Middle School AIG teachers provide a list of potential students from students who have participated in GO GROW but have not been identified. Middle school AIG teachers will also provide a list of students who scored a level 5 on the Math 1 EOC but are not currently identified.

Once students are in high school, the ALS will check to see if students who score a level 5 on the EOCs: Math 1, Math 3, or English 2.

A watch list is updated each semester with updated grades and EOC scores.

▪ **Referral**

High School counselors will provide a list of students who are from out of county (homeschool or private school students) to the Advanced Learning Specialist. The Advanced Learning Specialist will provide an aptitude test for any of these students who score a 90% or higher on achievement tests within the year they are transferring to PCS. An achievement test will also be provided for students demonstrating potential through high level classes such as honors, AP, CCP and/or grades.

* Practice B

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

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

K-2

Students who enroll under the [early kindergarten guidelines](#) will automatically be identified as AG and an IDEP will be provided for the student.

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

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

Any 2nd grader that scores a 95% or higher on aptitude testing in the spring of their 2nd grade year will be identified as IG and receive direct services by the AIG teacher in 3rd grade.

Grades 3-8

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

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

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

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

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

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

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

Additional Scoring Opportunities

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

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

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

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

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

Percentiles carry an equivalent point value toward the total MCI score.

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

Academic GO GROW Program

PCS incorporates equitable identification practices by considering the top 5-10% of each local student group to gather additional data to try and support an identification decision through participation in the Academic GO GROW program. When considering students for GO GROW services, PCS utilizes aptitude, achievement, and grades to identify areas of potential giftedness.

Grades 9-12

After serving gifted high school students from the 2022-2025 plan, the following criteria will be used to identify students as gifted in the following areas:

AI - A standardized score of 95% or higher on English & Math:

Accepted tests: Math & English EOCs, IOWA, OR SAT/ACT (English & Math)

AND a weighted GPA of 4.0

AG - A standardized score of 90% or higher on English & Math:

Accepted tests: Math & English EOCs, IOWA, OR SAT/ACT (English & Math)

AND a weighted GPA of 4.0

AM - A standardized math score of Level 5 for EOC OR 90% on IOWA or SAT/ACT equivalent score and a final course grade in Math 1 or Math 3 and an A in the course the student tested.

AR - A standardized reading score of Level 5 for EOC OR 90% on IOWA or SAT/ACT equivalent score and a final course grade of an A in English 2

IG - A total composite score of = 95% on a nationally norm aptitude test.

*High School students can also use the MCI process that is outlined for grades K-8 to qualify, before the end of their sophomore year.
Aptitude (doubled) + Achievement + grade(s)

*Transfer students who have been previously identified in another system or another state will be reviewed for differentiated services **at the conclusion of the academic year**, utilizing the criteria in place for identifying students in the district. Also, if EOG scores are not available, then scores from an approved achievement test may be substituted (see [Form 13](#)). **This information will be documented on the individual school's headcount spreadsheet.**

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

Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	* For students in K-2, students may be grade or subject accelerated using the Acceleration Procedure (see 2G) K-3 students can be grade or subject accelerated based on how they perform on achievement, aptitude testing, and advanced classroom performance.	* For students in K-2, students may be grade or subject accelerated using the Acceleration Procedure (see 2G) K-3 students can be grade or subject accelerated based on how they perform on achievement, aptitude testing, and advanced classroom performance.	* Students who enroll under the early kindergarten guidelines will automatically be identified as AG and an IDEP will be provided for the student. When a student has been referred for either grade or subject acceleration and the student has demonstrated that they are working above grade level the AIG teacher will go through the acceleration process to determine what is the most appropriate identification, if a student is subject accelerated, the student will be identified in the area in which they were accelerated. If a student is grade accelerated, they will be identified as AG or AI and an IDEP will be provided for the student.	* Any 2nd grader that scores a 95% or higher on aptitude testing in the spring of their 2nd grade year will be identified as IG and receive direct services by the AIG teacher in 3rd grade.	* Students who enroll under the early kindergarten guidelines will automatically be identified as AG and an IDEP will be provided for the student. When a student has been referred for either grade or subject acceleration and the student has demonstrated that they are working above grade level the AIG teacher will go through the acceleration process to determine what is the most appropriate identification, if a student is subject accelerated, the student will be identified in the area in which they were accelerated. If a student is grade accelerated, they will be identified as AG or AI and an IDEP will be provided for the student.

3-5	* MCI = 186 MCI Total Score = (Aptitude + Achievement (math OR reading) + Grades) That is an average score of (90 + 93 + 3 = 186) Point value for grades: A = 3 and B = 2 Grade points are awarded from either the math or reading subject area Or Two consecutive years scoring a level 5 on EOG assessment in the same content area *Both AR and AM may change between the two identifications year to year, where service would be provided toward the area of identification.	* MCI = 186 MCI Total Score = (Aptitude + Achievement (math OR reading) + Grades) That is an average score of (90 + 93 + 3 = 186) Point value for grades: A = 3 and B = 2 Grade points are awarded from either the math or reading subject area Or Two consecutive years scoring a level 5 on EOG assessment in the same content area *Both AR and AM may change between the two identifications year to year, where service would be provided toward the area of identification.	* MCI = 372 MCI Total Score = (Aptitude (doubled) + Achievement (math and reading) + Final Grades) That is an average score of (180 + 90 + 90 + 12 = 372) Point value for grades: A = 3 and B = 2 Grade points are awarded from the 4 core subject areas: reading, math, science, and social studies coursework. 4 x 3 = 12 (4 As x 3 points each = 12 points)	* MCI = 95 MCI Total score = 95% total composite on Aptitude testing only	* MCI = 392 MCI Total Score = (Aptitude (doubled) + Achievement (math and reading) + Final Grades) That is an average score of (190 + 95 + 95 + 12 = 392) Point value for grades: A = 3 and B = 2 Grade points are awarded from the 4 core subject areas: reading, math, science, and social studies coursework. 4 x 3 = 12 (4 As x 3 points each = 12 points)
6-8	* MCI = 186 MCI Total Score = (Aptitude + Achievement (math OR reading) + Grades) That is an average score of (90 + 93 + 3 = 186) Point value for grades: A = 3 and B = 2 Grade points are awarded from either the math or reading subject area Or Two consecutive years scoring a level 5 on EOG assessment in the same content area *Both AR and AM may change between the two identifications year to year, where service would be provided toward the area of identification.	* MCI = 186 MCI Total Score = (Aptitude + Achievement (math OR reading) + Grades) That is an average score of (90 + 93 + 3 = 186) Point value for grades: A = 3 and B = 2 Grade points are awarded from either the math or reading subject area Or Two consecutive years scoring a level 5 on EOG assessment in the same content area *Both AR and AM may change between the two identifications year to year, where service would be provided toward the area of identification.	* MCI = 372 MCI Total Score = (Aptitude (doubled) + Achievement (math and reading) + Final Grades) That is an average score of (180 + 90 + 90 + 12 = 372) Point value for grades: A = 3 and B = 2 Grade points are awarded from the 4 core subject areas: reading, math, science, and social studies coursework. 4 x 3 = 12 (4 As x 3 points each = 12 points)	* MCI = 95 MCI Total score = 95% total composite on Aptitude testing only	* MCI = 392 MCI Total Score = (Aptitude (doubled) + Achievement (math and reading) + Final Grades) That is an average score of (190 + 95 + 95 + 12 = 392) Point value for grades: A = 3 and B = 2 Grade points are awarded from the 4 core subject areas: reading, math, science, and social studies coursework. 4 x 3 = 12 (4 As x 3 points each = 12 points)

Talent Development -

Pitt County Schools recognizes the need to develop and nurture student potential. With that in mind, PCS provides **enrichment through our GO GROW (Growing Our Genius Reaching Our Wonders) program**.

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

Go Grow schools are defined as any school with a gifted population less than 4%. These schools may vary from year to year as gifted identifications numbers change annually. A GO GROW school may operate outside of the stated guidelines in an effort to strategically respond to the needs of the school's population.

AIG teachers collaborate with various departments and resource staff within their schools to advocate for opportunities for all students. For example, AIG teachers may work with the Exceptional Children's Department (EC), Instructional Coaches, ESL teachers, and school counselors to review data and other indicators to identify misconceptions and ensure equal opportunity for all underrepresented populations. Schools in the district will work to identify the local minority groups to identify and open service opportunities to provide service to nurture them to meet the current identification criteria. Additionally, in GO GROW schools the AIG teacher may provide more intentional talent development in an effort to increase opportunities for underrepresented populations. The goal of these efforts is to increase referrals of underrepresented populations that lead to AIG identification.

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

Identification:

Based on data dives, it was determined that PCS does have students that are high academic achievers but do not have an aptitude score that leads to identification in reading or math. The data suggested it was more apparent in the underrepresented populations.

Since under-represented students would follow the same district identification guidelines, Pitt County Schools has added an additional pathway for students to be identified in reading and/or math if they score a Level 5 for two consecutive years in the same academic area the student would receive AM or AR identification. This is an effort to remove the aptitude part that may be holding students back from being identified.

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

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	34.74%	<5%	7.14%	---	12.09%	---	28.43%
Male	35.40%	<5%	9.47%	---	12.01%	---	27.09%
Total	35.10%	<5%	8.32%	---	12.05%	---	27.71%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

*** Practice D**

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

All Pitt County Schools follow the same procedure for screening, referrals, and identification and are accounted for on each school's AIG Identification and Watchlist Headcount Spreadsheet. Teachers will complete a rescreening spreadsheet referring students for testing. The spreadsheet will include information qualifying the student for rescreening: achievement scores, grades, reasons for needing aptitude (either new to the county or a year has passed and student shows potential for services). District staff will approve the referral based on data provided. Students will be screened during two windows: fall (late August to mid September) and spring (after spring break). Dates will vary depending on the school calendar. AIG teachers will provide the rescreen test after receiving parent consent for testing. After students are screened, AIG teachers will update the data on the watchlist and/or headcount spreadsheet if the student meets identification criteria. Then district staff will monitor the results and double check the accuracy of headcount on which students were identified to ensure the students were identified correctly.

Each AIG teacher twice a year, typically in the fall and spring, maintains and updates a Headcount sheet based on the MCI for identified students, as well as those on a "Watchlist" or close to identification. At the beginning of the school year, AIG teachers provide regular education teachers with [Form 9](#), Notification of AIG students, as well as watchlist students. [Form 9](#) provides a list of identified students and their identification.

AIG teachers will submit the headcount to district staff to review and submit to NCDPI for final headcount. AIG district staff will meet at the beginning of the school year with each teacher to spot check yellow AIG folders and ensure all identification paperwork is completed correctly.

The AIG coordinator will attend regularly scheduled principal leadership meetings to share AIG screening, referral, and/or identification. The AIG coordinator twice a year, typically in the fall and spring, will monitor documentation for students in the AIG process. At the conclusion of each school year, AIG teachers review and transfer documentation for students in the AIG process transitioning from Elementary to Middle school and Middle to High school by using [Form 21](#). Over the course of this new plan and the transition to Infinite Campus, AIG teachers may handle the input of any new and changed identification for their students. The district office will check the inputting of this through training at professional development and through the fall and spring headcount.

*** Practice E**

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

School personnel:

During the course of the year, PCS will provide Professional Development to district and school employees to increase understanding of gifted processes that include, screening, referral, and identification. AIG teachers will create a common presentation to share at their staff meetings or grade level PLT meetings to review the screening, referral, and identification process for all staff members to know and understand the process. A quick reference flow map will also be provided at these meetings to help school personnel understand the processes.

Parents/Guardians:

The AIG Teacher will provide information to parents and guardians at Open House Nights, Curriculum Nights, or any other school wide event. Parent nights for 2nd grade students for the whole school will be provided prior to the universal screening so students understand the process of the test and how it will be used. This could be a flow map of the process, access to our website to include podcasts and videos that better explain the process in PCS, FAQ about the gifted process in a brochure. Parents will be more aware of the process of how students are screened in 2nd grade universally, and then referred, screened, and identified in K-12. Pitt County Schools will partner with Parents for Public Schools to provide this information to parents/guardians during school tours so they will understand the screening, referral, and identification process.

Students:

The AIG teacher will meet with 2nd grade students prior to the universal screening process explaining the meaning of the test and the process they will go through (length of test, how many days, parent letter for opt out). AIG teachers will provide literature to students just like parents on how to be screened, referred, and identified into the gifted program.

Community:

Literature will be provided to community members as part of a partnership with Parents for Public Schools through a one-pager overview. In an effort to meet on demand access to information, PCS will work over this plan cycle to create and provide podcasts on various gifted topics to better keep all stakeholders informed about gifted programming.

* 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.

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

After the initial screening, AIG teachers will host a parent night to explain to parents of students who qualify the results of the test and the services that will be provided in 3rd grade. These parent nights can be held face to face and/or virtually. Parents can sign the paperwork at this meeting as well. In the event a parent is unable to attend one of these meetings the paperwork may be sent home for a parent signature. Parents will be provided a copy of [Form 1](#), MCI.

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

AIG folders are stored in a secure location. After graduation, student folders are discarded.

* Practice G

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

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

The DEP for elementary includes an array of services, such as:

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

The middle school DEP includes services, such as:

- AIG Curriculum
- Advanced Math with classroom teacher
- Advanced ELA with classroom teacher
- Academic Support (R/M) with AIG teacher
- High School PCVA Course(s)

For high school DEP includes services, such as:

- Advanced coursework (honors, AP, dual-enrollment) plan for the course of four years in the AIG student folder
- Student meetings with Advanced Learning Specialist
- Advanced Opportunities (extracurriculars, scholarships, Governor's School)

After the initial 2nd grade universal screening, AIG teachers will host a parent night to explain to guardians who qualify the results of the test and the services that will be provided in 3rd grade. These parent nights can be held face to face or virtually. Guardians can sign the paperwork at this meeting as well.

All identified students have a documented plan that is reviewed annually. All documentation is maintained in the student's yellow folder and will be reviewed with the students and parents/guardians at the end of each year. This review can be through a letter of notification if services stay the same. If services change, the AIG team should meet and record the changes on the AIG Service Determination Meetings (Form 5). The AIG team consists of the AIG teacher, parent/guardian, administrator, and regular education teacher. The student can attend the meeting as well to review the data and discuss the changes that occurred. For any new students who are rescreened or tested after the universal screener in 2nd grade, will follow these same procedures. A parent meeting will be highly encouraged either face to face or virtually to review the DEP and services provided. To ensure the proper documentation is being kept and aligns to district guidelines and standards, all students transitioning into grades 6 and 9 have their yellow folders reviewed. A transfer of records form accompanies the folders, Form 21. Form 8A/8B is also sent home to explain services in transition years, such as middle school and high school. This helps explain to parents how services will look in these appropriate years. Parent nights are held for these transition meetings. A common video is shared with rising 6th grade students and is provided by the middle school teachers. Student meetings are also held for rising 9th grade students with the Advanced Learning Specialist during the school year, typically January or February. In addition, parents are made aware of all paperwork and identification for their child through annual conferencing, as needed if the student's identification changes.											
* Ideas for Strengthening the Standard • Use local norms or sub-district norms for Go Grow schools • Provide a district newsletter that leaves space for the AIG teacher to include the lessons being taught in their classroom ◦ Improve parent information sessions at all levels especially for DEP creation and understanding of universal screeners ◦ Continue to create and provide school level information sessions for teachers through building PD, staff meetings, or grade level/subject level PLC's. This can be through the AIG 101 Canvas Course, or micro-PD for staff meetings or PLCs. AIG teachers will work on creating county wide slideshow(s) for teachers to use for these sessions. Also, look at creating updated flow maps and one-pagers for all stakeholders to make dissemination of the information easier to understand for all.											
Planned Sources of Evidence											
*	Multi-Criteria Indicator (MCI)										
*	AIG Headcount and Watchlist										
*	Quick Service Guide										
*	AIG forms and yellow folders										
*	AIG website										
<table><tr><th colspan="2">Documents</th><th>Document Template</th><th>Document/Link</th></tr><tr><td colspan="2">AIG Standard 1 Additional Resources</td><td>N/A</td><td> Quick Service Guide  AIG Forms</td></tr></table>				Documents		Document Template	Document/Link	AIG Standard 1 Additional Resources		N/A	 Quick Service Guide  AIG Forms
Documents		Document Template	Document/Link								
AIG Standard 1 Additional Resources		N/A	 Quick Service Guide  AIG Forms								

 [Service Data Template](#)

 [MCI \(Form 1\)](#)

 [Grade/Subject Acceleration Procedures](#)

 [Early Admission to Kindergarten](#)

 [MCI \(2nd grade\)](#)

Standard 2: Comprehensive Programming within a Total School Community

Pitt County Schools (740) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Gifted Service

Gifted Identification		ES K-2	ES 3	ES 4-5	Middle School	High School
Academically and Intellectually Gifted	AI	Gifted Enrichment	Gifted Enrichment	AIG Curriculum plus AM and/or AR Services	AIG Curriculum - Semester	College Readiness Support
	AG					
	IG					
Academically Gifted in Math	AM	Cluster Grouping, Enrichment, and/or Resource Support	Cluster Grouping, Enrichment, and/or Resource Support	Math Resource Services Cluster Grouping (math acceleration course)	AIG Curriculum - Semester AND/OR Advanced Math with regular classroom teacher and/or Academic Support from AIG teacher	College Readiness Support
Academically Gifted in Reading	AR	Cluster Grouping, Enrichment, and/or Resource Support	Cluster Grouping, Enrichment, and/or Resource Support	Reading Resource Services Cluster Grouping (ELA acceleration course)	AIG Curriculum - Semester AND/OR Advanced ELA with regular classroom teacher and/or Academic Support from AIG teacher	College Readiness Support

College Readiness Support by Advanced Learning Specialist

ES AIG Curriculum = 2 hours of service a week, AM/AR services=1 hour a week

MS AIG Curriculum = Semester

These same services are provided differently at GO GROW Schools. (see that info on page 2)

Highlighted green areas are provided on an as needed basis and may vary on school and student needs.

Direct services by the AIG teacher come in the form of a district-created gifted curriculum for AIG students in grades 3-8. This curriculum is very well developed and will continue to be delivered in the same format as in years past. The AIG Curriculum will focus on a two-year curriculum for 4th and 5th-grade students based on themes (Structures and Influences). Middle Schools will rotate a three-year thematic AIG curriculum (Change, Patterns, and Conflict). These curriculum services encourage the

development of critical thinking, collaboration, creative thinking, communication, leadership, problem-solving, and the 7 durable skills as used for the portrait of a graduate: adaptability, collaboration, communication, critical thinking, empathy, learner's mindset, personal responsibility.

Grades K-2

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

AI = Gifted Enrichment by the AIG Teacher

AG = Gifted Enrichment by the AIG Teacher

IG = Gifted Enrichment by the AIG Teacher

AM and AR = Cluster Grouping, Enrichment, and/or Resource Support

Gifted Enrichment: A variety of learning opportunities that enhance a student's interests and talents through creative and academic exploration.

Cluster Grouping: Placing gifted students (4-12 students) in a classroom with the designated gifted cluster teacher for that grade level. Narrowing the range of achievement levels in every class allows teachers to focus their efforts more productively

Resource Support: AIG teacher would help support the K-2 student by providing resource support in math or reading depending on identification and needs.

Kindergarten students would be served in a small group or individual basis through pull-out services in the second semester of the school year for a minimum of 30 minutes a month. 1st & 2nd grade students would be served a minimum of 30-40 minutes once a month through push-in with the whole class and pull out with small groups.

Direct AIG services occur in grades 3-8 and are provided as an academic enrichment learning opportunity. Pitt County Schools creates a gifted curriculum for grades 3-8 that aligns with the NC Pacing Guides and standards and appropriately meets the needs of gifted students. The needs of the advanced learners are met through research-based strategies adopted by the local LEA and other best practices.

Grades 3

Students who are identified as gifted in 3rd grade will receive weekly pullout IG Curriculum service for 45 minutes provided by the AIG teacher.

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

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

Grades 4-5

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

Students who are AI & AG could get up to two additional hours of service.

- 1 hour of reading service a week (MCI Score=186) AND/OR
- 1 hour of math service a week (MCI Score=186)

AM AND AR =

- 1 hour of service a week in the area the student is identified in. If the student is both AM & AR, the student would receive 2 hours of service a week.
- Cluster grouping with the subject acceleration course by the regular education teacher for any student that scores a level 5 on the previous years EOG test.

