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

Approved by local Board of Education on: 02-MAY-16
LEA Superintendent's Name: Dr Ethan Lenker
LEA AIG Contact Name: Tim DeCresie
Submitted to NC Department of Public Instruction on: JUNE   20, 2016, 11:30:19

Pitt County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, Pitt County Schools local AIG plan is as follows:

Pitt County Schools Vision for local AIG program: Pitt County Mission Statement
Pitt County Schools will ensure that all students are provided a rigorous and personalized education that prepares them for the ever-changing challenges of the 21st Century.

Pitt County Vision Statement
Pitt County Schools; a system of excellence partnering with family and community to prepare students to function effectively in a rapidly changing world by developing global citizens through academic excellence.

AIG Vision
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 and life in the 21st century.

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

State Funding	Local Funding	Grant Funding	Other Funding
$1200000.00	$350000.00	$0.00	$0.00

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Standard 1: Student Identification

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

Practice A
Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

District Response: 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 identification process is consistent across all schools and is available on the district website and shared with all stakeholders. See "Quick Service Guide" for a condensed version of how PCS identifies and serves gifted learners.
   •Students in grades K-3, who demonstrate potential for giftedness, may receive GO GROW services.
   •All Elementary and Middle Schools have a district-allotted, certified AIG Teacher as part of the school staffing. Students in grades 4-8 who are identified "gifted" receive AIG Curriculum and other services as appropriate by the AIG teacher.
   •Students in grades 9-12 will work with the district's Acceleration Advisor to ensure their course selections challenge their academic giftedness. In smaller HS where Advanced Placement courses may be limited, Pitt County Virtual Academy offers online courses to ensure the same AP options are available for all learners regardless of where the student attends HS in Pitt County.

Practice B
States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

District Response: 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. A total composite MCI score for identification is based on an average score of 90 in both aptitude and achievement plus points for grades in core content subject areas. The higher the score in achievement, the lower the score can be for aptitude. The minimum score in either aptitude or achievement is 80 in order for a child to qualify for AIG, AM, or AR gifted services. The following definitions and criteria are used for each area of giftedness:

Academically and Intellectually Gifted (AG/AIG) - Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students

require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Criteria for Qualifying as Academically and Intellectually Gifted (AG/AIG) -
MCI = 368
MCI Total Score = (Aptitude (doubled) + Achievement (math and reading) + Final Grades) That is an average score of (180 + 90 + 90 + 8 = 368)
Point value for grades: A = 3 and B = 2
Grade points are awarded from the 4 core subject areas: reading, math, science, and social study course work. 4 x 2 = 8 (4 Bs x 2 points each = 8 points

Academically Gifted in Math (AM) - PCS defines this area as those students that possess high aptitude and demonstrate outstanding performance in mathematics over the course of the academic year. These students require differentiated learning opportunities beyond the basic standard course of study. Examples include, but are not limited to, subject acceleration, curriculum compacting, and/or clustering in regular education classrooms.

Academically Gifted in Reading (AR) - PCS defines this area as those students that possess high aptitude and demonstrate outstanding performance in reading over the course of the academic year. These students require differentiated learning opportunities beyond the basic standard course of study. Examples include, but are not limited to, subject acceleration, curriculum compacting, and/or clustering in regular education classrooms.

Criteria for Qualifying as Academically Gifted in Math (AM) or Reading (AR) -
• Very Strong - MCI = 193
MCI Total Score = (Aptitude + Achievement (math OR reading) + Grades) That is an average score of

(95 + 95 + 3 = 193)
Point value for grades: A = 3 and B = 2
Grade points are used from the subject area in which the student is being considered for qualification (math or reading).

• Strong - MCI = 183
MCI Total Score = (Aptitude + Achievement (math OR reading) + Grades) That is an average score of (90 + 90 + 3 = 183)
Point value for grades: A = 3 and B = 2
Grade points are awarded from either the math or reading subject area
Intellectually Gifted - IG - PCS defines intellectual giftedness as having ability significantly higher than his/her same age peers as denoted by a score of 95% or higher in one or more areas of a nationally normed aptitude test, yet failing to demonstrate advanced academic achievement.

Criteria for Qualifying as Intellectually Gifted (IG) -
• Very Strong -
95% total composite on Aptitude testing = (95 points or higher on MCI) -

• Strong -

(MCI Total Score = Aptitude score (95%) based on any of the 3 subtest (verbal, non verbal, or quantitative) score using the CogAT test - OR - other comparable subscores of an aptitude test

Alternative Pathway
To ensure students that come within 3 MCI points of being identified and may be inadvertently overlooked in the standard identification qualifying process, PCS will provide an alternate pathway for identification through the MCI Standard Deviation Rubric. AIG Teachers will utilize a body of evidence to focus on students' extracurricular activities, academic portfolio and demonstrated leadership. The school based AIG team will meet to review the body of evidence and add any additional points to the original MCI score. The MCI-SDR should be recorded in the MCI and Rubic added to the student's yellow AIG folder.
Developing Potential - Pitt County Schools recognizes the need to develop and nurture student potential. With that in mind, PCS will create: GO GROW - Growing Our Genius by Reaching Our Wonders program.
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.

Criteria for Receiving GO GROW Enrichment
• GO-GROW (Academic Enrichment)
• K - 3:
☐ Kindergarten Eligibility (based on Read 3D Text Reading and Comprehension)
• First semester service- must score "D" or above at the beginning of the year assessment
• Second Semester service- must score "E" or above on mid-year assessment
☐ 1st Grade Eligibility (based on Read 3D Text Reading and Comprehension)
• First semester service- must score "I" or above at the beginning of the year assessment
• Second Semester service- must score "L" or above on mid-year assessment
☐ 2nd Grade Eligibility (based on Read 3D Text Reading and Comprehension)
• First semester service- must score "M" or above at the beginning of the year assessment
• Second Semester service- must score "O" or above on mid-year assessment
☐ 3rd Grade Eligibility (based on Read 3D Text Reading and Comprehension)
• First Semester Service- must score "P" or above at the beginning of the year assessment
• Second Semester Service- must score "R" or above on mid-year assessment
All third grade students will be administered an aptitude test to see if they qualify for AIG
• Grades 4-8:
☐ Students with an 81% on Math and/or Reading Achievement Test 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.
☐ Students demonstrating math and/or reading content mastery in an identified math or reading target area may receive academic enrichment services. Services provided for enrichment and acceleration are a school based decision.