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

GO GROW Schools (< 4% identified gifted populations)

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

a. Elementary Service Guidelines

- a. This service will be a blend of identified (AI and AG) 4th and 5th graders.
- b. Students will not be required to make up regular classroom assignments & homework missed during AIG services.
- c. In the interest of fostering academic risk-taking, gifted students' performance will be evaluated, but not graded.

Grades 6-8

- d. AIG services will begin the week of Labor Day and end the week before End of Grade Testing.
- e. Any curriculum service missed due to AIG teacher absence will be made up, preferably the same week if possible.
- f. Curriculum make-up days are built into the schedule and will be done the weeks of Thanksgiving and/or the Martin Luther King Jr. Holiday. (Regular Curriculum will not be scheduled during these two weeks.)

Grades 9-12

All identified AIG students are eligible for service that aligns with their identified area. The following are eligible services by identification:

- AI, AG, AM, AR, & IG - Gifted Curriculum during a semester elective class. If students take all year with year-long elective students (band, orchestra, chorus), then they will have the option of opting out of PE. See PE Waiver (Form 19)
- AM, AR, AG, & AI -
 - Advanced math or reading class all year (for students with a Level 5 on their math and/or reading EOG). If enough students, then the regular classroom teacher would teach these students. For identified students who don't score a level 5 on their EOG, then the AIG teacher would provide Academic Support as schedule allows.
 - Academic support may be provided through push-in/pull out services with these students as schedule allows in reading and math.

All 13 MS will be provided an allotment that allows them to meet the services outlined in the AIG Plan. Schools that have a shared position (.5) here are the options for how schools can provide curriculum service.

Service Model Options:

1. Semester-Based Sharing

- *Example:* School A receives service in the first semester, School B in the second.
- Schools alternate semesters the following year.
- Assumes most schools prefer second-semester support.

2. AM/PM Shared Elective Model (Year-Round)

- School A: Teacher serves in the morning (3 electives).
- School B: Teacher serves in the afternoon (3 electives).
- Provides consistent year-long service through electives.

3. Push-In/Pull-Out Weekly Rotation (No Elective)

- *Example:*
 - a. School A: M/W/F (Semester 1), then Tu/Th (Semester 2)
 - b. School B: Tu/Th (Semester 1), then M/W/F (Semester 2)
- Students receive curriculum through a pull-out model (e.g., 2-hour blocks twice a week - elective service is not an option since the teacher is not there every day).
- Schools are responsible for scheduling adequate time (4–5 hours/week total) to ensure curriculum pacing.

High School

Any identified gifted student in HS is monitored by the district Advanced Learning Specialist. These students are encouraged to take honors courses, as well as, Advanced Placement (AP) and Career & College Promise (CCP) as matches with their gifted identification. Students will receive an AIG folder to build a high school resume, course plan, and receive resources from the College for NC high school timeline. This will help the student keep track of classes and extracurriculars to use when applying to colleges. Students also have access to a Canvas course titled, AIG High School Resources, where they can access the information from the CFNC timeline and a plethora of other resources related to each grade level. The ALS will hold HS informational meetings for both students and parents as well as small group conferences with students that ensure the student's needs are being met, both academic and social/emotional. Individual student meetings can be requested. A monthly newsletter is shared with parents and students that covers topics such as College Prep, Test prep, organizational skills and more. Students also have the opportunity for college tours, volunteer sessions, and student workshops such as essay writing or career exploration.

All identified students will receive the Advanced Learning Specialist consultative services.

- AI & AG - may qualify for Career & College Promise (CCP) at the local community college in 9th and 10th grade. Students must be identified as AI or AG plus other requirements to be eligible for these courses.
 - AI, AG, AM, AR, IG- Encouraged to take honors/AP courses/CCP courses.
- Over the course of the next plan, Pitt County Schools is planning to begin an International Baccalaureate program.

When a student no longer meets the eligibility requirements for gifted services, Pitt County Schools will adjust services to ensure continued alignment with the student's academic needs. Parents are notified annually of any potential changes to service provision, as outlined below:

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

AIG Elementary or Middle School Curriculum Service may be adjusted if:

- The student's EOG score falls below a Level 4 in either math or reading.
- The student does not maintain a yearly average of "B" in each of the 4 core-curriculum subjects (reading, math, science, and social studies).
- The MCI score falls below the total needed for the aligned service
- Services will be re-evaluated annually and adjusted as needed.

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

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*** Practice B**

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

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

The Advanced Learning Specialist will help focus on high school gifted learners. In an effort to meet gifted learners in high school, PCS will continue to track high school gifted learners in their courses and academic performance, as well as, meet with high school students periodically to have "check-in" sessions to monitor how each student is performing, as well as check their level of rigor in course selection. The ALS regularly attends high school counselor meetings to stay abreast on topics that pertain to the high school gifted students.

Digital Learning will continue to utilize Canvas, the district Learning Management System (LMS), to provide online learning professional development opportunities that are available for all stakeholders to address social-emotional needs of gifted learners. These types of online courses are facilitated by an AIG teacher and made available to any Pitt County employee. Participants are also able to earn Digital Learning Credits (DLC) for completing these AIG PD courses.

To further support students, Pitt County Schools has provided training on "Capturing Kids Hearts" through student services personnel and trained educators across the district. According to the website, Capturing Kids Hearts is a "program that provides experiential training, expert coaching, a character based curriculum for students, and personalized support, Capturing Kids Hearts equips professionals in K-12 education to implement transformation processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness." Many of our AIG teachers have had this training and implemented it in their classrooms.

During the 25-28 AIG plan cycle, our goal is to ensure all AIG teachers have received the "Capturing Kids Hearts" training. Another goal is to provide more professional development in the area of social and emotional needs. At our AIG meetings, teachers would work through the modules of Lisa Van Gemert's Social & Emotional Course: "Unlock the Potential of Gifted Learners: Master Social and Emotional Support in the Classroom." There are 7 modules that equip teachers with the tools to:

- Recognize and respond to the complex emotional landscape of gifted learners

- Create a supportive environment where all students thrive
- Implement evidence-based strategies that make a real difference

Through this course teachers would walk away with strategies that could be used in their classroom to support the AIG students and their needs. This could also be used or adapted to help support parents, especially in the areas of perfectionism, gifted traits, and other topics parents may want support in helping their gifted student thrive. Lastly, a goal is to create more parent involvement and support through the SEL topics. This could be done through parent nights, book recommendations, podcasts from NCAGT, & more.

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* Practice C

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

As outlined in our county's strategic plan and the portrait of a graduate, the district is also focusing on learning focused high yield strategies such as: vocabulary, numbered pairs, and distributed summarizing. Each year Pitt County Schools determine their district imperatives. The 24-25 school year district imperatives were blended learning, vocabulary, walkthroughs and MTSS. During the 24-25 school year, AIG has focused on vocabulary through the training and creating of "Concept Capsules", a book by Lisa Van Gemert. AIG has collaborated with district curriculum specialists to develop vocabulary words that align to the standards. Over the next plan cycle, we hope to continue working on these words and getting classroom teachers trained in how to create concept capsules.

AIG has also partnered with PCS's Digital Learning Specialists on blending learning with a focus on AI. These resources have been shared and implemented at our AIG meetings and paired with the learning focused high yield strategies embedded throughout all professional development. In an effort to align with the district, AIG coordinator attends the Instructional Coaches monthly meeting with curriculum specialists and district coordinators to align AIG with the county's goals & vision.

As DPI is providing staff development on the science of reading to support students at their point of need, PCS is using that as an emphasis for students who are accelerating to meet their needs as well. Using the research provided by Saiying Steenbergen-Hu, Matthew Makel, and Paula Olszewski-Kubilius, in their study "What One Hundred Years of Research Say About the Effects of Ability Grouping and Acceleration of K-12 Students' Academic Achievement: Findings of Two Second-Order Meta-Analyses", PCS is working with administrators to provide homogenous (like-ability) grouping in reading and math to better focus instruction on growing ALL students. Our AIG curriculum, instruction, resources, and professional development align with our LEA and local AIG goals. AIG program goals and services are aligned with NC Teaching Standards and provide rigor and challenge based on individual needs.

Grades K-2

AIG teachers will work with all K-2 classrooms regularly. PETS curriculum will be used as a base curriculum and, over the next three years, PCS will work to build on the PETS foundation and expand learning activities to better align with district policies and practices. Schools with an AIG percentage of over 20% will receive pull out services for students who are above and beyond in their grade level. The AIG teacher will work with the students a minimum of 30-40 minutes once a month

Grade 3

Students will be served by the AIG teacher through a curriculum focusing on logic, thought processes and the inclusion of STEM lessons provided by district STEM coordinators.

Grades 4-5

In an effort to maximize the use of the AIG teacher in all classrooms, both math and reading enrichment resources were created during the 2019-22 AIG Plan cycle. These resources are available at all schools and for all teachers to support differentiation within the elementary classroom. These lessons align to the Learning Focus standards the district expects in the regular classroom and have flexible activities and options that will fit various classroom situations. However, teachers haven't used these much over the last plan cycle. For this next plan cycle, we hope to address vocabulary more through Concept Capsules & standards based extension lessons for math and reading.

Grades 6-8

All identified gifted learners are able to participate in services provided by the AIG teacher through a semester elective. The Advanced Learning Specialist will be in close communication and collaboration with MS AIG teachers to ensure that curriculum options are aligned with the total instructional program. Students who are performing at a Level 5 on EOG testing will have the opportunity to be accelerated in math and/or reading subject areas. As 8th graders, students may have the opportunity to take the following HS courses: Earth Environmental, Math 1, and World History. These course offerings may be offered face to face at schools where there are enough students to create a course section. In schools where face-to-face is not possible, students will have those same options delivered online through Pitt County Virtual Academy and

provided support from the AIG teacher and/or Advanced Learning Specialist. Through the Pitt County Virtual Academy Summer Acceleration program, as a rising 9th grader, students can take one additional course in the summer. High School The AIG department continues to work closely with high school programming to ensure opportunities outside of just honors, AP courses, and Career and College Promise are made available. Online learning is one effort that provides the same course options regardless of the size of the school a student attends and the funding that it receives. Also to ensure equity, PCS will now provide transportation, in a limited capacity, to the community college so even students without a car can attend PCC and earn college credit. The Health Science Academy (HSA) is a well-established opportunity for students interested in pursuing a career in the medical field. Students that apply and are accepted into this program must maintain a high academic portfolio and meet program requirements for community involvement through volunteering to remain part of the HSA. AIG also partners with the AVID Program to provide a list of names of students that have participated in the GO GROW program. Students can sign up for honors courses. If teachers do not recommend the student for honors, the student and parent can sign up for honors. AP is for all students. Pitt County Schools is committed to reducing barriers for student access to Advanced Placement Courses. Students can sign up for AP courses. If teachers do not recommend the student for AP, the student and parent can sign up for AP. There are no barriers for AP courses, as long as the student has met the prerequisites and is motivated and willing to complete the course work.	* Practice D Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. For identified students, procedures are developed by the AIG Advisory Board and shared by the AIG Coordinator at the district-wide AIG meetings. The AIG teachers return to their schools and work to provide intentional and flexible groups for the identified students based on their identification and service. The needs of the advanced learner are best met when the AIG program and services are integral and connected to the total instructional program of the LEA. AIG teachers will inform regular education teachers and administration of AIG identified students and their matching service needs, as well as "watch list" students. The AIG coordinator meets with the district AS team (Academic Services) to represent AIG at local leadership meetings. The Advisory Group and Coordinator along with the AIG Staff serve as advocates for change for the needs of AIG students through local and state decision making. The following criteria shall be used when grouping advanced learners for enrichment opportunities: Criteria for Receiving GO GROW Enrichment • GO-GROW (Academic Enrichment) • K-3: ▪ Students who are working significantly above their peers should be clustered together in a learning environment. ▪ As outlined in 1C, teachers will look at school data to break down the student population and intentionally work with subgroups that are below 4% for their school. All schools are encouraged to use local norms when providing these enrichment opportunities. Then, teachers will work with students who are in the top 5-10% of their grade level peers or subgroup. ▪ 3rd grade students could be grouped by subtests from the provided aptitude test in 2nd grade. This would be flexible depending on how students are doing on different topics. ▪ Also, 3rd graders who scored 90% or higher on BOG for small group reading groups for students who may not already be identified from the 2nd grade universal screener. Again, students wouldn't be identified but served through these flexible groups. • Grades 4-8: ▪ Only students with a Level 5 on the math and/or Reading EOG, regardless of gifted identification, will automatically have the opportunity to participate in course acceleration opportunities. Even though a student is identified as AM/AR, this does not guarantee they will receive math/reading acceleration. If a school has a large enough cohort, a separate class must be provided. In the event, a smaller group of level 5 students are in a grade level and it is not feasible for a class to be offered, the school must provide an alternative means for math or reading acceleration. This may include but is not limited to, • cluster grouping with pull-out services by the AIG teacher OR • a blend of face-to-face and virtual learning by a highly qualified math teacher. ▪ Students with an 81% or higher on Math and/or Reading Achievement tests will be added to the watch list. These students are documented on the watchlist sheet and may receive academic enrichment services based on demonstrated content mastery. Services provided for enrichment and acceleration in these cases are a school-based decision. ▪ New to this plan cycle, students who score a level 5 for two consecutive years on the EOG will be identified in the qualifying area and will be served through these flexible groups. These students are included in the level 5 groups as they would meet this requirement.
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- Many PCS schools implement a school-wide FLEX time in the daily schedule. AIG teachers could pull high groups during this time to help meet the needs of these students. The procedures for grouping students in K-8 are based on the above criteria and are outlined during the district-wide AIG PD by the AIG Coordinator. AIG teachers collaborate with other school personnel to identify the students who meet the criteria and group them for direct service by the AIG teacher. High School All gifted learners are encouraged to challenge themselves academically through advanced courses, such as honors and AP, and Career and College Promise or Early College. The Advanced Learning Specialist will monitor AIG students and what courses they are taking to ensure students are challenging themselves. This advisor will also schedule at least one meeting a semester with HS AIG students to conference with them face to face to determine what additional support may be needed.	* Practice E Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. AIG teachers will inform regular education teachers, administration, and support staff of AIG identified students and their matching service needs, as well as “watch list” students. These school personnel will have access to student DEPs, local AIG programs and plans, and other legislation and regulations related to gifted education. All of this information is held by the AIG teacher and maintained in the student’s yellow identification folder. Upon request, this information can be requested for review by stakeholders that have a need to know this documentation. General identification and service information is accessible in a variety of formats. Formats may include: Newsletters Websites (County and individual schools) Emails Meetings Staff Development (FAQ/Quick guide) Google Drive Notification of AIG Students form (Form 9) Parent Nights: Live and On Demand options One Page handouts At the beginning of each school year, classroom teachers are provided with a list that notifies them of the gifted learners in their classroom. Any additional information is available upon request to the AIG teacher. Over this next plan cycle, AIG teachers want to continue staff development for all stakeholders and create common district wide presentations for AIG programming and services.	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. The AIG teacher will communicate with teachers, counselors, and schools to ensure the effective continuation of K-12 services continue, especially during key transition points. AIG teachers will send a yearly notification of identification and services to classroom teachers and schools (Form 9 - Notification of AIG Students and Headcount Spreadsheet). The headcount spreadsheet is monitored throughout the year with beginning and end of year reports. AIG teachers have more direct involvement with the AIG student at key transition points. - From the elementary school to middle school transition, AIG teachers will work with the regular education teacher and help students select the appropriate grade level math to advanced math placement, such as 7th grade Accelerated Math and Math I classes. Also, Form 8a is sent home to parents and explained to students how services will change in middle school. - From the middle school to high school transition, AIG teachers will work with the high school counselors and Advanced Learning Specialist by providing the list of AIG students and their identifications. AIG teachers will also help ensure students select the appropriate courses in high school during registration with the aid of the
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Advanced Learning Specialist. The Advanced Learning Specialist will discuss with AIG students the appropriate courses for the corresponding college pathways. The high school counselors will ensure the Middle School AIG teacher is also a key contact with counselors before 8th-grade visits. Parent meetings are also set up for rising 9th grade AIG students to review services in high school and to help look at overall course selection in 9th grade.

- Students in 8th and 10th grade must also complete their Career Development Plan (CDP). This is a new state requirement for students to be promoted to the next grade level. Pitt County Schools is using Major Clarity to achieve this goal. AIG teachers can use this CDP to help students when choosing courses that meet their career interests and goals.

When transitioning between elementary to middle school or middle school to high school, the following paperwork will be transferred for the AIG student:

- AIG Student Records,
- End of Year Record Transfer ([Form 21](#)),
- Aptitude Testing Data Sheet ([Form 1: MCI](#)).

The (Aptitude Testing AIG spreadsheet (Headcount Spreadsheet) will also be sent to the AIG middle and high school contact. A copy of [Form 21](#) and the Aptitude Testing AIG spreadsheet (Headcount Spreadsheet) should be kept by the transferring AIG teacher and a copy sent to the AIG Coordinator. The high school contact ensures the high school's data manager is informed of incoming AIG students so they can be maintained in the state's data system.

*** 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.

In Pitt County Schools, gifted services work to ensure that all students are offered educational services that match their needs. It is the responsibility of the school's AIG Needs Determination Team (NDT) to develop acceleration plans for individual students and other options for highly gifted students.

At the elementary level, Pitt County Schools will continue to provide information concerning early admission to kindergarten based on NC General Statute (115C-364). Information regarding this process can be found on our website (<http://www.pitt.k12.nc.us/Page/52>).

Early Kindergarten Entrance Procedure
 The Pitt County Board Policy 4100 States:
 The board of education requires all students to meet the eligibility requirements for school admission established by the state and the board, including age. Any parent or guardian who is unclear whether a child meets the age requirements is encouraged to contact the superintendent's office or the elementary school that the child is likely to attend.

A. ENTITLEMENT TO INITIAL ENTRY A child who is presented for enrollment at any time during the first 120 days of a school year will be considered eligible for initial entry in any of the following circumstances.

- The child reaches or reached the age of five on or before August 31 of that school year.
- The child resided in another state and was attending school during that school year in accordance with that state's laws or rules prior to moving to North Carolina. (The child does not need to reach the age of five on or before August 31 in this circumstance.)
- The child did not reach the age of five on or before August 31 of that school year but would be eligible to attend school during that school year in another state in accordance with the laws or rules of that state, and if all of the following apply:
 - A. the child's parent is a legal resident of North Carolina who is an active member of the uniformed services assigned to a permanent duty station in another state;
 - B. the child's parent is the sole legal custodian of the child;
 - C. the child's parent is deployed for duty away from the permanent duty station; and
 - D. the child resides with an adult who is a domiciliary of a local school administrative unit in North Carolina as a result of the parent's deployment away from the permanent duty station.

B. DISCRETIONARY ENROLLMENTS The board may allow a child to be enrolled in either of the following circumstances.

- The child is presented for enrollment after the first 120 days of a school year and meets one of the circumstances specified above for entitlement to initial entry.
- The child reached the age of four on or before April 16; the child is presented for enrollment no later than the end of the first month of the school year; and the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and has the maturity to justify admission to the school. The board regards the admission of a four-year-old child to be an extraordinary measure that should not to be used merely because the child is developmentally advanced. In making such a determination, the principal shall follow guidelines established by the State Board of Education.

C. GRADE LEVEL OF INITIAL ENTRY The initial point of entry will be the kindergarten level. After initial entry, a principal may move the child to the first grade if the principal determines that by reason of maturity, the child may be served more appropriately in the first grade.

D. EVIDENCE OF AGE When a child is presented for admission for the first time, the principal shall require the parent or guardian of the child to furnish a certified copy of the child's birth certificate or other competent and verifiable evidence of the child's date of birth. Such evidence may include, but is not limited to: (1) a certified copy of any medical record of the child's birth issued by the treating physician or the hospital in which the child was born; or (2) a certified copy of a birth certificate issued by a church, mosque, temple, or other religious institution that maintains birth records of its members.

A birth certificate or other satisfactory proof of age issued by a foreign country or institution will be accepted and treated in the same manner as comparable documents issued in the United States. School officials shall use such documents only for the purpose of establishing the age of the child and not to inquire about the citizenship or immigration status of the child, parent, or guardian.

For a student who is considered homeless, the inability to provide documentation must not prohibit or cause a delay in enrollment of the student. The homeless liaison shall work with the student, the parent or guardian, school personnel, and other agencies to obtain the necessary enrollment records or other information in a timely manner.

See [Parent Request Form](#) for additional information

Accelerate Pathway for Early Graduation in Three Years (GRAD-006) for early graduation from high school

Pursuant to Pitt County Board of Education Policy 3460, the Superintendent hereby adopts the following administrative procedure. While the board intends for all students to enter high school prepared to graduate with the 28 credit diploma completed in four years or less, a 22 Credit Diploma Pathway is available. The high school student must be at least 16 years of age and have completed three years of high school for consideration for the 22 Credit Diploma Pathway. Students and parents considering the 22 Credit Diploma Pathway must receive documented advisement regarding options for graduation and the benefits of those options based on the individual student's needs, goals, and plans.

Process for Pursuing the 22 Credit Diploma Pathway:

- The student must complete and sign administrative form 3460-X-1, along with the student's parent or legal guardian, unless the student is at least 18 years old or has been emancipated.
- A school administrator will then meet with the student and their parent/guardian to discuss plans after high school and discontinued access to high school services and supports after graduation.
- Administrators at the school and central office levels will then verify that the student has met the minimum graduation requirements set by the State Board and submit the request to the superintendent for final approval.
- The superintendent will approve the request upon verification of the student's eligibility, no later than 45 school days after receiving the request.
- If the student submits the request before the first day of school, the student will be required to complete the current semester, unless the local superintendent approves an early graduation. If the request is approved during the semester after classes have started, the student may graduate immediately or graduate at the end of the semester.

Compacting Content

Every elementary and middle school has an AIG specialist who provides service (weekly or by semester).

At each elementary and middle school, AIG teachers work to ensure all identified students are connected with coursework opportunities, or opportunities that match their needs, whether academic, social and/or emotional.

At the high school level, the Advanced Learning Specialist works to ensure that all students are connected with coursework opportunities or other opportunities that match their needs, whether academic, social and/or emotional.

Students who score a Level 5 on Math or Reading EOG will automatically be enrolled in advanced learning opportunities in grades 3-5. Students who score a Level 5 on Math or Reading EOG will automatically be enrolled in advanced learning courses in grades 6-12. These students may not be identified as AIG in AM or AR but would be able to get these advanced opportunities/courses. AIG teachers would add these students on their watchlist if they are not identified according to the PCS identification guidelines.

Credit-by-Demonstrated Mastery

Credit by Demonstrated Mastery (CDM) is an option that allows students to demonstrate mastery of a course's content, receiving credit and a pass/fail grade for the course which includes an assessment and an artifact. In 2013, the NC Dept. of Public Instruction instituted State Board Policy GCS-M-001-13: Transitioning away from seat time, in favor of a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning.

Students in grades 9-12, who are able to show a deep understanding of the content without seat-time and classroom learning experience are eligible. It is also open to students in grades 6-8, but only for certain high school courses offered at the school. Earning Credit by Demonstrated Mastery requires students to complete a multi-phase

assessment process that includes an examination and an artifact. The Phase I assessment process focuses on the examination which establishes that a student has a strong foundational understanding of the course material. The Phase II process focuses on the artifact and establishes a student's ability to apply knowledge to show deep understanding.

A testing window is offered each fall and spring for high school students to provide an opportunity for students to use EOC tests or CTE Post- Assessments to earn credit by demonstrating mastery. For middle school students, a testing window is offered each spring. The applications for high school students are due in August and January with testing windows in September and February. The applications for middle school students are due in January with a testing window in February.

A clear plan is in place for Credit-by-Demonstrated Mastery and is available on the Pitt County Schools website for school counselors, administration, students, and parents. High School credit-bearing courses are being offered in middle schools for those students who are in need of this opportunity. Information regarding Credit by Demonstrated Mastery can be found on our website (<http://www.pitt.k12.nc.us/Page/1753>). School counselors share this information with students at the school level.

The 2024–25 CDM Procedural Guide has been updated to reflect the addition of the NCEducation Online Scoring and Reporting System use for CDM administrations beginning February 2025. See guide here: <https://www.dpi.nc.gov/documents/accountability/testing/eoc/credit-demonstrated-mastery-procedural-guide/open>

Dual Enrollment

Students can take Career and College Promise (CCP) courses through the local community college, Pitt Community College.

To be eligible for CTP (College Transfer Pathway), high school 11th and 12th graders must:

- Have an unweighted cumulative GPA of 2.8 or higher on their high school transcript OR
- Demonstrate college readiness on an approved standardized assessment (PSAT, SAT, PreACT or ACT - test scores must be submitted to CCP staff) AND
- Have the approval of the parents, school counselor, and administrator

To be eligible for CTP pathways, high school 9th and 10th graders must:

- Be identified as academically gifted by local AIG plan in English/reading AND math AND
- Demonstrate college readiness on an approved standardized assessment (PSAT, SAT, PreACT or ACT - test scores must be submitted to CCP staff) AND
- Have the approval of the parents, school counselor, and administrator

Eligibility for Career and College Promise Participation

The below criteria is provided by the Department of Public Instruction in collaboration with the NC Community College System as outlined in state legislation: Session Law 2011-145, the Appropriations Act of 2011 and revised September 5, 2024.

To be eligible for enrollment by using test scores instead of GPA, students must demonstrate college readiness in English, reading, and mathematics on an approved assessment(s). Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 22 on ACT math with a 480 on SAT composite score for evidenced based reading and writing to demonstrate college readiness. See below for minimum scores to demonstrate college readiness.

All the below criteria must be met to be eligible for CCP:

1. Must be a HS Freshman or Sophomore and
2. Must be gifted in math and reading as denoted with an AI or AG identification as outlined in the PCS AIG Plan and
3. Demonstrate college readiness in english, reading, and mathematics on an approved assessment (see below) and

CCP Program Eligibility Benchmarks on Approved Diagnostic Assessments				
Test	PSAT 10 and PSAT/NMSQT (2015 and Future)	*SAT (March 2016 and Future)	*Pre- ACT and ACT	Advanced Placement (AP)
English	26 or a composite score of 460 for Evidenced-	480 composite score for Evidenced Based	19	3 or higher (English Language and

Reading	Based Reading and Writing	Reading and Writing	22	Composition/English Literature and Composition)
Math	24.5 or 510	530	22	3 or higher (Calculus AB/BC)

*above testing is at parent expense

1. Receive recommendation verifying the student has maturity to enroll from high school principal or equivalent administrator; and recommendation of AIG Coordinator **and**
2. Receive approval of college president or the college's chief student development administrator or the college's chief academic officer; **and**
1. Receive written consent of the student's parent/guardian; **and**
2. Receive academic advising prior to enrollment in the program.

To maintain eligibility for continued enrollment, a student must:

1. Continue to make progress toward high school graduation
2. Maintain a 2.0 or higher GPA in all PCC coursework every semester.

Student academic progression will be monitored closely by CCP staff. For students who fall below 70 in their courses, CCP staff will reach out to the student to discuss options for successful completion or the procedures for official withdrawal. In addition, staff will notify the student's school of their unsatisfactory academic performance.

Students who fall below the required 2.0 GPA in any semester will be notified and put on academic warning for the next semester. During the next semester, the student will be limited to only retaking any courses with final grades of D or F; or with a limited number of courses to be determined in consultation with the parents, student, and CCP staff. If a student still fails to maintain the 2.0 GPA after repeating, the student will be dismissed from the CCP program for the duration of high school and will only be allowed to enroll again as a CCP student after an appeal process with the CCP staff and high school counselor.

Subject and Grade Acceleration

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

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

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

Social and emotional maturity is defined as:

- **Social maturity** involves learning to properly relate to acquaintances, family, neighbors, friends, and any relationships in general. It involves understanding how to honor and respect those in authority.

- **Emotional maturity** involves how well one is able to respond to situations, control emotions and behave in a mature manner when dealing with others.

In determining Social/Emotional maturity, the NDT should use the "School Social Behavior Scales (SSBS-2) to gather that data.

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

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

All acceleration decisions are at the discretion of the principal, as stated in GS 115C-288. Powers and duties of principal.

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

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

1. Elementary Subject Acceleration Procedure

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

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

Procedure

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

1. The School-Level AIG Team, including the principal, meets with the parent/guardian to evaluate the need for subject acceleration. The classroom teacher must provide a documented "body of evidence" to show that the student is working **two years** above grade level in the subject being considered.
 - a. If the body of evidence does not demonstrate that the student is working two years above the current grade, the subject acceleration process should stop. The Team should discuss ways the classroom teacher is differentiating for this student and offer suggestions as appropriate.
 - b. If the body of evidence demonstrates that the student meets the criteria, the team should continue the process with **Step 2**.

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

Reading Evidence(s):

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

Math Evidence(s):

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

Social and Emotional maturity Evidence(s):

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

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

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

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

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

1. If the initial "body of evidence" provided in Step 1 is met, the NDT should discuss differentiated strategies the current teacher can use to meet the advanced needs of the students.
 - During the next 4 weeks, the current teacher should implement those strategies into the learning environment with the help of the AIG teacher.
 - A second meeting should be scheduled to evaluate how the student is responding to these strategies.If the student is responding to these strategies and the student's needs are being met, the process may stop.
In cases where the student appears to need more support, the NDT should move forward in considering subject acceleration and begin to collect more evidence.
 - If the strategies are not meeting the student's needs or it is unreasonable for the teacher to effectively implement those strategies, the acceleration process should continue to Step 3.

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

- The student should be placed in the subject grade they are being considered for acceleration.
- And also collect further evidence:
- EOG Released tests for the current grade and the grade above in the subject being considered
 - Schoolnet Assessments-EOY Test
 - Other assessment data as appropriate

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

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

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

NOTE:

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

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

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

Test should be administered by a trained certified professional

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

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

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

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

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

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

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

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

2. Middle School Subject Acceleration Procedure

Acceleration is a thoughtful, student-centered process that requires:

- Extended observation
- Review of academic data

- Collaboration among staff, families, and AIG personnel

It is **strongly recommended** that schools treat acceleration as a **year-long process**, with the goal of placing students in an appropriate learning environment (subject or grade) **at the start of the following school year**.

Standard Advanced Course Options (No Acceleration Process Required)

These options are available to qualifying students without requiring the subject acceleration process:

Grades 6 & 7:

- **Advanced Math** (Students must have scored a **Level 5** on the previous year's EOG Math test)

Grade 8:

- **Earth & Environmental Science***
- **Math 1*** (Must score **Level 5** on 7th-grade Math EOG)
- **Spanish I***
- **World History***

*To earn **high school credit**, students must score **80% or higher on the final exam**.

Subject Acceleration (Beyond Standard Options)

To move beyond standard course offerings, **students must demonstrate content mastery** of the prerequisite course before enrolling in the higher-level course. Students may **only skip a course** if they:

- **Score 90% or higher** on the **final exam** for the course they wish to bypass
- Meet additional course-specific criteria (outlined below)

Important Notes:

- Students may not accelerate beyond the current grade level unless they demonstrate mastery of prerequisite content.
- Schools should aim to finalize acceleration decisions by the end of the school year for appropriate placement the following fall

Subject-Specific Acceleration Guidelines

Mathematics:

To accelerate to the next math level, the student must:

- Score a **Level 5** on the prior year's Math EOG
- Score **90% or higher** on the **final exams** for the course(s) they wish to bypass

Example: A 6th grader who wants to take Math 1 in 7th grade must:

- Score **Level 5** on the 6th-grade Math EOG
- Score **90%** on both the **7th- and 8th-grade Math final exams**

Placement Options:

- If the above is completed in 6th grade: student may take **year-long Math 1** in 7th grade
- If completed during 7th grade (first semester): student may take **Math 1 in the second semester**

Progression:

- Students who pass **Math 1** in 7th grade may take **year-long Math 2** in 8th grade
- Students who pass **Math 1** in 8th grade may take **Math 2** during the summer before their 9th-grade year.

English, Science and Social Studies:

- No subject-specific acceleration options are available in these content areas.
- Students wishing to take high school courses in English, Science, or Social Studies beyond the **Standard Advanced Course Options**, as outlined above, must pursue the Grade Acceleration process as outlined in the district's AIG Plan, with the goal of full promotion to high school.
- Anyone interested in seeking grade acceleration for a student must make the request to the school's AIG teacher by **December 1st** of the current school year.

3. Grade Acceleration Procedure

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

- Document Grade Acceleration Procedures on Form 11.
- Parent must be provided a copy of the [Parent Handbook](#) at the start of the meeting/process.

Parent should sign [Parent Handbook](#) pg. 7 as acknowledgement of receiving Parent Handbook.

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

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

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

Procedure:

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

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

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

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

- A. If the body of evidence does not demonstrate that the student is working **more than two years above the current grade**, the grade acceleration process should STOP. The Team should discuss ways the classroom teacher is differentiating for this student and offer suggestions as appropriate.
- B. If the body of evidence(s) demonstrates that the student meets the criteria, the Team should continue the process with **Step 2**.

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

Reading Evidence(s):

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

Math Evidence(s):

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

Social and Emotional maturity Evidence(s):

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

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

Additionally, for third grade or higher:

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

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

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

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

1. The NDT should reconvene in 4 weeks to discuss how the student is performing in the learning environment based on the new strategies.

- If those strategies are successfully meeting the needs of the students, the acceleration process should be stopped.
- If the strategies are not meeting the student's needs or it is unreasonable for the teacher to effectively implement those strategies, the acceleration process should continue to Step 3.

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

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

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

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

1. Aptitude/ability Testing (Step 4) - This is the student's Intellectual Quotient (IQ) score. The student's ability is measured using an individually administered intelligence test given by a trained certified professional. *If the student's ability is less than one standard deviation above the mean, whole-grade acceleration*

is NOT recommended and the acceleration process should stop.

- a. Most nationally normed intelligence tests are acceptable.
 - i. This test must use multiple data points and provide a total composite to be accepted. (for example, verbal, non verbal, and quantitative with a total composite score of all 3 areas)
 - b. If this criterion is met, proceed to Achievement Testing.
1. Achievement Testing (Step 5) - This identifies the student's current grade level of academic performance and the predicted performance in the grade being considered. The student's aptitude and achievement are measured by tests administered by trained certified professionals.
- a. Most nationally normed achievement tests are acceptable
 - i. This test must use multiple data points and provide a total composite to be accepted.
 - b. For achievement testing, the test is normed using the student's CURRENT grade placement and predicts performance in the grade being considered.
1. When all testing is complete, the AIG teacher completes sections I-VI of the IAS Form.
1. The AIG teacher schedules the follow-up School Level NDT meeting. This team should include all members that participated in the meeting in Step 1.
- a. The AIG teacher should provide copies of the IAS for all team members to look at as the team works through Step 9. Copies should be collected after the meeting is completed and appropriately discarded.
2. The School Level NDT meets together to complete sections VII-X of the IAS Form.
3. The School Level NDT Team follows the IAS interpretation guidelines to make a recommendation. This decision is documented on Form 5. The NDT will make a recommendation to the principal for grade acceleration or subject acceleration based on the body of evidence.
- If the Needs Determination Team (NDT) recommends grade acceleration, proceed to Step 8.
 - If the recommendation is to subject accelerate, refer back to Step 5 of the Subject Acceleration Guidelines.
1. If the decision is made to grade accelerate, the following steps should be taken:
- a. The student should be identified as gifted as aligned to the MCI. Required paperwork should be placed in an AIG yellow folder, and the student should be added to the school's AIG Headcount in PowerSchool and to the AIG Headcount/Watchlist Spreadsheet.
 - b. An Individualized Differentiated Education Plan (IDEP) is written for the student (Form 6) and updated annually. A plan for implementation and follow up is developed by the team and documented in the IDEP. All Grade Acceleration Documentation and the IDEP will be filed in the student's yellow AIG Folder.
 - c. When acceleration occurs, a follow-up conference will be scheduled by the AIG Teacher, within four weeks to review student progress. An annual review by the School-Level AIG Team should be held each year. Additional conferences will be scheduled by the AIG teacher as needed.

NOTE: All assessment data must be current within one year.

*** Practice H**

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

Since 2015 the district has implemented GO GROW as part of a talent development program in an attempt to offer opportunities for advanced learning opportunities and enrichment to diverse learners in underrepresented AIG populations.

Kindergarten:

Students that are performing above the academic grade level will receive pull out services on a as needed basis by the AIG Teacher.

Grades 1-2

Using the P.E.T.S curriculum as a starting point, the AIG teacher will provide the following services:

Push in - Whole Class Instruction = 30-40 minutes once a month. By going into the classrooms, this will help all students better perform.

Pull out - For students who demonstrated outstanding performance during the push in service time. This would help create a talent development pool before students are universally screened in 2nd grade.

Both services will be done at a minimum once a month by the AIG Teacher.

Schools with an AIG-identified population greater than 20% and at least 4% identification across all subgroups—qualify as a High ID. At these schools, AIG teachers will prioritize direct services for identified gifted students and are not required to push into every K-2 classroom or provide the Go Grow elective. Instead, they will collaborate with

classroom teachers to identify high-performing students and may share instructional strategies during grade-level PLT meetings, offering additional support as scheduling allows.

Grades 3

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

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

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

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

PCS has two AIG teachers who specifically work with K-2 students to provide early intervention and development opportunities to maximize potential through critical-thinking STEM activities. Services provided by the GO GROW Coach include :

- ? Involving all primary students as a component of talent development efforts
- ? Observe student strengths
- ? Recognize potential
- ? Respond to outstanding potential with intentional differentiated curriculum and Instruction

Schools may provide flexible nurturing service for students in Grades K-3 under the GO GROW Academic Enrichment model. Eligibility for service varies by school population and availability of the AIG teacher.

**All schools are encouraged to use local norms when providing these enrichment opportunities. Regardless of the reading level, consider providing services to the top 5-10% of a grade level population.*

AIG teachers, working in consultation with the regular classroom teacher, may provide additional services to these students through GO GROW activities.

Talent Development

Pitt County Schools is committed to providing an AIG licensed teacher per school based on the total number of AIG students identified. In addition to directly serving identified AIG students, it is the role of the AIG teacher to collaborate when necessary with the regular classroom teacher to provide resource support for students who are high achievers but are not formally identified as AIG. These services will be provided through the GO GROW program. GO GROW K-3 teachers will work with all students in the K-3. Classrooms to help provide enrichment activities and seek out talent development among these students. This will help the GO GROW coaches work with the AIG teacher at the school to help identify these students.

*** Practice 1**

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

Since 2015, the district has implemented a GO GROW program in an attempt to offer opportunities for advanced learning opportunities and enrichment to diverse learners in underrepresented AIG populations. PCS will continue to identify schools that have traditionally low numbers of identified AIG students, combined with high populations of underrepresented populations, and develop a service program to help nurture and hopefully grow the gifted populations in these categories. The GO GROW curriculum will serve as academic enrichment services based on demonstrated content mastery and/or interest-based inquiry learning. Services provided for enrichment and acceleration in these cases are a school based decision. Any school with an AIG identification percentage of 4% or less will be a Go Grow school. Instead of serving each student by each identification, students will be all served together. The service time would be no more than 2 hours total, regardless of the identification. It is up to the AIG teacher's discretion on which curriculum is best for these students. Students can be served by reading/math an hour each or together for up to two hours OR implement the Go Global curriculum from the AIG Curriculum for 4-5.

As part of GO GROW Exploratory services, students who demonstrate gifted potential can receive services provided by the AIG teacher. GO GROW services are not the same as services provided for students who are already identified as gifted. These services are based on schedule availability and other “GO GROW” efforts within the school. In GO GROW designated schools, AIG teachers evaluate various data to determine how to best match students’ needs with various service delivery options. Qualifying 4th and 5th graders are provided with a half-day of direct service from the AIG teachers in which they are exposed to interdisciplinary thematic units and integrate 21st-century skills by intentionally using technologies that they would not traditionally be exposed to. Qualifying 6 - 8 students are provided with direct service from the AIG teacher, as well as, opportunities for enrichment within the regular classroom that have been shared with partnered teachers. Feedback from students and classroom teachers are used to inform service options outside of traditional services that are needed.

PCS will provide PD on recognizing and providing services that respond to the traditionally underrepresented populations.