• GO-GROW (non-traditional)
• Recognize students with outstanding potential who may be overlooked in the current AIG ID Criteria. These 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/or academic potential.

* Pitt County Schools will provide up to 2 aptitude tests for students. Usually these tests take place in one of the following methods:
1. All 3rd grade students are given the CogAT test.
2. At any time after the student's 3rd grade year, a request can be made for aptitude testing through the school's AIG Team. Based on a body of evidence that supports and demonstrates that a student may be gifted, a second test may be administered.

Reconsideration for Aptitude Testing

1. Any student can be given a second aptitude test if a body of evidence is presented to the AIG team that demonstrates potential giftedness. See Form 14.
  o The student's scores on the NCEOG/Achievement tests for Reading AND/OR Mathematics are 81% or higher
  AND
  o A recommendation, through a body of evidence, that documents advanced performance.
Examples of Body of Evidence:
1. Grades
2. Work Samples
3. Achievement
4. Critical Thinking
5. Teacher Recommendation

The AIG teachers will document those students who meet the above criteria and submit this information on the "request for testing" form, Form 15. The new aptitude score will be inputted to 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 parent's expense, additional testing can be done in the private sector using most nationally normed aptitude or achievement tests. Those results can be presented to the school's AIG Team and used to determine a student's eligibility of gifted services.

2. If a student enrolls in PItt County Schools and does not have an aptitude test, the School-Level AIG Team may consider this child 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) and will be inputted 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 AIG Team will reconvene once the testing is complete to determine the need for differentiated service and document the recommendation on Form 5.

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

District Response: Pitt County Schools will identify schools that have low AIG numbers and high underrepresented populations. These schools will be designated as Pilot GO GROW Schools. Over the next three years, the AIG teachers at these schools will work with under-represented populations to discover ways to expand the AIG talent pool, outside of our traditional identification process, including alternative aptitude testing options. The students at the Go Grow Schools will 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/or academic potential.

The AIG teachers at these GO GROW schools will have the ability to work outside of the current ID and service plan for AIG students and may choose not to provide the traditional AIG services as outlined in this document. However, any student that qualifies under the AIG ID criteria will automatically be included in any GO GROW activities provided by the AIG teachers.

GO GROW Schools:
• Bethel School
• Pactolus School
• Stokes School
• Wahl-Coates Elementary School

All schools will have the ability to incorporate GO GROW activities into their AIG program.

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

District Response: 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. Below are the steps for the screening and placement process:

School-Level AIG Team
The School-Level AIG Team should consist of the following members:
o AIG Teacher, Chairperson
o Student's Regular Classroom Teacher
o Regular education teacher
o Parent (when appropriate)
o Administrator (recommended, not required)
• Each school (K-12) shall form a committee to serve as a School-Level AIG Team to review student

eligibility, determine if further assessment is needed and/or to refer for appropriate services (Form 5). The School-Level AIG Team should also reflect the diversity of the student population of the school and should include a member representing the student's ethnicity and gender when possible. Designation of the School-Level AIG Team members is the responsibility of the school's principal. The School-Level AIG Team 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 AIG Team ensures that eligibility guidelines are closely followed. (See "The Role of the School-Level AIG Team" in 5C.)

• Transfer students who have been previously identified in another system or another state will be reviewed for differentiated services upon entering Pitt County Schools, 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).

• Steps in the screening and placement process:
o Step 1: Screening
o Step 2: Assessment and Review
o Step 3: Decision for Instruction
o Step 4: Yearly Review

Step 1: Screening
The initial step in the decision-making process is screening. This phase represents efforts designed to review all students to determine which students may need differentiated services. On-going staff development and monitoring will be utilized to ensure that students from populations that have been traditionally underrepresented are included in the screening process. (These groups may include students from diverse cultures and socioeconomic backgrounds or students with disabilities that may affect their learning.) The School-Level AIG Team will carefully monitor these students in each school.Though equitable representation and diversity are goals of the Plan for Academically and Intellectually Gifted (AIG) students, any student who receives services must meet the eligibility standards.

Screening Pool Indicators
Each school site will develop a local pool of students who may be in need of differentiated services. The following criteria will be used for determining which students are in the pool:

• Aptitude Testing (Spring of 3rd Grade Year)

• EOG/Achievement Testing

• Body of Evidence

1) The following indicators will be used for an on-going, year-round effort to identify students to be reviewed for differentiated services:

• Teacher recommendations and classroom academic performance data

• Parent, student or community referral

• Standardized test results

• Student has been identified in another school system

• Work Samples

Screening strategies should lead to a determination that a student either:
a) Is in need of differentiated services by the regular classroom teacher or the AIG teacher when appropriate
or
b) Is already in a learning environment that is appropriate.

2) Third grade students will be screened using a nationally-normed standardized aptitude test. Students scoring at or above the 80th percentile on this test will be reviewed for differentiated services each year. Each school must maintain a "watch list" of students scoring at this level and review these students' needs annually for differentiated services. (Form 9 or AIG Headcount) This "watch list" will be housed in a green folder with the AIG identification yellow folders. When students from this "watch list" transfer to another school within the county, an individual green folder will be sent to the new school containing a Student AIG Data Record (Form 1).

Step 2: Assessment/Review
The next phase of the decision-making process involves assessment. All documentation must be in place by the end of the third marking period in order for students to receive AIG services during the current school year.
The most recent achievement (within a year) and aptitude scores will be used to determine eligibility. Assessment tools used as multiple indicators will come from the following categories:
A. Achievement measures – an indicator of a student's knowledge – NC End of Grade/Achievement Tests. If EOG scores are not available, then other standardized achievement scores may be used (Form 13).
B. Aptitude measures – an indicator of a student's potential for learning –All students will be given a standardized aptitude test in third grade. See Standard 1-B for other reconsideration for aptitude testing.
C. Grades - Student academic performance in the areas of: English Language Arts, Math, Science and Social Studies.

Step 3: Decision for AIG Identification
The School-Level AIG Team will make decisions regarding the need for differentiated services based on the information gathered on students and will document its decision on the AIG Service Determination Meeting (Form 5). If the student meets the MCI (Multiple Criteria Index), the student will receive the related service, as outlined in this document. Students that do not qualify based on the MCI may be placed on the watch list. Completed documentation of student screening and School-Level AIG Team recommendations will be filed at the school level and maintained. Identified AIG folders will be yellow. A "watch list" of students with an aptitude score of 80%ile or higher will be housed in a green folder in the same location as the yellow AIG Identification folders.

If the School-Level AIG Team determines that a student does demonstrate a need for differentiation, differentiated instruction will be provided within the regular classroom by the regular classroom teacher with resource support as needed from the AIG teacher. Students who are achieving above the level of most of their peers in reading or math will be flexibly grouped together for instruction in the respective classes:
  o Minimum of 4 to 12 identified AIG students should be placed together in the same classroom (by identified ability) and with a teacher that has demonstrated the ability to effectively differentiate for gifted learners.
  o If a grade level contains fewer than 4 AIG students then these students will be grouped together in the same instructional classroom environment.
Step 4: Yearly Review
The final step will include a yearly review. This review will be addressed on Form 4 "Annual Review and Reconsideration". Services may be discontinued 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).

• 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 AIG team 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 peer group.

Under no circumstances shall a student lose his/her identification as a gifted learner. Only the services provided are reconsidered.

Practice E

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

District Response: All Pitt County Schools utilize the AIG Headcount and Watchlist to document student data (aptitude, grades and NC EOG scores) each school year. Information is communicated to parents using the MCI. A copy is kept in the student's yellow AIG folder. Yearly performance of identified AIG students will be documented on the Student Data Record (Form 1 pg 2) annually. 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. If a student meets the "very strong" category in AM/AR, then the AIG teacher will complete an IDEP. Annual reviews will be conducted to ensure the appropriate educational setting is being provided to match the student's academic performance. Parents will be informed of the yearly information through parent letter or conference.

Ideas for Strengthen the Standard: • Develop an identification process for students excelling in GO GROW enrichment opportunities and demonstrate outstanding potential but currently do not meet the MCI criteria for identification.

• Grow the number of AIG certified regular education classroom teachers to serve the AIG clustering groups

• Incorporating more information about K-2 nurturing and 9-12 Acceleration Advisor ideas

• Offer parent information sessions

• Provide school level information sessions for teachers through building PD, staff meetings,or grade level/subject level PLC's.

Sources of Evidence: • Reconsideration Forms

• MCI

• AIG Headcount and Watchlist

• Quick Service Guide

• Screening and Identification Process

• AIG forms and folders

• AIG website

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: • Pitt County Schools creates curriculum for grades 4-8 that aligns to the CC/ES 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.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.
• Over the next 3 years, PCS will focus on creating GO GROW Nurturing Curriculum for K-3 learners that have demonstrated academic potential.
• PCS has created a HS course road map for any HS student that will help guide them toward college plans.

Practice B

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

District Response: Historically, PCS has focused the majority of service toward identified Gifted Learners in grades 4-8. PCS will now 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 4 major areas of service to meet both the gifted learner and those that demonstrate gifted potential. Those areas of service are:
1. AIG Curriculum (Grades 4-8)
2. Academic Enrichment Math and/or Reading (K-8)
3. GO GROW - Servicing students that demonstrate gifted potential (K-8)
 Academic Pathway
 Exploratory Non-Traditional Pathway
4. HS Service
1. Curriculum Service (blue area)- This level of service is provided as an academic enrichment learning opportunity
Curriculum service is reserved for students that qualify AIG, AM, AR, and possibly IG if deemed appropriate. Curriculum service spans over grades 4-8.
a. Grades 4-5 Elementary AIG Curriculum
i. Elementary School students will receive 5.5 hours of one day pull-out services in STRIDE each week by AIG teacher over the course of the entire year.

ii. Elementary AIG Curriculum Guidelines (STRIDE)
1. STRIDE is Pitt County Schools' Elementary AIG Curriculum and an acronym for "Striving Towards Responsible and Intellectual Development in Education."
  a. STRIDE is a 5 ½ hour uninterrupted instructional day.
  b. A STRIDE Class will be a blend of 4th and 5th graders.
  c. A STRIDE Class will not exceed more than 20 students per 1 AIG teacher and 30 students per 2 AIG teachers.
  d. A STRIDE Classroom will not exceed more than 30 students regardless of number of AIG teachers.
  e. Students will not be required to make up regular classroom assignments missed during the STRIDE day.
  f. Students will not be required to complete regular classroom homework that is assigned on the STRIDE day.
  g. In the interest of fostering academic risk taking, STRIDE students' performance will be evaluated, but not graded.
  h. STRIDE will begin the week of Labor Day and end the week before End of Grade Testing.
  i. STRIDE will be held on the same day each week throughout the year. Schools should try to avoid scheduling school wide or grade level events on a STRIDE day. In the event there is a scheduling conflict, STRIDE must be rescheduled so that day's service is not lost.
j. Any STRIDE day missed will be made up, preferably the same week if possible.
k. STRIDE 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 STRIDE will not be scheduled during these two weeks.)
b. Grades 6-8 Middle School Curriculum
  . All middle school AIG students will receive the base curriculum. This base curriculum is outlined in the 90 day syllabus provided at the beginning of each school year.Typically, it should take a minimum of 90 minutes a week over the course of the year to cover the minimum curriculum. However, there are many enrichment activities that are extensions of this curriculum that provide educational opportunities for an entire year of everyday service.
  i. Middle School AIG Curriculum Guidelines
    1. Curriculum service is a minimum of 90 minutes a week for the entire year.
    2. Curriculum should span a minimum of 90 days out of the entire year.
    3. Curriculum service can be delivered in one of the following ways:
  . An encore class OR elective time
    i. Every day (for a semester of the entire year OR all year with year long elective students (band, orchestra, chorus) with the option of opting out of PE-see Form 19-PE Waiver form)
    ii. Twice a week (depending on the school's elective schedule)
a. A core content pull out
  . If pulled from either math or reading, the AIG teacher must document that time and record it for EVAAS purposes.
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.
2. Academic Enrichment (Math and/or Reading) (orange area) - Students that demonstrate advanced knowledge and understanding of math and reading objectives may receive additional