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

Talent Development 4-8

Pitt County Schools recognizes the need to develop and nurture student potential. The goal of GO GROW is to find students that demonstrate behaviors that are associated with traits of giftedness. These students may or may not be performing well academically. However, through a body of evidence, these students warrant opportunities outside of the academic classroom to develop their gifted potential through inquiry-based learning that magnifies the social behaviors of giftedness. The goal of this type of service is to draw out and nurture the students’ intellectual and/or academic potential.

- A. **Academic Nurturing** - These students have demonstrated content mastery in specific areas of grade-level math and reading concepts. These students may receive differentiated support when appropriate and provided by a variety of school personnel as outlined by the school’s service plan.
- B. **Exploratory Non-Traditional** - These 4-8 students may work with the AIG Teacher to receive high-quality inquiry-based instruction, based on student interest, as a platform to recognize and respond to their intellectual and academic potential. Enrichment and acceleration services provided by the AIG teacher are a school-based decision.

Talent Development 6-8

- **GO GROW:** There should only be one GO GROW elective course offered for each grade level per year in order to incorporate more students reached at the school who have a higher potential. GO GROW services will be provided based on the subgroup needs of individual schools’ underrepresented populations.
- Due to most schools only having an AIG teacher for a semester, GO GROW elective is suggested not to be offered more than one time for the semester or whole year (if teachers are at a school year long).
- If there are not enough students (minimum of 5), then the elective course cannot be offered. Instead, the AIG teacher could push-in or pull out students to pull for flexible grouping during their schedule to work with the students who are demonstrating potential.
- These students would be 81% or higher on the EOG in order to be selected for the course. GO GROW elective will only be academic based not interest based.
- Schools with an AIG-identified population greater than 20% and at least 4% identification across all subgroups—qualify as a High ID.: At these schools, AIG teachers will prioritize direct services for identified gifted students and are not required to provide the Go Grow elective. Instead, they will collaborate with classroom teachers to identify high-performing students and may share instructional strategies during grade-level PLT meetings, offering additional support as scheduling allows.

GO GROW Service is NOT Gifted Identification. Students must meet the gifted ID criteria to be formally identified as gifted. The GO GROW program is a flexible service program that supports the district vision for providing opportunities for every child to demonstrate areas of giftedness. GO GROW will provide services for students which focus on the development of interests and special talents. This goes for grades 3-8. Elementary teachers will provide a list of GO GROW students that they have served to the transition middle school AVID coordinator to help develop a list of good AVID candidates for middle school.

AVID Site schools:

Elementary Sites	Middle School Sites
• Ayden Elementary School • Bethel School	• A.G. Cox Middle School • Ayden Middle School

• Chicod School • Creekside Elementary School • Falkland Elementary School • Griffon School • Lakeforest Elementary School • NorthWest Elementary School • South Greenville Elementary School • Sugg Bundy Elementary School • WH Robinson Elementary School	• Bethel School • Chicod School • C.M. Eppes Middle School • EB Aycock Middle School • Farmville Middle School • Griffon School • Hope Middle School • Wellcome Middle School	High School The district employs a HS Advanced Learning Specialist, to assist with developing and maintaining an AIG HS program. The Advanced Learning Specialist will track and support AIG students in HS by monitoring course choice, provide parent nights to better inform parents about college and career opportunities, and meet the social emotional needs of gifted learners. Students can sign up for honors courses. If teachers do not recommend the student for honors, the student and parent can sign up for honors. AP is for all students. Pitt County Schools is committed to reducing barriers for student access to Advanced Placement Courses. Students can sign up for AP courses. If teachers do not recommend the student for AP, the student and parent can sign up for AP. There are no barriers for AP courses, as long as the student has met the prerequisites and is motivated and willing to complete the course work. AP nights are offered at some of the high schools to promote parent and student involvement and awareness of the AP courses offered at the high school. Although AP nights are open to all, school personnel, such as the counselors, instructional coaches, and teachers pull data to invite potential students to the AP night. They also look for any students who are capable but not signing up for these challenging courses. One PCS high school has an AP Ambassador program. Students who are currently taking AP courses and help answer questions, provide a student voice to the AP experience, and promote the benefits of the AP Program. A goal for the 25-28 AIG plan cycle, would be for all high schools to have an AP ambassador program. A goal for the 25-28 AIG plan cycle would be to offer summer pre-camp skills, writing tips & tricks, and front-loading curriculum to students who are interested in AP courses. Also, could offer mock exams the Saturday before the May AP exams. Schools pull data to look student's historical grades, Pre-ACT (college readiness), ACT, PSAT, EVAAS predictor scores, and teacher recommendations to find students who may be capable of an AP course but not electing to push themselves and take the AP course. Each high school decides the data to pull. Schools are encouraged to approach the data with a holistic view and encourage students to sign up and invite them to the school's AP night. AVID also partners with AP to make sure students are trying at least one AP course throughout their time in high school. Students can elect to take the PSAT offered through the College Board. There is a small percentage of 9-11th graders who take this assessment. Some juniors also take this in order to qualify for the National Merit Scholarship. Pitt County Schools Educational Foundation partners with our AP coordinator to help fund the cost of this assessment for more students to have the opportunity to take the PSAT. * Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day. PCS continues to provide extra-curricular opportunities for advanced learners. These opportunities are based on student interest that are available to develop talents, reinforce interest, and provide extra-curricular programming. However, not all schools participate in every opportunity. There are varying factors of why this is the case but a lot of this is dependent on student and adult interest. The below options are a general list of options that have been offered by most schools. • Battle of the Books (4-12) • Math Mania (3-5) • Math Olympiad (3-12) • MATHCOUNTS (6-8) • Robotics (First Lego League & First Robotics Competition) (4-12)
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- Science Olympiad (K-12)
- Spelling Bees (1-8)
- Beta Club or Honor Society (4-12)
- FBLA, HOSA, DECA, FFA, SGA, Mock Trial, Key Club (9-12)
- Volunteer groups (9-12)
- VolunTEEN (10-12)
- Ronald McDonald House Teen Ambassador Program (10-12)
- Health Science Academy (9-12)
- AVID (K-12)

PCS will continue to collaborate with Parents for Public Schools, a local advocacy group, to provide events that appeal to the interests of gifted learners.

* Ideas for Strengthening the Standard

- Create a systematic way to ensure all aspects of student development (academic, intellectual, social, and emotional needs) are addressed within each grade level, classroom environment, and setting.
- Incorporate social and emotional needs into the student's DEP (Form 2).
- Create & promote PD for regular classroom teachers on recognizing and providing services that respond to the traditionally underrepresented populations through 5 minute PD (whole staff or small group-grade level PLT meetings).
- Provide professional development for administrators and teachers (including regular education and AIG Specialists) and counselors to understand the following: data analysis, grouping practices for growth of students, and instructional strategies that are effective with groups of advanced learners.
- Develop a resource guide for extra-curricular programs, as well as a timeline of programs and camp offerings (in February/March).
- Provide an opportunity for students to demonstrate some of the interests explored during the school year.
- Have AIG specialists work with the top 10% of the student body (regardless of pre-screenings such as Aptitude and Achievement test).
- Provide AIG licensure for regular education teachers through the Canvas course, AIG 101, where teachers can earn DLCs. Promote cluster grouping of gifted students through this local endorsement.
- District newsletter with an SEL topic or trait of gifted learner for each month and then the AIG teacher puts monthly updates for what is coming up in the curriculum or a parent night.
- Discuss SEL at PD or PLCs to see how to help students or target a group of students
- Host semester based curriculum nights (at one base site for the whole county) This would be a great way to get PAGE back. Fall could be arts/game night and spring could be a career/extracurricular fair showcasing ways to get involved. This would be a great partnership with Beta/Honor Societies to showcase volunteer opportunities as well.
- CDM process for Advanced ELA

Planned Sources of Evidence

* AIG curriculum	
* Conference schedule	
* Social Emotional Lesson Collection	
* AIG student folder	
* Electronic portfolio (Multiple Criteria Indicator)	

* DEPs (Form 2)	
* IDEPs (Form 6)	
* Notification of AIG Students form (Form 9)	
* AIG Plan	
* Record review	
* EOY Survey	
* Curriculum Nights (elementary, middle, and high school)	
* AIG Headcount Spreadsheet	
* Social and emotional needs lessons	
* Subject and grade acceleration procedures and forms	
* Virtual Academy Courses	
* Websites (County and School)	

Type	Documents	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A		 Form 1: MCI  AIG Forms  Early Admission to Kindergarten  AIG handbook on Parents' Rights  ID & Service Options & Priority Service

Standard 3: Differentiated Curriculum and Instruction

Pitt County Schools (740) 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.

District Expectations for Supporting the Needs of Learners

PCS expects all students to be challenged all day, every day. Teachers are expected to incorporate the SCOS as outlined by the district pacing guides. Teachers are expected to use the Learning Focus lesson plan template to outline learning goals, activities, assessments, and differentiation.

Available Opportunities to extend learning

- Teachers will meet in PLTs and work to review data and regroup students as needed
- Teachers can work with the AIG teachers to provide enrichment opportunities in the classroom, such as co-teaching, or pull out services
- Teachers can incorporate blended learning with the enrichment rooms, developed by the AIG teachers, that students can access when finished with classroom assignments.
- PCS provides a consistent pacing guide in core content areas (ELA, Math, SS, and Science)
 - AIG teachers have created enrichment and extension activities for 1-5th grade math and ELA and provided these activities to the regular classroom teachers to use with the students who excel in those subjects.

Support Staff in Differentiating the NCSCOS

- District curriculum specialists come to PLT meetings to work with teachers
- AIG staff meets with and provides resources to support the regular classroom teacher
- PCS employs instructional coaches at every school to help support all teachers
 - Review data after district common assessments
 - Meet with grade-level PLTs
 - Review data across schools at IC meetings
 - Provide instructional strategies for teachers to help meet the needs of all learners

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

PCS will employ a multi-level process for service that supports all gifted learners and those that demonstrate potential at all grade levels. In an effort to expand the gifted talent pool and maximize the district and state AIG Teacher allotment, PCS will provide 5 major areas of service to meet both the gifted learner and those that demonstrate gifted potential.

Those areas of service are:

1. K-2 PETS Curriculum
2. Gifted Curriculum Service (Grades 3-8)
3. High School Advanced Learning Specialist Support (9-12)
4. Differentiation Support within the regular classroom (K-12)

1. **Grades K-2:** GO GROW: Grades K-2 will use the P.E.T.S. curriculum during push in and pull out services. P.E.T.S.: Primary Thinking Education Skills. During this past plan cycle, PCS has focused on creating GO GROW Nurturing Curriculum for K-2 learners who have demonstrated academic potential using the PETS curriculum. The PETS website explains the curriculum deeper by describing it as: “a systematized enrichment and diagnostic thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-3. The program aligns to the higher levels of

Bloom's Taxonomy. PETS™ helps build behavioral portfolios for talented learners that support a differentiated approach to their education, integrates flexibly into any existing primary curriculum, and offers opportunities for learners with different strengths to shine.

2. Gifted Curriculum Service- PCS provides opportunities for students in 3rd-8th grades to work together with students of similar needs, abilities, and interests through the AIG curriculum programs. The AIG Curriculum has been developed by district AIG teachers and uses the thematic approach introduced by Sandra Kaplan which integrates all areas of the curriculum. All 4th-8th grade curricula implement a consistent plan (standard curriculum) of concept-based units for each grade level, using extension and enrichment opportunities. PCS will utilize blended learning by using one to one technology to create personalized learning environments through accelerated pacing and differentiation.

a. Grades 3-5: IG Curriculum

- i. **This curriculum will focus on hands-on activities, PETS curriculum, STEM/STEAM, robotics, and logic and problem solving. This curriculum is being developed over the next plan cycle to find what best fits this group of students.**

b. Grades 4-5

- i. **Elementary AIG Curriculum:** The ES Curriculum are thematic units that cover all core areas of the curriculum, the arts, and the social/emotional needs of learners.
- ii. **AM and AR Support:** Students who qualify in areas of math and reading are encouraged to be clustered together to support the differentiated needs of these advanced learners. This curriculum will be developed over the next plan cycle to focus on extension and enrichment particularly in the areas of math and reading.

c. Grades 6-8 Middle School Curriculum (All identified middle school students will receive the AIG curriculum.)

- i. This base curriculum is outlined in the syllabus provided at the beginning of each school year. 6th through 8th grade AIG teachers have identified key objectives to be taught in a semester.

Special Program Options are opportunities that may be provided by the AIG Teacher or a Regular Classroom Teacher.

Academic competitions CANNOT replace direct curriculum service as service by the AIG Teacher. However, competitions can be a part of the math or reading enrichment or GO GROW exploratory program.

3. High School -

Pitt County Schools employs an Advanced Learning Specialist to support HS students' efforts toward a more rigorous course pathway and to assist counselors as they help meet the social and emotional needs of gifted learners.

Gifted students in HS face a much different academic and social landscape than the previous direct services and support provided by the Elementary/MS AIG Teacher.

Students may be unsure of their continued AIG identification when they leave the direct service models and individual support provided to them through elementary and middle school. In the high school setting, there are no specifically identified "AIG teachers" or courses. AIG students' need for acceleration, compacting, personal drive, and challenge is met in high school through Honors level courses, Advanced Placement, Pitt County Virtual Academy (PCVA), and Early College high schools via Pitt Community College and East Carolina University. PCS is becoming increasingly sensitive to the broad range of interest and achievement demonstrated by the AIG population and is extending its curriculum offerings accordingly. We encourage gifted students to challenge themselves and extend their reach by taking these advanced courses. Students are made aware of the potential for broader opportunities post-HS graduation when applying to colleges and universities after successful completion of these higher-level courses. Direct services for HS gifted students are provided by the Advanced Learning Specialist in the form of one-on-one or small group settings. The focus of these meetings is to discuss class schedules and choosing appropriate challenging courses, as well as skills to help students be successful throughout high school and with their plans for post-high school. During the meetings, students will complete steps needed for each year to help prepare them for next steps after high school. Many of these items are from the College for North Carolina website: CFNC.org and follow the provided timeline for students. Students also have the opportunity to attend workshops: Career Interests & Essay Writing throughout the year. The Advanced Learning Specialist also provides students with volunteer opportunities. Juniors also have the chance to visit colleges based on whole grade level interests. The ALS will help organize and arrange for these visits (one each semester).

The Advanced Learning Specialist also meets with counselors on providing appropriate acceleration course options for students. The instructional coach at the high school level works with all teachers to make sure they are embedding rigor and challenge.

Pitt County Schools (PCS) has established an Advanced Indicator Guide to ensure instructional rigor in honors courses. Teachers must complete an advanced learning indicator form for each honors class they teach, outlining the differentiation strategies used. This form is submitted to administration, who will use the Advanced Indicator Guide during walkthroughs to verify differentiation and rigor. Upon approval, administration will sign an attestation form confirming that honors courses meet the required standards.

Two PCS Instructional Coaches attended the NCDPI Honors Implementation training. PCS will use the “train the trainer” model. After the state level training, the ICs will train the other instructional coaches to train their teachers who teach honors level courses. This will be rolled out in fall of 2025 and due December 2025.

Definition of Honors Level: Honors level courses are distinguishable from standard level courses in depth and scope. These courses must be designed and implemented to:

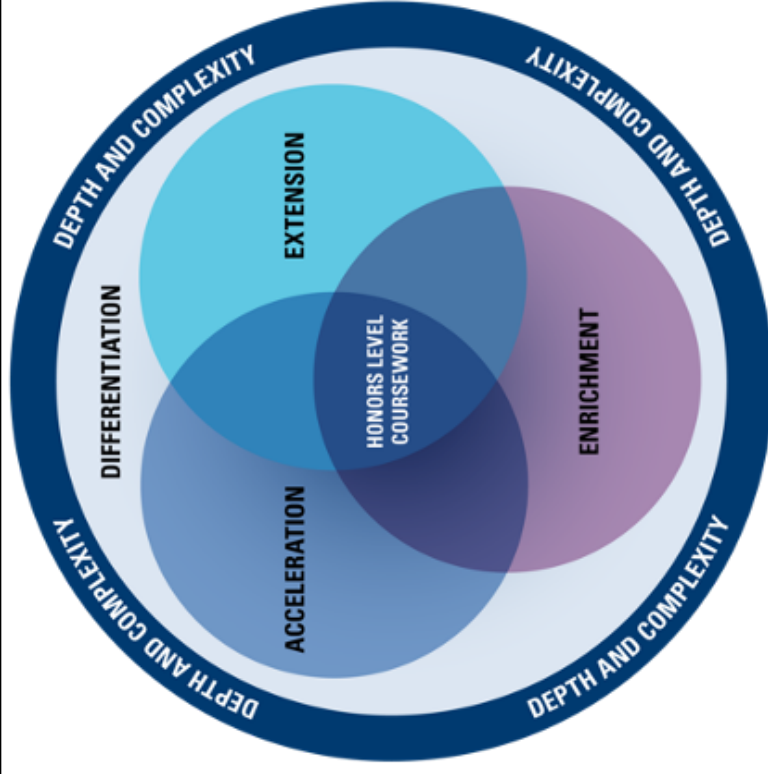
- Meet the needs of students with advanced learning needs by providing a differentiated course of study and opportunities based on their aptitudes, achievement, and interests.
- Provide depth in rigor, complexity, challenge, and creativity beyond the standard level course.
- Adjust pacing to increase depth and scope.
- Foster growth and achievement for students with advanced learning needs.

Requirements:

- PSUs that offer honors level courses shall:
- Develop Honors Level Courses using the NCDPI Honors Level Course Guide.
- Implement and attest that all courses meet the definition by the end of 2024-25, using Development and Evaluation tool (PCS will call it the Advanced Learning Indicator form).
- Thereafter, evaluate Honors Level Courses every three (3) years or earlier as needed based on changes with the Standard Course of Study (SCOS) and local needs.

Evaluation Tools:

- Advanced Learning Indicators
 - Acceleration, Enrichment, Extension, Differentiation, Depth/Complexity of SCOS



- Instructional Practices
 - Variety like PBL, Inquiry-based learning
 - In-depth analyses
 - Multiple perspectives
 - Literacy standards
 - Higher level critical thinking skills and creativity
- Evidence collection (from PSUs)

In an effort to better inform parents and students, PCS has created a [High School Course Selection Guidelines](#) to assist stakeholders in the course selection for the best academic pathway that meets both the present and future needs of learners.

- PCS has created a [HS Resume folder](#) for any HS student that will help guide them toward college plans.

4. Differentiation Support within the regular classroom (K-12)

AIG teachers would attend PLT meetings to help support question four on the PLT: "How will we extend the learning for students who are already proficient?" Over this next plan cycle, we will collaborate with curriculum specialists on extension activities in reading and math.

* Practice B

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

Pitt County Schools utilizes the Learning Focus framework to build complexity in lesson planning and course content delivery. The Learning-Focused Instructional Framework connects the “education dots” so teachers can focus on what matters most — helping every student be successful! Pitt County understands that there is no program, technology, or trendy teaching strategy that can replace highly effective teachers. Pitt County has invested heavily in professional development to train teachers in the Learning Focus framework and practices.

The Professional Learning Teams (PLT) are another strategy PCS utilizes to determine the needs of learners. Within the PLT, teachers review data to create cluster groups of students to review or advance learning opportunities within a grade level. Cluster groups should be set as flexible as specific skills and standards are taught throughout the year.

When students have demonstrated their understanding of the core material several options are available for the PLT:

- Direct service by the AIG teacher (push-in or pull out)
- Enrichment content that aligns and extends a student's understanding of content objectives.

Every teacher is required to meet as a PLT and create lessons that provide tiered instruction.

Strategies Consistently Used in PLT and Planning Sessions with Teachers

- Using small and whole group protocols to structure student work time.
- Writing to Learn as opposed to Writing to Demonstrate Learning
- Paired and small group Classroom Talk using roles and Literacy Group strategies
- Use of discrepant events to drive inquiry-based learning
- 4 Levels of Inquiry - examples and understanding of each
- Use and implementation of Formative Assessment and FA Probes
- Active Science Vocabulary Framework

To match the the identified needs of students with instructional strategies, PCS has created the grade level breakdown below:

- K-2: PETS curriculum through push-in/pull out (as described in standard 2)
- 3-5: IG curriculum (STEM lessons that incorporate interest based learning), Concept Capsules
- 4-8:
 - AIG Curriculum (incorporate Concept Capsules & Depth & Complexity)
 - Extension based lessons (math/reading) through elective or pull out
- 9-12: Small group meetings to help focus on student's interest and plans for post-high school. Grade level specific resources will provided during these meetings

To meet the interests of the students, the AIG teacher will allow for choice through a variety of blended learning methods: choice boards, menus, interest project, book study, and more.