support by the AIG teacher.
a. Very Strong - These students are identified gifted in either or both the reading or math areas and are classified as very strong in that specified subject. These students are able to participate in AIG Curriculum and will receive additional support as determined by the school's AIG Team in the ID subject area and documented on the IDEP (Form 6)
b. Strong - These students are identified gifted in either or both the reading or math areas and are classified as strong in that specified subject. These students are able to participate in AIG Curriculum. Academic enrichment support will be provided as needed in reading and/or math based on student performance at time of support.

Additional considerations for 4-8 Services:
 Students in Middle School will be identified for appropriate enrollment in pre-algebra, and Math 1 courses. This placement is based on a prerequisite of content mastery through EOG scores from the previous school year (or other district/state wide benchmarks). The AIG teacher will collaborate with the regular education math teacher, the student, and parent to advocate for the appropriate math placement for the following school year.

3. GO GROW - 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. These students will not be identified AIG but may receive academic enrichment services in reading and/or math.
B. Exploratory Non-Traditional - These K-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.
4. High School -
Pitt County Schools now employs an Acceleration Advisor 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 are met in high school through Honors level courses, Advanced Placement, and Pitt County Virtual Academy (PCVA) . 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.

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.

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

District Response: 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 curriculum can be found on the school common drive, as well as, on the AIG Curriculum website. The AIG teachers will continue to meet for monthly staff development meetings and have the opportunity to attend state and national gifted conferences.

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
• Little Bits
• LEGO educational software and materials
• Coding and computer programming
• Robotics

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

District Response: Advanced learners explore real world problems, while incorporating 21st Century skills and technology. Over the past several years, the AIG program has continued to add iPods, iPads, Nooks, ChromeBooks, and laptops to the AIG classroom, as well as updating SMART Technologies software as needed. The district will continue to add technology to the program to ensure students are exposed to the newest devices that meet the academic needs of the classroom. There will be training on any new devices and current twenty-first century skills and technology. PCS will continue to develop and update curriculum that focuses on 21st Century skills. This could include makerspace, coding, and STEM related activities.Curriculum will be culled and revised each year to ensure that content and materials are on par with 21st century technologies and advancements. Students will also have many opportunities to explore these 21st century skills through after-school programs, such as, robotics and knowledge-based competition.

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

District Response: 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. AIG teachers will work through their grade level PLCs 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. The Go Grow model of service is more open to any child that demonstrates an understanding and mastery of the grade level curriculum standards and in return receive enrichment service during that instructional period. Students that already qualify for gifted services will be reviewed annually to ensure the proper services are provided for the following year.

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

District Response: Lessons have been created which address the social and emotional needs of AIG learners. Schools will cluster group (at least 4-12 AIG students together in a classroom, based on the student's identified area of need) at each grade level. If a grade level does not have at least 4 identified students, the students that are identified must be placed together in the same classroom.

Practice G
Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.

District Response: The students entering school at varied 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.

Mild: Through informal assessment in the regular classroom, it is expected that students who are achieving on or slightly above the level of most of their peers in English/Language Arts and/or math will be provided differentiated instruction through balanced heterogeneous groups and in-class flexible grouping.

Moderate: Through informal assessment in the regular classroom, it is expected that students who are achieving above the level of most of their peers in English/Language Arts and/or math will be grouped together for instruction within their classroom.

Strong: Students who demonstrate through informal assessment that they may have a strong need for differentiation will be referred to the School-Level AIG Team for review. Indicators of a strong need for differentiation include the following:

• 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.

Students must meet the Go Grow Academic Eligibility Criteria:

o Kindergarten Eligibility (based on Read 3D Text Reading and Comprehension)

☐ First semester service- must score "D" or above at the beginning of the year assessment

☐ Second Semester service- must score "E" or above on mid-year assessment

o 1st Grade Eligibility (based on Read 3D Text Reading and Comprehension)

☐ First semester service- must score "I" or above at the beginning of the year assessment

☐ Second Semester service- must score "L" or above on mid-year assessment

o 2nd Grade Eligibility (based on Read 3D Text Reading and Comprehension)

☐ First semester service- must score "M" or above at the beginning of the year assessment

☐ Second Semester service- must score "O" or above on mid-year assessment

o 3rd Grade Eligibility (based on Read 3D Text Reading and Comprehension)

☐ First Semester Service- must score "P" or above at the beginning of the year assessment

☐ Second Semester Service- must score "R" or above on mid-year assessment

☐ All third grade students will be administered an aptitude test to see if they qualify for AIG Curriculum Services in grades four through eight.

School-Level AIG Team will consider all the above indicators, in addition to the social, emotional and developmental needs for the student and will determine if the student needs differentiated services beyond those available for students demonstrating a moderate need for differentiation. If the School-Level AIG Team determines that the student does demonstrate a strong need for differentiation, options for addressing the needs of that student may include, but are not limited to, the following:

• Differentiated Instruction

• Flexible Grouping

• Cluster Grouping

• Compacting

• Resource Support to the regular classroom teacher

• Independent Study

• Subject Acceleration (Form 10)

• Grade Acceleration (Form 11)

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

Students are identified for formal AIG classification at the end of the 3rd grade year.

Nurturing Component

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.

Practice H
Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

District Response: 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.