AIG will partner with district STEM(Strategies that Engage Minds) coordinators to help create engaging lessons for the 3rd-5th grade students and find their interests through these activities.

*** Practice C**

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

The needs of the advanced learners are met using a variety of research-based supplemental resources across all grade levels and settings. Both the AIG Elementary and Middle School Curriculum are interdisciplinary curricula that extend, accelerate, and enrich the students' learning.

The AIG teachers have created a math and ELA (1-5) enrichment spreadsheet, to provide opportunities for teachers to enhance student learning in the traditional and AIG classroom. AIG and regular classroom teachers also have access to an Enrichment Drive with printable and digital resources shared with the classroom teachers.

Pitt County uses a variety of evidence based curriculum strategies to support higher order thinking. Such strategies include but are not limited to:

Materials or Teaching Resources Promoted

- Learning Focused Lesson Planning
- Mystery Science and LearnEd + Studies Weekly
- Study Island, Schoology, Canvas
- [ck-12](#)
- PhET Simulations
- ECU Center for STEM Education Resource Library
- SciNet Links and CPalms Science Lessons
- Thinking Maps
- Cognitive Coaching
- Concept Capsules
- Active Vocabulary
- Depth & Complexity
- Social & Emotional Learning/Character Ed: Capturing Kids Hearts
- Pre-API/AP Support
- LETRS: K-5 Reading
- Reading Horizons
- HMH: Houghton Mifflin Harcourt

As part of the overall vision for gifted programming, the AIG teachers will collaborate and work with the district AIG coordinator, over the course of this plan, to develop new inquiry based units of study that may become part of the AIG Curriculum and certainly part of the GO GROW program. Such resources may include but are not limited to:

- STEM Activities
- LEGO educational software and materials
- Coding and computer programming
- Robotics (Sphero, Osmo, FLL)

As a district, PCS supports all teachers with both Pacing and Curriculum guides. To expand the depth of these resources, AIG teachers will work during the next AIG Plan cycle to include enrichment materials for all advanced learners. These resources will be made available for all teachers to access and use within instruction to enhance student learning.

PCS has also been focusing on vocabulary. AIG teachers have completed a book study on Concept Capsules and started implementing the vocabulary strategy into their academic vocabulary as well as start creating grade level based concept capsules. Over the next plan cycle, AIG teachers will continue to expand on the Concept Capsule library by grade level and content area.

Concept Capsules is also one of the Depth & Complexity icons, Language of the Discipline. Over this next plan cycle, AIG teachers want to expand on their knowledge of Depth & Complexity. The hope is to incorporate within the AIG curriculum and then taught to the classroom teachers to use in their lessons. PCS AIG coordinator will continue to provide professional development training through book studies, modules, and time to create exemplary lessons.

Over this next plan cycle, AIG teachers want to focus on intentional collaboration with the classroom teacher. This will be done by looking at pacing guides & standards. AIG teachers will help create extension lessons to use with the AM/AR/AG/AI students based in the area they are identified. For AI/AG students, they would receive both reading and math extension lessons.

SEL will also be focused on over the next plan cycle. We will use resources from gifted gurus like Ian Bryd, Brian Housand, Lisa Van Gemert, NCAGT resources to help meet this need for our gifted learners. This can also be accomplished through various beginning of the year lessons on Growth Mindset, What it means to be gifted, and book studies including gifted students. In collaboration with MTSS, PCS is exploring the DESSA test, which "provides actionable data to help schools confidently meet students' individual social-emotional learning needs" over the next plan cycle.

High School

Pitt County employs an Advanced Learning Specialist (ALS) that works with gifted students where access to an AIG teacher is not readily available. As part of the ASL job responsibilities, they monitor student's schedules, provide counseling when needed, and host parent nights.

Teachers

As part of the AIG 101 PD, PCS AIG department will provide an online Professional Development wrapped around themes to support Social Emotional Needs of Gifted Learners, AIG 101 and other needed information that teachers need to know to better support advanced learners in the classroom. SEL would also be a topic for PD in which AIG teachers would provide support for the regular classroom teachers.

* Practice D

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

Advanced learners explore real-world problems, while incorporating durable skills and technology. PCS has included blending learning in the district imperatives of the last several years. With the advancement of technology through AI, I find this imperative staying over the next plan cycle. Over this next cycle, AIG teachers will incorporate more blending learning techniques in their classroom studies. Many of these blended learning strategies incorporate personalized learning, choice, off/online tasks, and more. Through these strategies, students will be able to think more critically and creatively, collaborate with one another, and take on a learner's mindset to create these final tasks. AI will continue to grow and to create educated students for the real world, students will learn how to use AI responsibly and understand the difference between fact and fiction.

Math resources may focus on error analysis to help students think critically and outside the box to understand how a mistake could be made.

Reading groups may be formed through book studies of choice. These choices may incorporate several of these durable skills.

Over the next plan cycle, AIG will start using the NC Portrait of a Graduate resources such as the "I Can" statements, rubrics, and performance tasks. AIG teachers can use these resources to share with classroom teachers. A goal would be to start in Kindergarten using common language in all advanced learning, AP common language, and connect to programs, like the "Leader in me" that is used at some of the PCS schools. This would also be a great connection to AP Seminar and having students explore this class as an AP access course in high school.

Students will also have many opportunities to explore these 21st-century skills through after-school programs, such as, robotics and knowledge-based competitions, Science Olympiad, Math Masters, National Elementary Honor Society/BETA club, Battle of the Books, Math Counts, STEM, Theater-arts/Drama Class, and Quiz Bowl. One goal over the next plan cycle will be to help create options for all learners. Not all schools can offer all of these opportunities, but through collaboration and intentional planning, students could compete with other schools if their school doesn't offer one of these opportunities. This is similar to how athletics run when numbers are low at certain schools. High school students have opportunities to enroll in traditional AP, dual enrollment courses, and PCVA online courses which allow for the integration of digital communication and collaboration skills. At the end of the eighth-grade year, students may apply for admission to one of Pitt County's Early College high schools via Pitt Community College or East Carolina University. These specialized schools provide students with the opportunity to earn up to two years of college credits while attending high school and therefore learning advanced critical thinking skills at the college level. Middle and high school students involved in honor societies and groups (National Junior Honor Society, National Honor Society, Beta Club, etc.) will have opportunities to engage in leadership roles and community service projects during their duration as a member.

Students can sign up for honors courses. If teachers do not recommend the student for honors, the student and parent can sign up for honors. Pitt County Schools (PCS) has established an Advanced Indicator Guide to ensure instructional rigor in honors courses. Teachers must complete an [advanced learning indicator form](#) for each honors

class they teach, outlining the differentiation strategies used. This form is submitted to administration, who will use the Advanced Indicator Guide during walkthroughs to verify differentiation and rigor. Upon approval, administration will sign an attestation form confirming that honors courses meet the required standards. AP is for all students. Pitt County Schools is committed to reducing barriers for student access to Advanced Placement Courses. Students can sign up for AP courses. If teachers do not recommend the student for AP, the student and parent can sign up for AP. There are no barriers for AP courses, as long as the student has met the prerequisites and is motivated and willing to complete the course work.	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. All students are taught in the curriculum framework of state teaching requirements. As students move through those standards, students may be accelerated or enriched as they demonstrate content understanding. PCS complies with state requirements for NC Check-ins, as well as, requiring Common Formative Assessments (CFA) and District Common Assessments (DCA). Both CFA and DCA are aligned to district pacing guides and delivered regularly throughout the school year. IReady assessments are given three times throughout the year (beginning, middle, and end). Students also take a mastery check each month in iReady. IReady reading is in grades 4-8 and IReady math is in grades 3-8. K-3 students take mClass assessments three times throughout the year (beginning, middle, and end) and progress monitoring in between. PCS is heavily invested in the Multi-Tiered System of Support (MTSS). The strategy serves as a means to provide tiered support for learners. With the main focus being on students that have yet to master the core content. However, PCS is also utilizing MTSS to create discussions around advanced learners. It is the goal of the AIG Plan committee to be able to utilize MTSS as a way to identify students for gifted services. The data collected from these assessments allow for teachers to work within their PLT to determine grouping options and any student in need of differentiation and enrichment opportunities. After each assessment cycle, the PLT should meet to review results and make adjustments to flexible groups. AIG teachers will work through their grade level PLTs to determine the needs of students and what additional services, if any, are needed to provide the educational opportunity that child needs to reach their potential. Regular classroom teachers can use curriculum compacting to help identify the students the AIG teacher can work with in flexible groups. Teachers can also use pre-assessments to help differentiate content for students as many may have already mastered the standard. One way to help differentiate for those students who already have mastered concepts is to allow for an independent project based learning to meet the interests of the student. Also, teachers can start to incorporate depth & complexity. The GO GROW model of service is more open to any child who demonstrates an understanding and mastery of the grade-level curriculum standards and in return receives enrichment service during that instructional period. Students who already qualify for gifted services will be reviewed annually to ensure the proper services are provided for the following year. Based on these types of assessments, if a student appears to be struggling in a core subject the NDT should meet to determine the best intervention. Options could include but are not limited to: removing AIG services for a period of time until the student is working again at an advanced level. The NDT should consider what is best to ensure the student is successful. Any changes to services should be documented on Form 2 (DEP) and added to the student's yellow AIG folder.
* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. Although AIG teachers have the primary responsibility for ensuring the needs of gifted learners are met, a process is in place to maintain a collaborative effort by all stakeholders to provide a challenging learning environment for students identified as gifted. AIG teachers work collaboratively with each other on a weekly basis to ensure as a group they are providing consistent challenge and rigor to the gifted students. The weekly time is also used to discuss differentiation ideas for the regular classroom environment. In return, the AIG teachers collaborate with the regular education teachers to meet the goals of the gifted students all day, every day. This can be done throughout PLT planning time. AIG teachers and counselors can work together to meet the social and emotional needs of the students.	

Professional development with district specialists gives AIG teachers the ability to implement differentiated curriculum and instruction with the tools gained to support the growth of gifted students. The AIG coordinator works with the principals to collaborate about best practices to meet the needs of gifted learners to include cluster grouping and acceleration. The principals support the AIG teachers by helping support their schedule to meet the needs of the gifted learners in all grade levels. The AIG coordinator will also attend monthly instructional coaches meetings and curriculum planning meetings to stay abreast of district imperatives and curriculum updates from county specialists and how they would impact instruction for all.	
* Ideas for Strengthening the Standard	AIG Teachers will: ▪ use the NCDPI Gifted Curriculum as a support to help meet the needs of gifted students in the regular education classroom ▪ work with the regular education teachers to help incorporate strategies that strengthen and challenge the gifted students ▪ Utilize Canvas to create enrichment rooms ▪ update current curriculum, if needed, to be more relevant and incorporate the changing 21st century skills, but within the same framework of Sandra Kaplan's work ▪ develop curriculum for K-2 nurturing groups ▪ Continue to create more hands-on STEM/logic based curriculum for 3-5th grade IG students ▪ accumulate books and other mini lessons that address topics for the social and emotional challenges of gifted learners- for example: growth mindset ▪ revise and share lessons with middle school teachers so they can address these needs with middle school AIG learners ▪ middle school teachers create lessons which address the social and emotional needs specific for middle years students
Planned Sources of Evidence	
* AIG Curriculum and Alignment	
* EOG Scores and AIG student growth	
* AIG curriculum and website	
* AIG Staff Development Sign In and Exit Tickets	

* Constant revision and updating of the AIG Elementary School and Middle School curriculum to infuse more Durable Skills		
* Benchmark assessment Data (LEA benchmarks, i-Ready)		
* Report cards		
* Program assessment Data (DIBELS, RTA, i-Ready)		
* Classroom teachers will provide differentiated services to the AIG student in the regular classroom environment.		
* AIG Social and Emotional Lesson Collection		
* AIG Student Folders		
* AIG Student Conferences		
* Minutes of AIG Meetings		
* DEP (Form 2a and 2b) and IDEP (Form 6)		
Type	Documents	Document/Link
AIG Standard 3 Additional Resources	N/A	 High School Registration Guide  High School Resume  AIG Forms

Standard 4: Personnel and Professional Development	
Pitt County Schools (740) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 4: Personnel and Professional Development	<i>The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.</i>
* Practice A	Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. Pitt County Schools currently employs an AIG licensed district support person to develop, guide, and monitor all aspects of AIG Programming as outlined in this AIG Plan. In the event the current AIG Coordinator leaves the district, PCS will continue to support AIG specialists and learners by appointing district support, AIG licensed coordinator of gifted education through the Academic Services Division
Roles & Responsibilities of AIG Coordinator:	• Provides leadership in the implementation of the program • Monitors screening, referral, and identification process at district level • Maintains and distributes appropriate documentation of student identification as evidence of service • Clarifies roles and responsibilities of key personnel involved in the program • Provides in-service opportunities for administrators and AIG teachers • Conducts educational awareness sessions for parents whose children are involved in the program • Communicates the goals and objectives of the program to parents and the community • Maintains the AIG Advisory Group to monitor program progress, community acceptance, and formulate recommendations • Is a standing member of PCS Academic Services committee to disseminate information and elicit collaboration from various stakeholders • Directs AIG Advisory Group consisting of the coordinator, a minimum of 3 AIG teachers (K-5, 6-8, K-8), Advanced Learning Specialist, parent, and other specialists that can provide insight and direction to guide, develop, implement, revise and monitor the local AIG program to move the program forward • Holds an NC AIG licensure in order to understand the needs of the AIG students and the importance of quality, differentiated curriculum, as well as how to communicate with parents and provide support for the AIG teachers • Continues to pursue professional development and participate in conferences in the field of AIG. • Continues to attend state, regional and local AIG meetings • Supports professional training for new AIG teachers when hired • Ensures that experienced AIG teachers will be paired with new AIG teachers for support throughout the first year as an AIG teacher in Pitt County Schools • Sends AIG teachers to state conferences on a rotational cycle that promotes best practices as funding allows • Sends PCS AIG Teacher of the Year to attend state NCAGT conference as funding allows • Will oversee AIG professional development written by PCS AIG teachers that is designed for regular education teachers • Will oversee curriculum writing teams: 4th and 5th grade curriculum for identified students, enrichment lessons for K-8, and middle school curriculum for identified students • Oversees online coursework for gifted students in middle and high school
* 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. Pitt County Schools employs 25 full-time AIG specialists. All PCS schools are served by at least one of these specialists, in either elementary or middle school. Additionally, there is 1 full-time Advanced Learning Specialist who serves the students in high school. Over the course of the next three years, Pitt County Schools would like to expand the number of Advanced Learning Specialists to two.
Roles & Responsibilities of AIG Teachers of Grades K-5:	

Knowledge and Skills:

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

Term of Employment: Ten months**Responsibilities:**

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

Roles & Responsibilities of AIG Teachers of Grades 6-8:**Knowledge and Skills:**

- Knowledge of appropriate content, methods and strategies for the education of academically or intellectually gifted students
- Knowledge of curriculum development and implementation, particularly differentiation of instruction
- Knowledge of the 6-8 grade North Carolina Standard Course of Study
- Knowledge of effective communication strategies and skills in team teaching, planning and demonstration teaching
- Knowledge of emotional and social needs of intellectually gifted students to support academics
- Demonstrated excellent skills in teaching and communication with parents

- Education /Training Required: Bachelor's degree from a four-year college, licensure as a teacher in NC, licensure as a teacher of the Academically Gifted or progress toward AIG licensure and at least three years successful experience as a classroom teacher

Term of Employment: Ten months

Responsibilities:

- Maintains records for every identified student in a yellow folder as well as a districtwide spreadsheet and follows PCS procedures related to state requirements for gifted students – testing, identification, placement, annual reviews
- Provides direct service to identified AIG students based on identification
- Teaches the AIG Curriculum to qualified students
- Seeks GO GROW activities for students that demonstrate gifted potential but currently do not qualify for AIG services to provide a stimulating, rigorous, and nurturing atmosphere for students who show gifted potential
- Develops lesson plans for any direct service provided by the AIG teacher
- Informs the regular classroom teacher(s) of any identified AIG students that they serve, as well as, students that demonstrate gifted potential and are on the "watchlist" that have scored on or above the **80%ile** on a standardized aptitude test, but have not yet been identified. This watchlist will be placed in a green folder and documented on the districtwide spreadsheet. See "Notification of AIG Students" ([Form 9](#))
- Meets with individual parents and parent groups when applicable
- Serves as a resource to the cluster teacher when applicable
- Advocates for AIG students and program
- Demonstrates best practices for AIG students
- Conferences with students as needed
- Makes students aware of opportunities outside of the regular curriculum
- Collaborates regularly with other AIG teachers for the purpose of strengthening services, sharing materials and ideas, developing instructional materials, and engaging with others in continued adult learning regarding gifted learners
- Communicates and disseminates information about the program to parents and the community
- Maintains a record of all services provided during the year
- Assists in the evaluation of the program
- Monitors the progress of individual students working on advanced projects or independent studies
- Sends data reports and paperwork to AIG Coordinator upon request
- Creates a menu of effective instructional strategies that current AIG teachers can share with other AIG teachers through staff development and through our district's google drive.
- Participates in monthly AIG staff development
- Attends local, state, and national staff development opportunities as funding allows.
- Programming efforts for each year's curriculum are supported by lead teachers representing both elementary and middle schools
- Writes and incorporates lessons and activities that address the social and emotional needs of gifted students
- Collaborate with school-level leadership to ensure the AIG specialist is integrated with school level MTSS team(s) (e.g., grade-level and/or subject area teams, professional learning communities, school MTSS teams, etc) in order to effectively represent, provide information about, advocate for, and serve gifted students within an MTSS context.

Roles & Responsibilities of the Advanced Learning Specialist for Grades 9-12:

Qualifications:

- Must possess a current teaching certificate and maintain proper teacher certification as established by state law and the Department of Public Instruction (DPI).
- Must be AIG Certified
- Must meet any additional qualifications set by the district
- Teaching experience in a secondary setting
- Reports to the district AIG Coordinator

Term of Employment: Ten, Eleven, or Twelve months

Responsibilities:

- Support HS AIG students and programming
- Collect data and monitor Honors and Advanced Placement course offerings, student participation, and academic program success.
- Collaborate with the Curriculum Development Team to create content to support advanced learning opportunities for gifted students at all levels

- Support various aspects of marketing & communicating information regarding acceleration options to school administrators, staff, students & parents.
- Coordinate and conduct HS open house informational student/parent meetings at each participating site to provide information about HS course options and prepare for college admission.

Academic Development

Advanced Learning Specialist shall:

- Monitor and meet with HS AIG students to provide all levels of support needed to ensure successful completion of HS and entrance post-secondary pathways.
- Meet with school guidance counselors prior to and during the registration process, to inform the students of classes relative to course selection and assist the administration in the registration and scheduling process.
- Conduct orientation meetings with all eighth-grade middle school students to provide information regarding class offerings and registration procedures.
- Create and maintain a database that tracks potential students that could be eligible for advanced courses (honors and AP) and provide that information to schools to assist the HS in accelerated course placement.
- Be responsible for assisting the administration in the compilation and distribution of the HS course description.
- Collaborate with the Curriculum Development Team to ensure online course offerings are rigorous and meet graduation requirements.

C. Other

Advanced Learning Specialists shall:

- Perform other tasks and assume other responsibilities as assigned by their direct supervisor.
- Adhere to the ethical standards of Pitt County Schools, abiding by the laws, policies, and procedures that govern the schools.

*** Practice C**

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

AIG Teachers:

AIG teachers will meet routinely (through monthly Professional Learning Teams (PLTS) for curriculum breakouts, as well as quarterly for all-day district-wide AIG professional development) consisting of 2 parts:

Part 1: Common Professional Development: Both ES and MS teachers will meet for PD that covers topics such as but not limited to: Best & most efficient instructional practices, district instructional priorities, 21st Century training, and technology integration. Professional Development is provided for all AIG staff by current PCS employees, as well as those outside the PCS system.