Roles and Responsibilities:

1. The Role of the AIG Coordinator
• Provides leadership in the implementation of the program
• 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
• Develops an evaluation design to measure the effectiveness of the program
• Communicates the goals and objectives of the program to parents and the community
• Maintains the AIG Steering Committee to monitor program progress, community acceptance, and formulate recommendations.
• Is a standing member of PCS's Educational Programs and Services committee to disseminate information and elicit collaboration from various stakeholders
 2. The Role of the Principal
• Works with the AIG Coordinator to select the AIG teacher
• Selects the cluster teachers and establishes the cluster groups
• Develops criteria for flexible grouping and establishes groups
• Monitors the performance of the classroom teachers
• Monitors the progress of the individual students assigned to the program
• Coordinates schedules and provides time for the AIG teacher and the cluster teacher to meet on regular basis where applicable
• Is knowledgeable of content and strategies appropriate for advanced learners
• Helps cluster teachers understand and utilize "compacting" with gifted students when appropriate
• Provides materials and resources needed by personnel involved in the AIG program
• Communicates the program to parents and the community
• Assists in the collection of evaluation data
• Serves on the School-Level AIG Team if possible (or other school administrator)
• Follows and supports the PCS AIG Plan

3. The Role of the ES/MS AIG Teacher
AIG Teacher Position Description
Position Title: AIG Teacher
Reports to: School Principal

A. Knowledge and Skills:
 • Knowledge of appropriate content, methods and strategies for education of academically or intellectually gifted students
 • Knowledge of curriculum development and implementation, particularly differentiation of instruction
 • Knowledge of the Common Core Standards
 • Knowledge of effective communication strategies and skills in team teaching, planning and demonstration teaching
 • Demonstrated excellent skill 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
B. Responsibilities:

 • Responsible for all headcount record keeping and procedures related to state requirements for gifted students – identification, testing, placement, annual reviews.
 • Maintains all documents and information and places them in the identified student's yellow folder.
 • Provides direct service to identified AIG Students based on identification (reading, math, IG etc)
 • Teaches the AIG Curriculum to qualified students.
 • Seeks GO GROW activities for students that demonstrate gifted potential that currently do not qualify for AIG services.
 • Develops lesson plans for any direct service provided by the AIG teacher.
• 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 (i.e. PAGE organization)
• Demonstrates best practices for AIG students
 • Informs the regular classroom teacher of the specific AIG identification for each student as well as any students that are on the "watch list" of students who have scored on or above the 81%ile on a standardized aptitude test, but have not yet been identified. (List in green folders) See "Notification of AIG Students" (Form 9).
 • Conferences with students as needed
 • Makes students aware of opportunities outside of the regular curriculum
 • Meets regularly with other AIG teachers to share materials and ideas and to develop instructional materials
 • Communicates with regular education teachers about AIG identified students, as well as "watch list" students assigned to the regular education class. See "Notification of AIG Students" (Form 9).
 • 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

*The AIG teacher is not required to provide lesson plans for students during absences unless a

substitute is hired in the AIG teacher's place.

The Role 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
• 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

The Role of the HS Acceleration Advisor
• Work with MS/HS counselors to ensure AIG students are taking a challenging and advanced academic pathway.
• Coordinate parent/student nights that provide information about HS programming, scholarships, and college support.
• Create, analyze, and disseminate data about Advanced Placement and College Board to ensure AIG students' academic needs are being met.
• Facilitate online learning opportunities to assist with acceleration for student learning options.
• Monitor students in online classes to ensure they are continuing to be successful.

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

District Response: All identified students have a document plan that is reviewed annually. All documentation is maintained in the student's yellow folder and will be reviewed with the students and parents 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 From 5. The AIG team consists of the AIG teacher, parent, administrator, and a regular education teacher. The student can attend the meeting as well to review the data and discuss the changes that occurred. Below are the forms that the information is recorded on for each year:
• Form 1b - Student Info and Annual Student Data Report
• Form 2 - DEP
• Form 3 - Conference Record
• Form 4 - Annual Review and Reconsideration

Ideas for Strengthen the Standard: • Teachers will:

o use the NCDPI Gifted Curriculum located on the state AIG Wiki as a support to help meet the needs of gifted students in the regular education classroom.

o work with the regular education teachers to help incorporate strategies that strengthen and challenge the gifted students.

o 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.

o create a summer bridge program to help prepare high school students for advanced courses.

o develop curriculum for K-3 nurturing groups.

o create a high school DEP that integrates the coursework and is reviewed annually with the parents and students

o accumulate books and other mini lessons that address topics for the social and emotional challenges of gifted learners- for example having a growth mindset.

o revise and share lessons with middle school teachers so they can address these needs with middle school AIG learners

• The HS acceleration advisor will check in with the AIG students once a semester.

• 2G - Analyze the data over the next 3 years and use the K-3 criteria for who is served in this plan to consider identifying students (in grades K-3) that meet this criteria before the 4th grade.

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

• Collaborate with the local Partners for the Advancement of Gifted Education (PAGE) chapter

• Constant revision and updating of the AIG Elementary School and Middle School curriculum to infuse more 21st Century Skills

• Benchmark assessment Data (LEA benchmarks, I-Station)

• Report cards

• Program assessment Data (STAR, READ 3D, RTA)

• 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 2) and IDEP (Form 6)

Standard 3: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Practice A

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

District Response: 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 a district support, AIG licensed coordinator of gifted education through the Educational Program and Services Division.

Roles & Responsibilities of AIG Coordinator:
• Provides leadership in the implementation of the program
• 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
• Develops an evaluation design to measure the effectiveness of the program
• Communicates the goals and objectives of the program to parents and the community
• Maintains the AIG Steering Committee to monitor program progress, community acceptance, and formulate recommendations.
• Is a standing member of PCS's Educational Programs and Standards committee to disseminate information and elicit collaboration from various stakeholder
• Directs AIG Steering Committee consisting of the coordinator, four AIG teacher representatives and an independent consultant to guide, develop, implement, revise and monitor the local AIG program.
• 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.
• Provides 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

Practice B

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

District Response: PCS will continue to provide monthly professional development for the AIG specialists to ensure quality, rigorous, and current research-based instruction for AIG students is consistent across the district.
Roles & Responsibilities of AIG Teacher:

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 Common Core Standards
• Knowledge of effective communication strategies and skills in team teaching, planning and demonstration teaching
• Demonstrated excellent skill 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 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.
• Develops lesson plans for any direct service provided by the AIG teacher.
• Informs the regular classroom teacher of the specific AIG identification for each student as well as any students that are on the "watch list" of students who have scored on or above the 86%ile on a standardized aptitude test, but have not yet been identified. (List in green folders) 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
• Meets regularly with other AIG teachers to share materials and ideas and to develop instructional materials
• 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.

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: AIG teachers will meet monthly for all day 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: Instructional best 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 for GO GROW activities. ALL PCS AIG teachers are licensed AIG staff and work together to create and implement lessons for the benefit of all AIG students.

High School AP Teachers
Teachers will meet during the school year in a PLC to look at best practices and evaluate student performance.
AP Teachers will participate in a week long summer institute at least once every 5 years, hosted by the College Board.
Teachers that become AP Readers are exempted from the summer institute training.

The Role of the Principal

• Works with the AIG Coordinator to select the AIG teacher

• Selects the cluster teachers and establishes the cluster groups

• Develops criteria for flexible grouping and establishes groups

• Monitors the performance of the classroom teachers

• Monitors the progress of the individual students assigned to the program

• Coordinates schedules and provides time for the AIG teacher and the cluster teacher to meet on regular basis (where applicable)

• Is knowledgeable of content and strategies appropriate for advanced learners

• Helps cluster teachers understand "compacting" as a tool to use with gifted students when

appropriate
• Provides materials and resources needed by personnel involved in the AIG program
• Communicates and promotes the program to parents and the community
• Assists in the collection of evaluation data
• Serves on the School-Level AIG Team if possible (or other school administrator)
• Follows and supports the PCS AIG Plan

The Role 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
• Examines the existing curriculum and determines where additional content material is needed
• Knows and utilizes appropriate instructional strategies for gifted students
• Compacts the curriculum for gifted students when appropriate and will be documented on a student's DEP
• Helps identify students with "gifted potential" and develops strategies to address their needs
• Monitors the progress of each gifted student to pursue investigation based on their individual interests
• Communicates the program to parents and the community

Practice D
Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA□s professional development requirements for that position.

District Response: PCS will continue to provide funds as available for teachers to add AIG licensure to a teaching certificate.
Regular education teachers with their AIG licensure 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 teacher will monitor the progress of individual students using benchmark data and Common Formative Assessments. The classroom teacher and AIG teacher will conference (as needed) with the students in order to set goals and determine if mastery has been met.

Practice E
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

District Response: Pitt County Schools will continue to meet with AIG teachers on a monthly basis to provide professional development to advance the program as well as, ensure programming

consistency across the entire district.

Professional development for AIG specialists will continue to support the PCS goals and initiatives such as:

o Learning Focus

o Sheltered Instruction Observation Protocol (SIOP) Model

o Thinking Maps

o STEM (Hour of Code)

o Social- Emotional Needs

o Growth Mindset

AIG teachers/staff plan, implement and provide the following professional development opportunities collectively (through PAGE) and individually (at their own schools):

• AIG 101 (PAGE)

• STRIDE Beginning of Year Parent meetings

• High School Curriculum Night

• High School Registration (Information Sessions at Middle Schools)

Practice F

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

District Response: The district AIG Coordinator will continue to maintain an AIG Steering Committee. This support team will plan monthly PD opportunities (based on AIG Staff surveys) and serve as AIG Lead Teachers to support the daily needs of AIG Programming. The AIG Steering Committee will gather regular feedback from AIG teachers on needed professional development.

• 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.

Ideas for Strengthen the Standard: • Provide more professional development in addressing the social- emotional needs of AIG students for classroom teachers, personnel, and administration.

• Survey all certified staff and principals on possible in-service training topics. Then use this for staff development trainings with AIG emphasis.

• Plan and implement PD opportunities that are comprehensive and current:

o Utilize AIG staff to provide "AIG 101" course that cover topics such as Characteristics of Gifted Learners, Methods and Models for Gifted Instruction and social and emotional needs of gifted

learners – using current research and models.
o 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.

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.
• GT (Gifted Training) Ignite to help incorporate topics that AIG teachers want to learn more about (allowing choice at the trainings).
• Conference records with students

Standard 4: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.

District Response: AIG Curriculum Service for AIG students in grades 4-8 are very well developed and will continue to be delivered in the same format as years past. AIG STRIDE 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 curriculum (Change, Patterns and Conflict). Please refer to 2B for detailed service options. All teachers, specialists, and guidance counselors will have access to the student's DEP. PCS has identified a need to better serve both the K-3 students and those AIG students now in High School.   K-8 service will also focus on nurturing potential through GO GROW learning activities. GO GROW will provide services for students which focus on the development of interests and special talents. The district now employs a HS Acceleration Advisor, to assist with developing and maintaining an AIG HS program. The Acceleration Advisor will promote and encourage AIG students to take a more rigorous course load and better inform parents about college and career opportunities. A college brochure has been created to help students in the planning of their courses for high school registration process.

Practice B

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

District Response: AIG Students will receive service based on the area in which they are identified:

1. Students in grades 4th-8th identified as AIG, AR, and AM will receive AIG Curriculum.
2. IG Students with a 95% will receive STRIDE Curriculum. Support services will be recorded on the DEP.
3. Students in at least the 81% (and not identified as AIG, AR, AM or IG) will receive GO GROW Learning Opportunities.

DEPs (for all identified students) will be completed each year to show how programming and services align with students' demonstrated needs. AIG teachers will work with the regular classroom teacher to ensure curriculum compacting and flexible grouping allows to help meet the student's goals. Students identified IG with a 95%tile will have an IDEP.

Practice C
Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

District Response: 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. Our AIG curriculum, instruction, resources and professional development align with our LEA. AIG program goals and services are aligned with NC Teaching Standards and provide rigor and challenge based on individual needs. 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 county EPS team (Educational Programs and Services) to represent AIG at local leadership meetings. The steering committee and Coordinator along with the AIG Staff serve as advocates for change for the needs of AIG students through local and state decision making.