Part 2: Curriculum training and development: AIG teachers will also be divided by ES and MS grades. Teachers will work on their specific AIG, grade-level appropriate curriculum to discuss implementation, revisions, or creation of new curriculum by adding rigor and relevance. ALL PCS AIG teachers work together to create and implement lessons for the benefit of all AIG students.

PCS Employees

PCS will also offer specific and appropriate professional development to all personnel, such as classroom teachers, instructional specialists, and student services personnel, and school administrators involved in AIG programs and services in 2 parts:

Part 1: PCS offers online professional development in the following areas:

- AIG 101: Identification & Services in PCS & Myths of Gifted Learners
- Social-Emotional Needs of Gifted Learners
- Differentiating for the Gifted Learner

Personnel (classroom teachers, instructional specialists, student services personnel, and school administrators) completing all professional development modules can earn an AIG Badge and can potentially earn DLC credits for each module completed. An AIG Badge will serve as an indicator to the principal for the potential placement of AIG clusters of students in a regular education teacher's classroom.

Part 2: PCS AIG staff members will meet with school PLCs and/or present regularly at school staff meetings to school personnel and provide differentiation strategies, SEL support, and other strategies to support gifted students in the regular learning environment. AIG teachers will survey their staff to see what PD is needed. AIG teachers will create micro PD (5-10 minutes) using the Booster Shots from NCDPI. After surveying teachers, AIG teachers can use the PD needed and present at PLC or staff meetings

depending on need and grade level. For instance, if the whole school says a need is questioned, this could be provided at a staff meeting, whereas, if only 3rd graders are interested in seminars, then they could use this during PLC time. AIG teachers will be required to provide at least An area of growth over the next three years in order to expand who can support gifted learners, district AIG staff will help train the instructional coaches using the same Booster Shot micro PD created from the AIG teachers during their monthly meetings. Then instructional coaches are equipped with the knowledge to help the classroom teachers as needed with support for the AIG learners. To further support students, Pitt County Schools has provided training on “Capturing Kids Hearts” through student services personnel and trained educators across the district. According to the website, Capturing Kids Hearts is a “program that provides experiential training, expert coaching, a character based curriculum for students, and personalized support, Capturing Kids Hearts equips professionals in K-12 education to implement transformation processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness.”	* Practice D Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position. Regular Education Teachers Regular education teachers with their AIG licensure or an AIG Badge will have first priority to have AIG cluster grouping in their classroom. Clustering is defined as groups of 4-12 advanced students who are assigned, administratively, to the same regular, heterogeneous classes in a grade level to facilitate instruction in their areas of need. The regular education teacher will monitor the progress of individual gifted students using various data points such as benchmark data, NC Check-ins, and Common Formative Assessments. With the implementation of online AIG PD courses, the AIG Coordinator will provide a list to principals of teachers that have completed these district-created online courses and earned a local endorsement to effectively teach gifted students in a regular classroom setting. An AIG License or an AIG Badge will serve as an indicator to the principal for the potential placement of an AIG cluster into a regular education teacher’s classroom. Over the course of the next plan cycle, the AIG PD course will be updated to include virtual and face to face meetings, as well as, a book study to help teach the gifted students. Upon completing the locally endorsed course, AIG department will pay for the teacher to get their Praxis in Gifted Education. As part of the locally created course, the AIG department will also pay for the practice Praxis exam to allow teachers a chance to pass the practice. Roles & Responsibilities of the Regular Education Cluster Teacher of AIG Students • Exposes all students to a wide variety of enrichment activities • Provides appropriate differentiation for the gifted students assigned to the classroom when students are not with the AIG teacher (Differentiation is not using the gifted student as a tutor for peers.) • Examines the existing curriculum and determines where additional content material is needed • Knows and utilizes appropriate instructional strategies for gifted students • Compacts the curriculum for gifted students when appropriate and will be documented on a student's DEP • Helps identify students with “gifted potential” and develops strategies to address their needs • Monitors the progress of each gifted student to pursue investigation based on their individual interests • Communicates the program to parents and the community Acceleration courses K-8: Any regular education teachers who are teaching the accelerated courses (ELA or math) should have either the AIG licensure or the PCS locally endorsed AIG course completed. The students who score a level 5 in math and/or ELA should be clustered together with the teacher that meets the above criteria. 9-12: AP teachers should maintain their AP credentials through the College Board.
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* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Recruitment plan: - School-wide leadership will identify teachers with high growth in EVAAS, especially those from at Go Grow schools (diverse backgrounds) - AIG district staff would help create local professional development through the AIG Canvas course local area to help teachers prepare for the Praxis and obtain a local badge endorsement. A local AIG Badge does not replace the state's AIG license that is earned through university coursework or passing the AIG Praxis test. All AIG teachers must have a state-certified license. - Provide incentives (cluster grouping) for teachers to obtain their AIG add-on license - AIG funds would be used to pay for classroom teachers to take the Praxis if the teacher has completed the course and taken the practice Praxis exam (funded by the AIG department). AIG Teacher Retention Using the district's AppliTrack system, any AIG teachers hired must be approved by the district AIG Coordinator prior to teacher placement. It is the responsibility of the AIG Coordinator to ensure proper licensure has been achieved. In the cases where an AIG License has not been earned, the AIG Coordinator will work with the new hire to ensure licensure is earned over the next two years. Start of employment - Add an AIG Provisional to teaching License (if not already certified to teach AIG) - Assigned an AIG mentor teacher: - Complete Canvas Module - ABCs of AIG Module 1: State & Local Framework for Gifted Identification and Services - Make progress toward AIG certification (either through university course work or by taking the AIG Praxis licensure test) By end of Year 1 - Have AIG licensure - If not, must complete ONE of the two within 2 years of hire: 4 AIG courses to obtain licensure - Take and pass AIG Praxis By end of Year 2 Any AIG teacher that does not earn their licensure over that two year period will not be allowed to continue as an AIG teacher and must be moved to another classroom position at the school. Consider a teacher commitment, through continued professional development, to continue to serve the district after earning an AIG add-on license. - Send AIG teachers to conferences (once every 3 years) - Purchase equipment for their room to support teaching - Purchase instructional materials to support the AIG curriculum - Provide monthly or bimonthly professional development to support the AIG teachers - AIG teachers who serve on the advisory board may have financial compensation (small supplement as allowed in the budget)	* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. PCS is focused on equity for all students. To align with our county's mission and strategic plan, AIG will collaborate with the Department of Educator Effectiveness and Leadership (DEEL) to provide PD for AIG teachers in regard to equity and excellence from the district level. The Department of Educator Effectiveness and Leadership (DEEL) is responsible for overseeing the district's R3 Initiative. The goal of R3 is to Recruit, Retain, and Reward effective educators to ensure the success of every child every day through professional learning, leadership development, and career advancement. DEEL provides a bridge between the Department of Human Resources (HR) and the Department of Academic Services (AS). HR and AS are two departments that provide direction and support as students, teachers, and school administrators work toward the goal of providing excellent teaching and creating an environment ensuring students master the knowledge and skills for success in a rapidly changing world.
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This site serves as a landing-page to link together the myriad departments and programs underneath DEEL, including Beginning Teacher Support, KeyBT program, Professional Learning Department, the Teacher Leadership Institute, and trainings for Cognitive CoachingSM, Adaptive Schools, and Situational Leadership. Additionally, this site will post regular updates regarding federal, state, and private funding, such as the federal Teacher Incentive Fund (TIF) grant and the state Teacher Compensation Model (TCM) grants. AIG would partner with DEEL for those Go Grow schools to brainstorm and develop best practices for these schools and how to grow the program and meet the needs of the gifted learners. AIG will work with the Director of Student Services and Access through the student services program. When working with MTSS, twice-exceptional, and ML students, AIG will utilize the NCDPI resources, AIG would partner with the Director of Integrated Academic & Behavior Systems, EC director, and Coordinator of Global Education to help support the needs of all these learners.	* Practice G Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning. PCS will continue to provide at least 30 hours of AIG professional development for the AIG specialists to ensure that quality, rigorous, and current research-based instruction for AIG students is consistent across the district. These meetings will be held on early release dates or teacher workdays to minimize the amount of teaching missed for the AIG students. During professional development, AIG will implement district wide initiatives. Over the past three years, this has included topics such as blended learning, learning focused high-yield strategies (numbered heads, vocabulary, and distributed summarizing), and AI generative use. This may use district employees to help with the training and/or NCDPI or outside district staff to help with these topics at these PD meetings. The district AIG Coordinator will continue to maintain an AIG Advisory Group. This support team will plan the district-wide PD opportunities for the AIG teachers (based on AIG Staff surveys) and will serve as AIG Lead Teachers to support the daily needs of AIG Programming. The AIG Advisory Group will gather regular feedback from AIG teachers on needed professional development. Structures are in place to facilitate collaboration among AIG teachers that allow the teachers to grow as learners, to help them build capacity for AIG in their schools and communities. A few examples of these structures are as follows: • AIG teachers will use an "exit survey" following each staff development meeting in order to provide suggestions and feedback on professional development, as well as offer any additional questions and concerns. The data gathered will be used to plan for future staff developments and PD. • AIG teachers will be provided opportunities to share effective instructional strategies that other AIG teachers can then share and deliver within their school setting. • AIG teachers share strategies that incorporate technology and the 21st Century Framework monthly during staff development. • AIG teachers provide feedback on any new/current best practices that support and enhance critical thinking. • AIG teachers are given time during districtwide AIG PD to work collaboratively to share coaching tips, strategies, and resources that may assist them in working with classroom teachers. AIG teachers support the regular education teachers, check on the progress of gifted learners, and provide differentiated strategies for supporting gifted learners in the regular classroom. • During the district-wide PD, AIG teachers work collaboratively to develop strategies and resources to work with classroom teachers to promote differentiated lessons and opportunities for GoGrow students in the regular classroom. • As we differentiate with our students, one goal over the next plan cycle is to differentiate professional development for our teachers. This would be accomplished through a survey at the end of the year and then use this for starting point with our beginning of year PD as well as throughout the year from PD to PD. Try to focus on a topic for all but differentiate within that topic, as well as new teachers vs. veterans teachers. The needs are different for all. AIG district staff has also begun attending instructional coaches meetings (including curriculum and instruction) and counselors meetings. This will help to include and incorporate the needs of the AIG students at all levels in all grade levels, K-12. As part of the AIG influence outside of serving gifted learners, online professional development will be provided to classroom teachers to support their understanding of what gifted students need in an everyday classroom learning environment. PCS offers online professional development in the following areas: • AIG 101: Identification & Services in PCS & Myths of Gifted Learners • Social-Emotional Needs of Gifted Learners • Differentiating for the Gifted Learner Personnel (classroom teachers, instructional specialists, student services personnel, and school administrators) completing all professional development modules can earn an AIG Badge and can potentially earn DLC credits for each module completed. An AIG Badge will serve as an indicator to the principal for the potential placement of AIG clusters of students in a regular education teacher's classroom.
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AP teachers have professional development on AP classroom provided by the CollegeBoard or Amity Kea, PCS's High School Facilitator & K-12 social studies specialist. AP teachers attend AP Summer Institute training prior to teaching an AP course and when available NCAPP one day drive-in training.

Pre-AP (for courses available) currently (25-26) is free for all students if the high school offers these four AP courses: Pre-Calc, Computer Science Principles, Seminar, and African American Studies. There are currently four high schools who have access to these four courses: Ayden Grifton, DH Conley, JH Rose, & South Central. Pre-AP courses available to teachers/students include: Biology; Chemistry; Algebra 1 and 2; Geometry; English 1 and 2; Visual and Performing Arts; World History; and Geography.

A goal for the 25-28 AIG plan cycle would be to offer summer pre-camp skills, writing tips & tricks, and front-loading curriculum to students who are interested in AP courses. Also, could offer mock exams the Saturday before the May AP exams.

* Ideas for Strengthening the Standard

- Continue to work on growing the number of AIG certified regular education classroom teachers to serve the AIG clustering groups
 - Through the local endorsement badge
 - Helping fund the Praxis test
 - Get support from the principals in implementing this
- Provide more professional development in addressing the social-emotional needs of AIG students for classroom teachers, personnel, and administration through the AIG teacher using the NCDPI booster shots
- Survey all certified staff and principals on possible in-service topics. Then use this for staff development training with AIG emphasis.
- Implement PD opportunities that are comprehensive and current:
 - Determine ways to share resources when designing and delivering PD; include finding ways to collaborate with neighboring school districts, partner across a region, and/or utilize "Booster Shots" and other resources available on DPI AIG wiki site.
- Incorporate time for vertical planning among groups at AIG meetings.
- Utilize curriculum specialists to help collaborate at professional development meetings to discuss standards and ways to extend the standards for the AIG students
- Provide an overview module of AIG to new hires

Planned Sources of Evidence

*	Yearly calendar of monthly staff development training/opportunities for PCS AIG teachers
*	Lists of paired AIG teachers (Experienced AIG teacher paired with new AIG teacher to provide professional support).
*	List of rotational cycle of state conferences attendees
*	List of local, state, and national professional development opportunities attended by all AIG teachers.
*	List of lead teachers for elementary and middle school groups
*	Cluster group AIG students with an AIG licensed teacher (if available) in their regular classroom.

* Conference records with students		
* AIG Teachers sign-in and exit survey tickets		
Type	Documents Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	

Standard 5: Partnerships	
Pitt County Schools (740) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships	
<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	
* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.	Parents/guardians volunteer for local competitions, such as Math Mania, Battle of the Books, Robotics, Science Olympiad and more. This is a great way to support academic competitions that many of our gifted learners participate in throughout the school year. PCS communicates with parents and families in a variety of ways. Schools send home newsletters and emails on a regular basis and host parent nights to provide information to support students' learning goals. AIG teachers conference with parents and students annually. Information is disseminated through the AIG website. On the website and through newsletters, AIG teachers can include information from NCAGT's podcast and "Myths that Persist" series to help parents when dealing with different social and emotional needs of their gifted learner. Pitt County Schools AIG Department has developed a two-way partnership with Parents for Public Schools (PPS) to present programming information and keep parents up to date on opportunities available to students. In this partnership, PPS share their thoughts, concerns, and suggestions about the services or programs of gifted learners. In response, the AIG Coordinator has the opportunity to share the many ways the PCS AIG Department works to meet the academic/intellectual and socio/emotional needs of gifted learners. In reflecting on the last plan, we were hoping to have a PPS AIG Subcommittee. Over the next three years, we would like to create a Parents for Public Schools AIG Subcommittee with a variety of student grade levels (K-12). This subcommittee would collaborate to create both student and parent community learning opportunities about a wide range of gifted topics that include academic and intellectual programming, as well as, social, and emotional needs. This committee would serve similarly to the PAGE groups. PPS will also provide 1 or 2 parents to serve on the AIG Advisory Board to ensure parent voice is included in AIG Programming.
* 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.	PCS partners with nearby institutions of higher education to provide enrichment, extension, and acceleration opportunities for students. One partnership in this next plan is PCS will partner with ECU Community School to provide an AIG teacher to help serve the identified gifted students. In partnership with us, ECU Community School will provide a classroom for students from the ECU Community School and South Greenville Elementary School to meet. Enrichment: Many gifted students take online classes through Pitt County Virtual Academy, and the AIG Coordinator partners with district personnel to provide coursework that meets the academic needs of gifted learners. AIG teachers partner with community members from local businesses, colleges and governments to help create events to enrich the AIG curriculum for the AIG students. For example, Pitt Pirates is a high school LEGO robotics program that is coached by an engineer in the county. AIG teachers who coach robotics teams partner with Pitt Pirates to provide opportunities for participation in this program when students leave middle school. Pitt Pirates offer training for teachers and students, and they offer robotics scholarships to purchase materials.

The AIG Coordinator works closely with the AVID Coordinator, PCS Administrators, Counselors, and Media Coordinators to seek out ways to form strong partnerships with families of gifted and underrepresented populations through the AVID, Online Classes, and the GO GROW Program. Over the last three years, the AVID program has grown from high school to K-12. AIG coordinator and the AVID coordinator continue to partner to help students from these schools. Many students in the Go Grow program may be good candidates for the AVID program in middle school and high school.

High School partners with CTE, Health Science Academy, Teen Leadership Institute through the Chamber of Commerce, ECU Honors College to help students and parents know of the different local opportunities available to them. This is done through newsletter spotlights, college visits, and school based partnerships. In CTE, students can participate in Tradesformers, a program for high school seniors to have a chance to intern at local businesses in the tradesfield. There are also students who may participate in a CTE internship through Pitt County Schools or local businesses. Many of these students are college bound and this is a great way for students to earn credentials and income during these internships. This helps students look at their career interests as well. Through the health science academy, many students volunteer at local area organizations and ECU Health through their VolunTEEN program. This program allows students 16 and older to shadow a job at the hospital to further explore their career interest. Teen Leadership Institute is through the Greenville Chamber of Commerce and allows high school juniors to apply for the program and attend monthly meetings from local businesses and learn ways to become a leader in their school and the community. This also exposes students to local businesses they could come back and start a career in after high school and/or college.

Extension:

6th-12th grade students can participate in Grow Local, a program designed to create and unveil career interests, grow the talent pipeline, and connect local businesses to future employees. During a week in the spring, students are able to visit businesses to learn about career paths and opportunities they may not be aware of in the local community.

PCS partners with CFNC (Colleges for North Carolina) to help provide resources for high school students throughout their high school career. Resources vary from interest surveys to college & scholarship searches. A CFNC representative also participates in parent nights and provides information to parents and students. They also provide a college fair for our students to visit mostly in state schools and some out of state schools to learn more information about the colleges.

Acceleration:

Two institutions of higher learning in our county are East Carolina University (ECU) and Pitt Community College (PCC). Currently, PCS has partnerships with both of these institutions and has created an early college on both campuses. AIG Students can also participate in dual enrollment courses at Pitt Community College. Many of the classes are even offered at the high school campus to allow all students the chance to participate in these classes. Effective summer 2025, student's do not pay fees to take CCP classes. The fees are paid by the NC General Assembly. Students are still responsible for books and/or materials required for their courses, including any inclusive access fees that must be paid prior to the class start date. The AIG Coordinator works closely with stakeholders on both campuses to ensure students are receiving the academic opportunities needed to enrich and grow these learners.

Another partnership with ECU is having a parent night in the fall for high school students to learn more about the ECU Honors College. Also, in the spring high school juniors visit colleges and one college tour arranged each spring by the Advanced Learning Specialist is to visit ECU and PCC. ECU Honors College provides a presentation to the students with student ambassadors providing testimonials and how the ECU Honors College has impacted their lives.

PCS also partners with PCC for parent nights and college visits to help students learn more about the opportunities at PCC such as the Bulldog Promise Scholarship and the PCC Ambassadors Program. The Bulldog Promise Scholarship is a unique opportunity for PCS high school students. Students who take 4 or more CCP courses in high school and make a C or better in the course, are eligible for the Bulldog Promise Scholarship which provides 4 semesters at PCC for free. Learn more at their website: <https://pittcc.edu/academics/high-school-programs/bulldog-promise-scholarship/>

Opportunities for Teachers

AIG teachers are provided with a membership to NCAGT where they can receive resources to enhance the local AIG program. Teachers also have the opportunity to attend the NCAGT conference on a three-year rotation to ensure all teachers have a chance to learn and grow from speakers and topics shared at the conference.

Partnership with NCCAT (NC Center for the Advancement of Teaching)

During the 2024-2025 school year, a partnership between NCCAT and Pitt County Schools Gifted Services was begun. This partnership will grow during this plan cycle to follow a three-year sequence which may include the following topics and repeat the cycle every three years:

Year One: Plan Revision year (District leadership meets to pull together notes from collaboration with parents, teachers, specialists, administrators, and partners into a draft gifted services strategic plan.)

Year Two: Administrator specialist, and teacher professional learning about gifted programs and services

Year Three: Administrator, specialist, and teacher professional learning about gifted programs and services.

This cycle will allow district gifted leadership to have time to learn and draft gifted plans every three years at an NCCAT site (Ocracoke or Cullowhee) while also affording capacity building for administrators, specialists, and teachers.