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

District Response: 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 program and plan, and other legislation and regulations related to gifted education.

Examples may include:
 Newsletters
 Websites (County and individual schools)
 Emails
 Meetings
 Staff Development
 Google Drive
Notification of AIG Students form (Form 9)

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

District Response: The AIG teacher will communicate with teachers, counselors, and schools to ensure effective continuation of K-12 services continue, especially during key transition points. AIG teachers will send a yearly notification of services to classroom teachers and schools (Form 9- Notification of AIG Students and Headcount Spreadsheet). The headcount spreadsheet is monitored throughout the year with a beginning and end of year reports.

AIG teachers have a 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 Pre-algebra and Math I classes. From the middle school to high school transition, AIG teachers will work with the high school counselors and Acceleration Advisor 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 Acceleration Advisor. The Acceleration Advisor 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.

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 (Form 9-Notification of AIG Students), and Aptitude Testing Data Sheet (Form 1: MCI pgs 1-2). The (Aptitude Testing AIG spreadsheet (Headcount Spreadsheet) will also be sent to the AIG middle and high school contact. A copy of Form 9 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 F
Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of
AIG students.

District Response: Both elementary school and middle school AIG teachers will provide 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 the gifted learners. Topics include, but are not limited to, bullying, brain development, adolescents, stress management, perfectionism, and goal setting. In addition to our curriculum, AIG teachers conference regularly with the students. As a district, the PCS PAGE group continues to have regular meetings and events to promote and support gifted learners. The Acceleration Advisor 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.

Practice G
Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

District Response: 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).

Compacting Content
Every elementary and middle school has an AIG specialist at least two days per week.
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 acceleration advisor works to ensure that all students are connected with coursework opportunities or other opportunities that match their needs, whether academic, social and/or emotional..

Credit-by-Demonstrated Mastery
Credit by Demonstrated Mastery (CDM) is an option which allows students to demonstrate mastery of a course's content, receiving credit and a pass/fail grade for the course which include 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 demonstrated 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.

Subject and Grade Acceleration

See Grade/Subject Acceleration Guide for all aspects of this process

Subject acceleration may be considered for a student who possesses advanced emotional and social maturity, high achievement, and thinking skills two years above grade level, and the ability to acquire knowledge at a more rapid pace than most of the students in that grade and subject area. A student who merits special consideration for subject 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.

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. (embedded in MCI)
Document Subject Acceleration Procedures on (Form 10)

Grade acceleration may be considered for a student, at any grade, who possesses advanced emotional and social maturity, high achievement, and thinking skills more than two years above grade level, as well as the ability to acquire knowledge at a more rapid pace than most of the students in that grade. A student who merits special consideration for grade 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 placement.
Grade acceleration should be a very thoughtful process that takes a significant amount of observation, data review, and conversation before any final decision is made. During the acceleration process, before a final decision to accelerate, the student should be placed in the next grade to evaluate how the student responds in an exploratory acceleration environment. It is highly recommended that the team approach grade acceleration as a school year long process with the goal being to place the student in the appropriate grade at the start of the next school year.   However, that final decision is at the discretion of the principal.

The Iowa Acceleration Scale (IAS) is a tool that MUST be used to guide the team throughout the process. 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.

It is the responsibility of the School-Level AIG 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.

Practice H
Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: Over the next 3 years the district will pilot a GO GROW program. PCS will identify schools that have traditionally low numbers of identified AIG students and 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. Provide PD on recognizing and providing services that respond to the traditionally under-represented populations. Elementary teachers will develop a list of these students to help document these students when transferred to middle school.

Go GROW Schools (schools with less than 1% of a gifted population):
• Stokes School
• Pactolus School
• Bethel School
• Wahl-Coates Elementary School

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

District Response: PCS continues to provide extra-curricular opportunities for advanced learners. Over the past few year PCS has participated in the NCASA Scholastic Cup Challenge. This organization hosts several middle school and high school events. AIG students will have the opportunity to compete in those competitions, as well as, but not limited to:

 12 - NCASA Hosted
 Quiz Bowl - NCASA Hosted
 Show Choir - NCASA Hosted
 Battle of the Books
 Math Masters
 Science Olympiad
 Math Olympiad
 Environthon
 Spelling and Geography Bees
 Robotics (First Lego League and Robox)
 MATHCOUNTS
Beta Club or Honor Society

PCS will continue to collaborate with the PAGE group to provide events that appeal to the interests of gifted learners. The AIG students will also be provided with summer camp opportunities, such as the PCS/ECU AIG camp.

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

District Response: AIG teachers will work with the regular classroom teacher to ensure curriculum compacting and flexible grouping help to meet the student's goals. AIG and Classroom teachers will monitor local and statewide benchmark data to determine effectiveness of current grouping practices. Regular education teachers with their AIG licensure will have first priority to have AIG cluster grouping in their classroom. Clustering is defined as, groups of 4-12 advanced students are assigned, administratively, to the same regular heterogeneous classes on grade level to facilitate instruction in their areas of need. The teacher will monitor the progress of individual students working through benchmark data. The classroom teacher and AIG teacher will conference (as needed) with the students in order to set goals and determine if mastery has been met.

Ideas for Strengthen the Standard: • Develop a common powerpoint when sharing about AIG programs and services with all schools. PCS will create talking points/instructional materials to help communicate the needs of the gifted learners.
• AIG staff will develop a "AIG Quick Guide" to help with frequently asked questions and contact information for classroom teachers, administration and parents.
• 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.
• Develop rigorous middle school programming and programs during the summer transition between 8th and 9th grade to prepare students for increased levels of challenge, especially where AP & IB programs are a significant portion of high school service delivery model.
• Incorporate social and emotional needs into the student's DEP form.
• Provide PD on recognizing and providing services that respond to the traditionally underrepresented populations.
• Develop a resource guide for extra-curricular programs as well as a timeline of programs and camp offerings.
• Provide an opportunity for students to demonstrate some of the interests explored during the school year.
• 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.
• Create a strong K-2 program for early intervention for those students that are performing above the grade level peer group.
• Have AIG specialist work with top 10% of student body (regardless of pre screenings such as Aptitude and Achievement test)
• Provide AIG licensure for regular education teacher.