*** 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.

The success of the Academically and Intellectually Gifted Program will rely on effective program evaluation. The evaluation component of the AIG Program ensures accountability to the designated stakeholders. Annually, the AIG Advisory Board will provide a survey for the AIG teachers and AIG Parents to complete reflecting on the AIG program. The AIG Advisory Board will use this feedback in planning for the next school year in improving the program each year. The AIG Advisory Board reviews progress and monitors the plan to ensure program goals are being met. The AIG Advisory Board will consist of the following members: PCS AIG Coordinator, a minimum of 3 AIG Teachers (K-5, 6-8, and a K-8), the Advanced Learning Specialist, a parent, and other specialists that can provide insight and direction for moving the gifted program forward. Over the last plan cycle, Pitt County Schools has not received consistent parent feedback. This will be a goal over the next three years to partner with the Parents for Public Schools and create an AIG subcommittee to receive feedback and input on the program. Parents on the AIG Advisory Board will reflect the various attendance areas and grade levels to represent the demographics of the county. Other specialists may include curriculum specialists, principals, and student services support staff as needed. The group would meet monthly either virtually or face to face.

The Role of the AIG Advisory Board

- Attend regular meetings
- Share the ideas and concerns from the sector they represent
- Ensure AIG Standards are being addressed in the current AIG Document
- Survey stakeholders to monitor program progress
- AIG Plan Writing Committee review, revise and update standards for the new AIG plan

AIG Advisory Board Selection Criteria

- Qualifications:
 - Must be a certified AIG Teacher.
 - Must be a current AIG teacher in PCS.
 - Rotates on the Advisory Group for 2 years.
- PPS will nominate a representative to serve as the parent member and specialist.

The Role of the School-Level AIG Team

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

- To implement the Pitt County Schools' gifted child search/referral, screening, identification and instructional placement processes.
- To make decisions based on the demonstrated strength-based needs of the student. (Different options will be appropriate for different students depending on the level of differentiation needed.)
- To receive permission from the parent/guardian for any aptitude or achievement testing that will not be generally administered in the regular school program.
- To record the information used in making the decision.
- To determine the program option(s) the student will access.
- To receive permission from the parent/guardian to place the student in the option(s).
- To exhibit sensitivity to cultural, economic and/or linguistic differences that need to be considered in examining information about a student's needs.
- To develop and review the DEP or IDEP of current students.

*** Practice D**

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

- Local AIG Plan
- Local AIG program services

▪ Policies and procedures relating to advanced learning and gifted education ▪ Ways to access advanced learning opportunities	Communication is ongoing and responds to the diverse language and other needs of the community. The district website provides language translations for the website and any documents that are available on the LEA website. AIG has translated most of our parent letters and forms into Spanish. There are a variety of ways the district communicates opportunities and events for AIG students with parents and community members. The AIG website lists a multitude of enrichment opportunities that meet students' academic and social/emotional needs such as robotics, Beta Club, and many more. Information regarding these opportunities can be distributed and translated if needed to meet the needs of the students. AIG teachers work with students, families, and community members to share academic opportunities such as Math Mania, Battle of Books, summer opportunities etc. These teachers share information in a variety of ways such as sending home letters, emailing, and sharing information on their websites. They collaborate with ESL Specialists in the schools to send information in the native language when needed. AIG teachers will provide a parent night at the beginning and end of each school year. The beginning of the year meeting will highlight units taught throughout the year and beginning of the year paperwork. The end-of-year meeting will include any transition information from elementary to middle school and middle to high school as well as collect any form signatures if there is a change in the AIG program. PCS will present the AIG plan to parents and stakeholders in a variety of ways: • The PCS AIG Coordinator will collaborate with Parents for Public Schools (PPS) organization • Parent meetings and conferences • Presentations at parent meetings (PPS group) • AIG website (links to the plan and identification process) • AIG Social Media sites • Social Media sites used at the school level • AIG Teachers share information through newsletters and websites • AIG participation with high school registration for PCS Virtual Academy • College guide brochure to aid AIG students in the selection of high school courses • The AIG Coordinator disseminates information about the goals and policies of the local AIG plan and program with PCS Administrators at monthly meetings and with the EPS district team at weekly meetings. The AIG Coordinator and/or the Advanced Learning Specialists meet yearly with students and families of 8th-grade gifted students to discuss high school course options and to prepare for college admissions. During these meetings, families are given information created by the AIG Department that outlines the various pathways and course offerings for high school. Families are encouraged to ask questions and seek guidance from the AIG Department, school counselors, and PCS staff in order to help guide their children in making high school choices that fit the academic and social needs of the student. In addition, the Advanced Learning Specialist will meet with 8th grade students and provide a High School Resume AIG folder that helps them explore their high school options and align them to their goals and needs. Parents are also briefed on the PCVA online courses offered that serve as a resource to meet students' academic and social/emotional needs.
* Ideas for Strengthening the Standard • Develop a more effective means of communicating with stakeholders in their native language. • Build partnerships with local medical and government agencies and industries to further enrich our curriculum for students. • Incorporate more involvement with the AIG plan by parents and other stakeholders.	
Planned Sources of Evidence * PPS (Parents for Public Schools) meetings	

* PCVA (Pitt County Schools Virtual Academy) courses	
* AIG Conferences	
* Local and state academic competitions	
* NCAGT membership for all AIG teachers	
* PCS AIG website	
* AIG Events, local and state	
* High School Registration and college pathway presentations	
* AIG professional development with training on current topics	

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

Standard 6: Program Accountability

Pitt County Schools (740) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

* Practice A

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

1. The plan Advisory Group helps review and revise the AIG Plan from 22-25 to the new 25-28 plan. This group consists of elementary, middle, high school, and K-8 AIG, Advanced Learning Specialist, and the AIG Coordinator.
2. To assess the current implementation of program goals and visions, the committee created a survey for students, parents, and teachers/administration to gather feedback on the current state of the program. The surveys were first drafted by the committee, then reviewed and revised by the AIG teachers, and then finalized for the teachers to send out to students, parents, and staff.
3. The committee uses the survey feedback to help address the identification and awareness of the gifted classroom.
4. Plan writing timeline:
 - a. Sept. - Create Surveys to send out to parents and administrators/teachers.
 - b. Aug. - Dec. meet with stakeholders to review the current plan and make recommendations about any changes that need to be considered.
 - c. Nov. - Present to principals about the proposed changes in ID and services and gather their feedback
 - d. Jan. - Attend NCCAT to begin the AIG Plan writing process.
 - e. Feb. - April - Work with the AIG Plan committee to finalize the writing process
 - f. May - Review with stakeholders and present to BOE for final approval
5. Throughout the year, opportunities are presented to receive feedback and thoughts from the Parents of Public Schools group.
6. Once the plan has been approved, the plan will be posted on the AIG website for parents, community members, teachers, administrators, and other stakeholders to have access to the updated 25-28 AIG plan.

The plan has been shared and reviewed with parents, administration, teachers, and other stakeholders. Their feedback has been used to strengthen and enhance goals and our LEA response. The AIG teachers, the AIG Advisory Group, and the AIG Coordinator reviewed, revised, and updated standards for the new AIG plan. The AIG Coordinator worked with the Northeast and Southeast district AIG coordinators during monthly meetings to discuss and review the standards. During these regional meetings, members of NCDPI AIG Department were in attendance to guide the AIG Coordinators through a thorough analysis of the state AIG Plan and the revision to the standards. The AIG Advisory Group also attended regional meetings and NCAGT to receive feedback on enhancing the plan. The AIG Coordinator attended the AIG Leadership Institute prior to the NCAGT Conference and used the information presented to strengthen and enhance the plan. Taking all of this information, suggestions, and feedback into account, the PCS AIG plan was written to be aligned with NC AIG Standards and to align with SBE guidelines.

The 2025-2028 AIG Plan was presented and approved by the PCS Board of Education work session on April 28 and voted on May 5, 2025. The plan will be submitted to SBE for review and feedback in July of 2025.

The AIG Advisory Group will meet regularly throughout the school year to discuss the AIG program using multiple sources of data for continuous program improvement.

Reviews may consist of data received from, but are not limited to:

- Surveys
- Focus Groups
- Parents for Public Schools Meetings
- Informal feedback
- Formal feedback

The purpose of these AIG Advisory Group meetings is to create data-rich instruction, discuss program successes, challenges, and student data. This group will also decide if any changes are needed to the local AIG plan mid-cycle based on local, state, or other updates and changes.

Depending on the topic, the principals, parents, and other stakeholders are included in the program discussion. This is through principal meetings and small groups with Parents for Public Schools. The Advisory Group consists of community stakeholders which include AIG teachers, parents, community members, and administrators. This group of stakeholders works together to collaborate and communicate needs of the group and address concerns regarding the AIG plan. The Leadership Committee is made up of lead AIG Teachers who help plan PD, bring concerns from the AIG teachers, and provide direction with day-to-day program planning AIG Teachers will provide surveys to students, parents, and teachers/admin to analyze the AIG program and teacher impact. AIG teachers also meet weekly (monthly) to discuss successes and challenges of program implementation and effectiveness. Student, parent, teacher/admin survey feedback will be reviewed and analyzed for data trends and patterns to inform program improvement efforts. The AIG Coordinator reflects on the local AIG plan to align with the district's vision through EPS meetings, director's meetings, and principal meetings. Use the process in the chart in support documents to review and make changes to the local AIG plan.	* 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 district uses structured monitoring tools—such as professional development exit tickets and input from AIG teachers prior to advisory meetings—to proactively identify and assess potential issues. These tools help guide discussions during bi-monthly AIG teacher meetings and are reviewed by the AIG Advisory Group. Additionally, teacher group leaders collect and share feedback on the implementation of the AIG plan. The AIG Coordinator reviews this documentation and school-level practices to ensure alignment with the approved Local AIG Plan and provides regular reports to district leadership. The AIG Advisory Group will continue to meet regularly to reflect on all aspects of the AIG Plan and programming and to ensure that fidelity of implementation for all AIG program components is maintained. The AIG Advisory Group reviewed, revised, and updated standards for the new AIG plan. The AIG Coordinator meets with all AIG teachers in the county every other month. During these meetings, time is devoted to monitoring the plan implementation and program progress. Beginning AIG teachers are assigned an AIG teacher mentor to help lead and support them in this new role. This helps build capacity and leadership among these lead mentor teachers. Also, there are selected leaders for each group to help meet monthly to discuss the concerns and challenges of the AIG teachers. The AIG Coordinator attends regional meetings and uses the monthly meetings as a way to network and to gain a deep understanding of the plan. They utilize the resources and support materials from the State AIG website and share this information with the AIG teachers and the AIG Advisory Group. The AIG Coordinator is a member of and reports to the Academic Services (AS) committee of PCS regarding AIG policies and procedures. In addition, the AIG Coordinator meets monthly with PCS principals and updates them on the progress of AIG plan implementation as needed. Over the next three years, to enhance understanding of each school's AIG program among teachers, principals, parents, and students, AIG teachers will create annual impact infographics. These infographics will highlight key aspects of the program, including student data, topics studied, after-school activities, classroom collaboration, Go Grow participation, newly identified students, and other advanced learning opportunities. Shared with all stakeholders, these visuals will provide a clear snapshot of each school's AIG efforts. AIG teachers may also include surveys for parents, students, and classroom teachers to gather feedback and identify areas for improvement. This process will help both AIG teachers and the district monitor and evaluate program impact year over year. The AIG Coordinator will compile these school-level infographics and end-of-year survey data into a district-wide infographic to share annual updates with district stakeholders.
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* 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. Working with the PCS Finance Office, the district-level AIG Coordinator will annually review the AIG budget and ensure that state AIG funds are being used to support district AIG program goals. The AIG Coordinator ensures the budget is aligned with program goals by meeting with the AIG teachers to gather feedback on the materials and learning opportunities provided in the AIG service component to enhance lessons and to build upon student interest. The teachers provide feedback and materials lists to the coordinator of what is needed for plan implementation for identified students and the GO GROW opportunities for underrepresented students. The AIG Coordinator prioritizes resources and personnel based on program needs by partnering with various district leaders such as the Title 1 Director and the Academic Services Committee to advocate for other funding resources to ensure students will benefit from spending decisions. When applicable, teachers are encouraged to apply for grants to help enrich our curriculum.	* 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. Student achievement is maintained, analyzed, and shared at the school level. AIG teachers record EOG scores and final yearly grades to a headcount spreadsheet for all the gifted students and watchlist students in their building at the end of each year. Teachers look for trends and consult with the Needs Determination Team (NDT) or teachers of gifted students as needed. This spreadsheet is monitored at the county level as well. During districtwide AIG meetings, teachers are given time to review, update, and analyze the information in the spreadsheet. Student growth is maintained and monitored at the school and district level. Annual AIG NCEOG growth reports are provided to each school's AIG teacher and principal so they can assess individual student performance. Folders are maintained for each student that document student performance over time, including identification criteria, service models, and EOG scores. The annual review will take place for each AIG student. Appropriate data will be made available on the AIG district website: https://www.pitt.k12.nc.us/Page/47 Data will be looked at as a three-year process at the district level by race/ethnicity, percentage growth, to see what trends or patterns are happening to help look at policy and practices for equity and excellence. Annual drop-out data will be collected by the Advanced Learning Specialist. Information will be shared with the AIG Coordinator to look for trends that may have led to drop-out. Other trends we are monitoring are the number of advanced classes, such as AP and CCP, that students are successfully taking. The Advanced Learning Specialist also looks at scholarship information, college acceptance rates, and post-graduation plans for seniors each year. This information is shared with high schools and the Executive Director of High Schools to identify areas for improvement. AP and honors course data are also reviewed at both the school and district levels. These insights help guide decisions, promote equity, and support program improvements. Honors data is reviewed in alignment with the new implementation guide outlined in Standard 3F. The AIG Coordinator provides principals with visual reports that show whether each school's gifted program is growing, declining, or remaining stable. These visuals facilitate collaborative discussions among AIG teachers, principals, and instructional coaches to determine appropriate next steps. Data is shared with stakeholders to support continuous improvement and to identify emerging trends and patterns. In the upcoming plan cycle, the district will implement a structured data-sharing protocol to ensure all stakeholders—teachers, principals, district leaders, and advisory groups—engage in data-informed conversations around identification equity and service access.	* 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.
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Reviewing 3-year AIG trends, the total AIG population increased over that time from 2,506 to 3,058. All sub-groups increased in the number of students over the last 3 years. I think this increase comes after the COVID-19 Pandemic dip in numbers. A thorough data report can be found in the AIG Yearly Trend Breakdown that can be accessed on the AIG website. The PCS AIG identification process allows for the identification of students who meet the above practice. An AIG teacher is assigned to every elementary and middle school and an Advanced Learning Specialist for all high schools. These teachers collect and analyze data on all identified students. Performance is monitored collaboratively by the AIG teacher, the regular education teacher, and the Needs Determination Team when needed. Students who are identified as gifted are never un-identified, but service options may be adjusted to better fit their academic and social needs. PCS also monitors CIE, dual enrollment (CCP), and Honors participation rates among AIG students to ensure equitable access to advanced opportunities. Data is disaggregated by race/ethnicity and gender. When participation gaps are identified, school counselors, AIG teachers, and ALS staff collaborate to encourage enrollment through family outreach, student mentoring, and personalized advising. To grow our numbers of underrepresented populations, PCS AIG Department has developed a unique program designed specifically to be inclusive of students who are culturally/ethnically diverse, economically disadvantaged, and/or ELL. The program is called GO GROW, and it is designed to provide an enriching, rigorous, and stimulating atmosphere for this unique population of third, fourth and fifth grade students who have yet to be identified but show gifted potential. GO GROW classes are designed to give access to the underrepresented populations in the school, and their performance is closely monitored by the AIG teacher. AIG teachers create and maintain a watchlist of students and track the performance of GO GROW students on a spreadsheet. This watchlist will follow the students when they transition to another school. Data will be collected and recorded in the district-wide spreadsheet to determine the number of GO GROW students who become identified as a result of their participation in GO GROW and the number of years they were served in GO GROW leading up to identification. During the last plan cycle, the AIG Coordinator developed a Service Spreadsheet to analyze demographic trends among identified students and track participation in the Go Grow talent development program. Go Grow supports students who demonstrate potential but are not yet identified. This spreadsheet has helped AIG teachers target subgroups with less than 4% identification and provide focused enrichment for top-performing students in these groups. While this data has previously been used to track annual trends, it will now be shared with district stakeholders to help illustrate the program's impact. Over the past three years, the Service Spreadsheet has also provided valuable insights into the effectiveness of K–2 services. Due to changes in funding, the district can no longer support K–3 Go Grow teachers at all schools. Instead, the district will prioritize placing a K–2 AIG teacher at schools with less than 4% identification to increase access to services and support early identification. Results from recent years have shown that students who receive K–2 services often demonstrate significant growth on aptitude assessments and go on to become identified. Over the course of the last AIG Plan, PCS GO GROW has evolved to also include GO GROW Schools. These are schools in the district with low numbers of identified students and high numbers of underrepresented populations. AIG teachers at these schools often combine identified students with GO GROW students for service. In this way, identified students as well as GO GROW students are exposed to a stimulating, enriching, and rigorous curriculum with the expectation that all students have the ability to grow as learners and to be successful in the curriculum. GO GROW has helped shift educator and administrator mindsets by reinforcing the belief that gifted potential exists in every school and across all demographics. Training and data conversations now emphasize asset-based perspectives, recognizing giftedness as multifaceted and culturally diverse. Analysis of identification trends by subgroup revealed schools with less than 4% AIG representation among Black and Hispanic students. In response, the district designated these as GO GROW Schools and strategically placed K-3 coaches to increase early talent development and close the representation gap. AIG teachers in each building partner with the counselors and Exceptional Children's teachers to monitor the performance and retention of the twice-exceptional students. AIG teachers collaborate during districtwide AIG meetings and devote time to ensuring that the AIG curriculum is rigorous for the highly gifted students. PCS Definitions for Underrepresented Populations: • Culturally/ethnically diverse - Students with an ethnicity other than Caucasian • Economically disadvantaged- Students who are enrolled in Title 1 schools • English Language Learners - Students who primary/native language is something other than English • Twice-exceptional - Students identified as gifted who have an additional identification such as LD or AU	* 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.
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The AIG Coordinator works closely with Human Resources who maintain teacher certification information to ensure AIG teachers have proper AIG certification. If an uncertified teacher is hired as an AIG teacher, the teacher will have two years to gain certification. Currently, PCS has 26 allotted AIG teacher positions where all but 4 currently have their AIG certification. There are an additional 31 teachers, 4 Instructional Coaches, 2 Media Coordinators, 2 principals, 2 assistant principals and 2 district office personnel that also hold their AIG certification. Any newly hired AIG teacher has 2 years to complete local and state requirements to ensure they can remain an AIG teacher. Those requirements are: 1. Year 1: Complete the first Canvas course module from the ABCs Of AIG: State & Local Framework for Gifted Identification and Services 2. Year 2: Earn AIG licensure to their professional certificate as outlined by state guidelines (either through University accredited course work or by passing the AIG Praxis exam). All teachers who are part of the AIG program work directly with the district AIG Coordinator. These teachers work directly with gifted students, and are also responsible for identifying, supporting, and monitoring AIG students and their data to ensure effective programming is in place for these gifted learners. The PCS AIG Department strongly encourages administrators to place AIG students in classrooms with regular education teachers that hold AIG licensure to more effectively serve the gifted learners all day, every day. During the 2022-2025 plan, the AIG department will create professional development modules for regular education teachers that cover a variety of topics about gifted learners. Teachers will receive technology CEU's for completing the modules, and they will be more prepared to meet the needs of gifted learners in their classroom. In addition to tracking credentials of AIG-designated teachers, PCS collaborates with Human Resources to monitor the AIG licensure status of all teachers—particularly regular education teachers who frequently serve AIG students in inclusion settings. This data is used to inform instructional placement, professional development needs, and future staffing decisions. This is an area of growth for the next plan cycle, as mentioned in Standard 4D. This data is used during school staffing conversations to encourage the placement of AIG students with teachers who have appropriate training. For example, if a school has a high number of identified students but few AIG-licensed staff, the AIG Coordinator collaborates with administration and HR to identify potential candidates for licensure support or prioritize PD outreach. Principals and district-level leaders who serve AIG students receive support from the AIG Coordinator to understand how licensure status and training can impact student placement, service models, and program fidelity. Leadership PD sessions and AIG program updates are integrated into monthly principal meetings.	* 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. PCS will survey key stakeholders to ensure the AIG program is effectively meeting the needs of the gifted learner. AIG teachers will survey parents and regular education teachers to collect feedback on the implementation and effectiveness of the local AIG program. AIG teachers will survey students to collect feedback on the curriculum resources and materials. AIG teachers will use this data to reflect and re-evaluate curriculum and overall school programming. Additionally, the AIG Coordinator shall form and lead the AIG Advisory Group which will consist of the following members: PCS AIG Coordinator, a minimum of 3 AIG Teachers (K-5, 6-8, and the Advanced Learning Specialist), and potentially other specialists that can provide insight and direction for moving the gifted program forward. This committee will meet regularly with the AIG Coordinator to provide ongoing assessment of the existing programs, gain awareness of the needs of academically and intellectually gifted students (K-12) within Pitt County, and become knowledgeable of best practices that might address these needs. Committee members will gather feedback from AIG teachers and other stakeholders. The committee will also be responsible for evaluating the local plan to ensure effectiveness and alignment with the state AIG standards. The AIG Coordinator meets regularly as needed with the Parents of Public Schools group to receive feedback from families and stakeholders. * Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.
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AIG Coordinator will annually review all aspects of the AIG program with AIG teachers, school administrators, the local school board, and parents. The AIG Plan, gifted data and other essential information is made available for any interested person on the district AIG website. <https://www.pitt.k12.nc.us/Page/47> To further engage community stakeholders, an AIG survey will be provided to parents in English and Spanish. The AIG survey results and how we used the results will be provided on the website and teachers can share this feedback with parents. The results from the teacher/administrator survey will be shared with schools.

The Advanced Learning Specialist currently sends out monthly newsletters to parents and students pertaining to topics of interest for gifted students and highlighting upcoming curriculum. Parents and students are also invited to attend parent nights and student workshops that feature a topic of interest, such as College Admissions Night and Student Essay Workshop. A goal for this next plan would be for all teachers to create a newsletter to send out to parents and staff to inform them of the AIG program and get feedback to improve their program.

*** Practice 1**

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.

See the table below

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

Process	Procedure
Informed consent for identification	* Once a student has met the criteria for identification in the gifted program, the identification and service process must be documented, signed by the guardian, and maintained in the student's yellow gifted folder. Parents must sign <u>Form 1</u> - Identification and Consent for Placement.
Informed consent for placement	* Once a student has met the criteria for identification in the gifted program, the identification and service process must be documented, signed by the guardian, and maintained in the student's yellow gifted folder: <u>Form 2</u> - DEP (Mandatory Form
Transfer procedures	* Students who transfer from other districts and were previously identified as AIG/gifted will receive AIG services in their area of identification/strength for the first year they are enrolled in PCS. After the first year, students must meet the PCS AIG identification criteria to continue receiving gifted services. However, in some cases the PCS criteria may be waived without further testing if a body of evidence that strongly indicates the student's gifted ability is presented, and a recommendation to continue service is made by the NDT. In these cases, this decision would be noted in the student's gifted folder as part of the AIG documentation. Students who transfer from other states, North Carolina school districts, or other PCS schools with no prior gifted (AIG) identification must be enrolled and attend a Pitt County Public School before a nomination may be submitted. The AIG nomination/referral procedures will then be followed.

Reassessment procedures	* ▪ When a student is being considered for reconsideration for AIG identification or subject/grade acceleration, the AIG teacher must get parent permission for testing before testing can occur. • This consent for testing must be documented on <u>Form 7</u> • <u>Form 7</u> - Parent Consent for Evaluation - (Used when it applies- if tested separately) • Any student at any grade level may be referred for gifted services if each of the following criteria is met. This information should be documented on <u>Form 15</u>. • The prior year's EOG score is 83% or higher in either math or reading AND • Based on a body of evidence the NDT recommends testing AND • No previous aptitude score is available or current score is in question The AIG teachers will document those students who meet the above criteria and submit this information on the Aptitude Testing Request Form (<u>Form 15</u>). The new aptitude score will be entered into the MCI to determine if a child qualifies for any of the defined areas of giftedness for Pitt County Schools. *At any time, and at the guardian's expense, additional testing may be done in the private sector using most nationally normed aptitude or achievement tests. Those results may be presented to the school's NDT and used to determine a student's eligibility for gifted services. 2. If a student enrolls in Pitt County Schools and does not have an aptitude test, the NDT may consider the student for aptitude testing based on the same body of evidence used to determine if a second aptitude test is needed as outlined above. Once the testing has been administered the aptitude score with the student's most current achievement scores (within one year) will be entered into the MCI to determine if the student qualifies for gifted services. Pitt County Schools will re-administer a standardized aptitude test only once per student. The School-Level NDT will reconvene once the testing is complete to determine the need for differentiated service and document the recommendation on the AIG Needs Determination Team Meeting form (<u>Form 5</u>).
Procedures to resolve disagreement	* Currently the PCS procedures and practices are in place within the AIG Plan. The Resolution of Disagreements procedure outlined below should be used to resolve any disagreement concerning gifted identification or service placement, reassessment and service, or new transfers from other LEAs. ▪ District policies exist that protect all students and their rights as outlined in the <u>AIG Handbook on Guardian rights</u> as stated elsewhere in this AIG Plan. ▪ In the event of a disagreement of AIG identification and/or services between guardians and Pitt County Schools, guardians have access to a step-by-step Resolution of Disagreements procedure. A hierarchical procedure will be utilized to resolve disagreements that may arise between the guardian of a student and Pitt County

Schools regarding identification as Academically or Intellectually Gifted and/or the appropriateness of educational services offered.

PROCEDURES TO RESOLVE CONFLICTS RELATED TO IDENTIFICATION/SERVICES

Step 1: If a guardian disagrees with AIG identification/services, a grievance form may be submitted to the school

A school meeting will be scheduled to review the identification/services recommendation within 10 working days from receipt of the written request from the guardian. Members of the School-Level AIG Team will include the school principal, guardian, and chairperson of the School- Level AIG Team. Written documentation of the committee's decision will be maintained with a copy provided to the guardian at the conclusion of the meeting.

Step 2: If the guardian disagrees with the recommendation of the school-based review committee, an appeal may be made to the coordinator of Academically and Intellectually Gifted programs to review the recommendation. The appeal form must be submitted within 10 days following the school-based review to the Coordinator of Academically and Intellectually Gifted Programs:

(1717 West Fifth Street, Greenville, NC 27834).

The Coordinator of Academically and Intellectually Gifted programs will review the decision made by the School-Level AIG Team and make a recommendation in writing regarding the appropriateness of the decision within 10 working days from receipt of the written request for an appeal. A copy of this recommendation will be sent to the guardian and school principal.*

Step 3: If the guardian disagrees with the recommendation of the Coordinator of Academically or Intellectually Gifted programs, a second appeal may be made to the office of the superintendent for review. This second appeal form** must be submitted within 10 working days from the guardian's receipt of the recommendation from the Coordinator of Academically and Intellectually Gifted programs. The hearing officer will review each appeal with regard to the appropriateness of procedures followed and how program guidelines were applied.

The hearing officer will review the appeal. Written notification of the superintendent's decision will be sent to the guardian, Coordinator of Academically and Intellectually Gifted programs, and school principal within 30 working days from the receipt of the second appeal.*

*MEDIATION MAY OCCUR AT ANY POINT DURING THIS PROCESS

Step 4: If the guardian and Pitt County Schools fail to resolve a disagreement, the guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (a) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (b) whether the local plan has been implemented appropriately with regard to the child.

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 the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties and is not subject to further review under Article 4 Chapter 150B of the General Statutes.

Attorneys' fees are not available to parents in the event they prevail in a due process hearing. In order to exercise the right to a due process hearing, the guardian must file a petition within 60 days of written notice of the contested action with the Office of Administrative Hearings

(424 N. Blount Street, P.O. Drawer 27447, Raleigh, NC 27611-7447).

For additional information concerning the filing of a petition, guardians should contact the Office of Hearings at 919-733-2698

Resolution of Disagreements Procedure

Form 16 - PCS AIG Grievance Form

Form 17 - Guardian Appeal to PCS AIG Program Administration

Form 18 - Guardian Second Appeal to Office of the Superintendent

* Ideas for Strengthening the Standard

- Solicit more parent feedback through end of year surveys for AIG service/identification.
- Develop AIG handbook for parents and students that includes a clear outline of AIG student rights, identification and appropriate services offered in the district.
- Develop an AIG fact sheet that can be shared at DEP meetings and other information events for AIG students, parents & community members.
- Examine identification procedures to look for disproportionality issues.
- Follow up with AIG drop-outs (via interview) to determine why these students left school. Use this information to implement strategies to prevent this path
- Implement a cross-county AIG Plan Review team whereby Pitt County Schools and other like-sized districts (such as Onslow County Schools) exchange plans and provide feedback to one another.

Planned Sources of Evidence

* AIG Advisory Group Minutes

* AIG Plan	Surveys	AIG Headcount Spreadsheet	PCS AIG Leadership Flow Map
Documents			
Type	Document Template	Document/Link	
AIG Standard 6 Additional Resources	N/A	Decision Making Process Chart AIG Yearly Trends AIG forms AIG Handbook	

Pitt County Schools (740) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/05/2025 

AIG Related Documents

Pitt County Schools (740) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents	
Type	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template  PCS AIG Plan Board Approval
Optional Documents	
Type	Document/Link
AIG Standard 1 Additional Resources	 Quick Service Guide  AIG Forms  Service Data Template  MCL (Form 1)  Grade/Subject Acceleration Procedures  Early Admission to Kindergarten  MCL (2nd grade)
AIG Standard 2 Additional Resources	 Form 1 : MCL  AIG Forms  Early Admission to Kindergarten  AIG handbook on Parents' Rights  ID & Service Options & Priority Service Guide  High School Registration Guide  High School Resume  AIG Forms
AIG Standard 3 Additional Resources	 Decision Making Process Chart
AIG Standard 4 Additional Resources	N/A
AIG Standard 5 Additional Resources	N/A
AIG Standard 6 Additional Resources	N/A

 [AIG Yearly Trends](#)

 [AIG forms](#)

 [AIG Handbook](#)

Glossary

Pitt County Schools (740) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
Academic Support	Advanced math or reading class all year (for students with a Level 5 on their math and/or reading EOG). If enough students, then the regular classroom teacher would teach these students. For identified students who don't score a level 5 on their EOG, then the AIG teacher would provide Academic Support as scheduled. Academic support may be provided through push-in/pull out services with these students as scheduled in reading and math.
Acceleration	A flexible pacing strategy, which places students at an appropriate instructional level (regardless of age).
Achievement Testing	Instruments that measure what a child knows academically and what he/she can do academically.
AIG Advisory Group	A committee to monitor the AIG plan and ensure AIG Standards are being addressed and progress is being made. Team members are composed of central office administrators, principals, Board of Education members, AIG teachers, regular education teachers, and parent representatives. The purpose of this committee is to meet regularly with the AIG Coordinator, provide ongoing assessment of the existing programs, and evaluate the local plan to ensure alignment with the state AIG standards.
AIG Leadership Team	A team of AIG teachers, representing each grade span, will regularly meet to support AIG curriculum professional development, communicate concerns to the coordinator, and help plan professional development sessions.
AIG Program	Program of instruction for Academically or Intellectually Gifted students
AIG Teacher	Teacher of the Academically and Intellectually Gifted
AP	Advanced Placement (college level courses that can be taken during high school)
Aptitude Testing	Instruments that measure a child's mental ability.
AVID	Advanced Via Individual Determination is a program that provides scaffolded support that educators and students need to encourage college and career readiness and success.
Body of Evidence	Refers to work samples, achievement both formal and informal, grades, students critical thinking and problem solving skills
Career and College Promise (CCP)	College level courses offered through the local community college also known as dual-enrollment.
Centers	Classroom work stations, based on skill and/or interests, which provide for a variety of learning styles and levels, meeting individual student needs.
Cluster Grouping	The cluster group of 4-12 like ability gifted students are placed in a classroom with the designated gifted cluster teacher for that grade level. Narrowing the range of achievement levels in every class allows teachers to focus their efforts more productively

CogAT	Cognitive Abilities test given to assess student thinking in all 3 areas: verbal, quantitative, and non-verbal. Used for re-screening in grades 3-8.
Common Formative Assessments (CFAs)	District assessments that are created based on a unit/cluster/standard
Concept Capsules	A single sheet of paper (or digital document) that introduces students to key vocabulary terms using a specific format designed to increase understanding and lead to full ownership of the term. Composed of four distinct parts, the Capsules are introduced and practiced using a research-based strategy specifically designed to work effectively in all content areas across a wide range of grade levels.
Credit by Demonstrated Mastery (CDM)	is an option that allows students to demonstrate mastery of a course's content, receiving credit and a pass/fail grade for the course which includes an assessment and an artifact.
Curriculum Compacting	Adapts the regular curriculum to meet the needs of advanced students by eliminating work that has already been mastered or condensing work that may be mastered at a pace more appropriate for the student's ability level.
DEP	Differentiated Education Plan; outlines the program services which a student will receive
Differentiated Instruction	Modifying instructional strategies, complexity, and activities to match the learning needs of the student.
Direct Service	Instruction delivered directly by the AIG Teacher.
Economically disadvantaged	students are generally defined as those who are eligible for free or reduced-price lunch under the National School Lunch Program (NSLP). This federal eligibility is based on household income: Free lunch: Household income is at or below 130% of the federal poverty level Reduced-price lunch: Household income is between 130% and 185% of the federal poverty level
Enrichment	A variety of learning opportunities that enhance a student's interests and talents through creative and academic exploration.
EOC	End-of-Course test of North Carolina (high school courses: Math 1, Math 3, Biology, & English 2)
EOG	End-of-Grade test of North Carolina (grades 3-8)
Extensions	Instruction designed to broaden the understanding of a particular standard by adding depth and complexity.
Flexible Grouping	Students are grouped for instruction differentiation. Grouping patterns may include: ability/skill level - students are grouped for instruction based on their ability or level of skill by interests - students are grouped with other students without regard for Age or grade level. subject grouping - students are grouped for instruction based upon need in a specific subject area. Flexible grouping is not tracking, or assigning a student to a fixed group for long periods without reassessing needs.
Flexible Pacing	allowing students to move ahead, based upon mastery, to appropriate instructional levels.
GO GROW	Growing Our Genius Reaching Our Wonders Is a Talent Development opportunity geared toward the underrepresented populations to provide service to students that currently do not meet the AIG criteria but demonstrate gifted characteristics.
Grade Acceleration	Allows a student to proceed to an advanced grade level in all subject areas to meet the student's ability and performance needs.

Headcount	Spreadsheet with all student data and AIG identification. This is used to help teachers cross-reference to the AIG headcount that is due every October and April.
Higher Level Thinking Skills	Activities that promote thinking levels such as application, analysis, evaluation, and synthesis.
IB	The International Baccalaureate (IB) is an internationally recognized educational program offering a curriculum and assessments designed to prepare students for university and beyond.
IDEP	Individualized Differentiated Education Plan
Independent Investigation	May be used for acceleration or enrichment. Students displaying content mastery gathers information on a topic of interest. Teacher meets periodically with the student and serves as a resource. Resulting product may be a report, etc.
Independent Study	Students take Independent Investigation to the next step by creating a real life product and becoming an "expert", developing their own research, etc.
Infinite Campus	New Student Information System that PCS will use starting in 25-26 school year
Interdisciplinary Unit	Unifying a common theme across the disciplines with the use of themes and generalizations.
Learning Contracts	Individual or group agreements, between teacher and student, outlining content to be learned, options for the learner and the time frame for completion.
Mastery Learning	Teacher designed units that have enrichment and activities that students might pursue, once they have demonstrated content mastery.
Multi-Language Learners	Students who primary/native language is something other than English
Multiple Criteria Index (MCI)	The MCI is used to create a sliding scale of scores that are based on an average score from 3 main data points and a qualitative source. These scores consist of aptitude testing, achievement testing (primarily EOG/EOC), classroom grades, and a Standard Deviation Rubric (SDR) that factors in other gifted characteristics that may not be demonstrated on a test. These 4 data points are added together to create an overall total composite score to determine an area of identification.
MTSS	Multi-Tiered System of Supports, is a framework used in schools to provide academic and behavioral support to students.
Naglieri General Ability Test (NGAT)	Ability test to assess student thinking in all 3 areas: verbal, quantitative, and non-verbal. Universal screener given in the spring of 2nd grade. This test can also be used for rescreening in grades 3-5.
NDT	The Needs Determination Team at each school meets to address identification and / or service needs for AIG identified or potentially gifted students. Should consist of the following members: AIG Teacher, Chairperson Student's Regular Classroom Teacher Regular education teacher Parent (when appropriate) Administrator (recommended, not required)
NNAT3	Naglieri Nonverbal Ability Test (3rd edition) is an ability test to assess student non-verbal thinking. Used for re-screening students in grades 3-12.
PCVA	Pitt County Virtual Academy

PETS Curriculum	Primary Education Thinking Skills is a systematized enrichment and diagnostic thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-3.
PLT	Professional Learning Teams consist of a group of teachers typically from the same grade level and meet to discuss lessons and student data.
Portfolio/Specified Work Sample	A collection of specific samples of a student's work which make up part of the "profile" for that student.
PowerSchool	Student information system in which PCS used up to year 24-25
Profile	All collected information, about a given student, which is taken into consideration when making a committee decision about whether the student needs differentiated services.
Problem-Based Learning	Enrichment and Extension units that focus on a problem. They involve research skills, group dynamics, and problem solving, and operating like a practicing professional in related fields.
Product Modification	To keep expectations high, products developed by gifted students should approximate, to the extent possible, those of creative, productive professionals. The products of these students should have an identified purpose and represent a transformation or synthesis of existing information rather than only a summary.
Resource Service	A separate setting where eligible students receive homogeneously grouped instruction in reading and/or math from a certified specialist. Services may include K-2 resource support, pull-out instruction, or weekly AIG curriculum (1 day/week for elementary, 90 min/week for middle school).
Resource Support	The regular classroom teacher and the AIG teacher collaborate on differentiated strategies for instruction.
School-Level AIG Team	A committee to review student eligibility, determine if further assessment is needed and/or to refer for appropriate services.
SEL	Social-emotional learning
Seminar	Increased understanding of ideas by means of Socratic questioning using active participation in group discussion in order to generate, articulate, justify and clarify the student's own ideas.
Separate Setting	Used for intensive differentiation, in core areas of the curriculum and in homogeneous settings, provided to students for whom it is appropriate.
Service Data Spreadsheet	Includes the overall breakdown of the ethnic demographics of the school and the gifted learners. AIG teachers will look at the data for the subgroups of the identified students to see which subgroups have less than 4% identified students and target students in these subgroups for Go Grow services. This will also be documented on the spreadsheet, in which students received Go Grow services throughout the year to see if the student was identified in the end.
Standard	The standard is a defining statement articulating the expectations for quality, comprehensive, and effective local AIG programs and relates to the categories addressed in Article 9B
Standard Deviation Rubric (SDR)	A student can earn up to 3 extra points that go toward the MCI score for identification in any of the five areas. AIG Teachers will utilize the SDR to create a body of qualitative evidence that focuses on students' academic portfolio, extracurricular activities, and demonstrated leadership. The NDT will meet to review the body of evidence and determine if any additional points will be added to the original MCI. The MCI-SDR should be recorded in the MCI and added to the student's yellow folder.

A student can earn up to 3 extra points that go to	Pitt County Schools defines STEM as "Strategies That Engage Minds" in which also is imbedded in "Science, Technology, Engineering, and Math"
Subject Acceleration	Allows students to move to an advanced grade level in one or more core academic subjects but remain identified with their own age mates.
Theme	A universal concept or idea that unites understandings between or among disciplines.
Twice-exceptional	Students who are identified as gifted and also neurodivergent.
Under-represented students	Students who are part of a subgroup with less than 4% identified in gifted education. This consists of culturally/ethnically diverse, twice-exceptional, multi-language learners, and economically disadvantaged students.
Watchlist	List for students who don't qualify for AIG services but have a score of 81% or higher on an achievement or aptitude test. These students may qualify at a later date, so it's important for AIG teachers to keep up with the watchlist to look for potentially gifted students.