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)

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

☐ academic and intellectual

☐ social and emotional.

District Response: PCS communicates with parents, families, and the community through outreach programs such as PAGE, AIG summer camp, AIG conference, NCAGT, and online courses. PCS also works closely with school board representatives to ensure communication is maintained as evidenced by a thorough understanding of the AIG plan. PCS is continuing to incorporate current research with interest based learning for the AIG students.

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

District Response: PCS will present the AIG plan to parents and stakeholders through a variety of ways:
• A PCS AIG teacher will hold a position as liaison on the board of the PAGE organization
• Parent meetings and conferences
• Presentations at parent meetings (PAGE group)
• AIG website (links to the plan and identification process)
• PCS Public Relations weekly "Walking the Halls" website
• AIG participation with high school registration for PCS Virtual Academy
• College guide brochure to aid AIG students in selection of high school courses

Practice C

Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

District Response: 1. The Role of the AIG Coordinator
The AIG coordinator will meet with central office administrators, principals, Board of Education members, AIG teachers, regular education teachers, and parent representatives. The purpose is to

provide on-going 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. The AIG Coordinator will also be responsible for ensuring input on the evaluation of the plan and its alignment with the state AIG standards.

• Provide on-going assessment of the existing programs

• Gain awareness of the needs of academically and intellectually gifted students (K-12) within Pitt County

• Become knowledgeable of best practices that might address these needs

• Evaluate the local plan to ensure alignment with the state AIG standards

• Analyze all standard practices and ensure AIG Services as a whole are effectively addressing these areas

2. The Role of the AIG Steering Committee

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. The AIG Steering Committee reviews progress and monitors the plan to ensure program goals are being met. The AIG Steering Committee will consist of the following members: PCS AIG Coordinator, a minimum of 3 AIG Teachers (K-5, 6-8, and K-8 setting), a parent, and other specialists that can provide insight and direction for moving the gifted program forward.

• 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 reviewed, revised and updated standards for the new AIG plan.

AIG Steering Committee Selection Criteria

• Qualifications for the Steering Committee:

o Must be a certified AIG Teacher.

o Must be a current AIG teacher in PCS.

o Rotates on the Steering Committee for 2 years.

• PAGE will nominate a representative to serve as the parent member.

3. 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 student's needs.

• To develop and review the DEP or IDEP of current students.

Practice D
Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

District Response: District website provides language translations for the website and any documents that are available on LEA website. There are also lists of enrichment opportunities for students to grow such as robotics, Beta Club, NC Scholastic, Duke Tip and many more. Information regarding these opportunities will be distributed and translated if needed to meet the needs of the students.

Practice E
Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

District Response: PCS partners with nearby institutions of higher education, such as East Carolina University and Pitt Community College. PCS has started a virtual academy for all students, but this will also offer additional academic opportunities for AIG students. 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. All PCS collaborate across grade levels to provide additional opportunities.

Ideas for Strengthen the Standard: • Build partnerships with local medical and government agencies,and industries to further enrich our curriculum for students.
• Improve communication with students and parents, regarding high school opportunities.
• Incorporate more involvement with the AIG plan by parents and other stakeholders.

Sources of Evidence: • PAGE (Parents for the Advancement of Gifted Education) meetings
• PCVA (Pitt County Virtual Academy) courses
• AIG/PCS Summer Camp
• AIG Conferences
• Local and state academic competitions
• NCAGT membership for all AIG teachers
• PCS AIG website
• PCS AIG Leadership Flow Map
• AIG Events, local and state
• High School Registration and college pathway brochure
• AIG professional development with trainings on current topics

Standard 6: Program Accountability

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

Practice A

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. ☐ 115C-150.5-.8 [Article 9B]), which has been approved by the LEA☐s school board and sent to SBE/DPI for review and comment.

District Response: AIG Plan Writing Committee reviewed, revised and updated standards for the new AIG plan. Plan is written and aligned with NC AIG Standards. 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 Plan Writing Committee also attended regional meetings and NCAGT to receive feedback on enhancing the 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.

District Response: AIG Steering Committee will continue to meet regularly to reflect on all aspects of the AIG Plan and programming to ensure fidelity of implementation for all AIG program components is maintained. AIG Plan Writing Committee reviewed, revised and updated standards for the new AIG plan. The AIG coordinator is a member of and reports to the EPS (Educational Programs and Services) committee of PCS regarding AIG policies and procedures.

Practice C

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

District Response: 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 teachers will collectively examine materials and learning opportunities to enhance lessons and to build upon student interest. When applicable, teachers are encouraged to apply for grants to help enrich our curriculum.

Practice D

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

District Response: Annual AIG NCEOG growth reports will be 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. Annual review will take place for each AIG student. Appropriate data will be made available on the AIG district website. www.pittschools.org/aig

Practice E
Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: PCS will identify students that meet the above practice and begin to track their performance and monitor for trends and signs of giftedness. This will be students who are in GO GROW. Elementary teachers will keep a list of these students and transfer to the middle school teachers. This will be used to track the students and their performance. PCS will use LEA data sources to examine and review the participation of the above populations within the county programs. Students that participate in GO GROW classes must be documented on the school's Watchlist.

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

District Response: All Certified AIG teachers who are part of the AIG program, work directly with the district AIG Coordinator. These teachers not only work directly with gifted students, but are also responsible for identifying, supporting, and monitoring AIG students and their data to ensure effective programming is in place for these gifted learners. AIG students will be placed in classrooms with regular education teachers that hold AIG licensure when possible to more effectively serve the gifted learners.

Practice G
Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

District Response: PCS will survey key stakeholders to ensure the AIG program is effectively meeting the needs of the gifted learner. 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 for the following year's curriculum. Additionally, the AIG Coordinator shall form and lead the AIG Steering Committee which will consist of the following members: PCS AIG Coordinator, a minimum of 3 AIG Teachers (K-5, 6-8, and K-8 setting), and potentially other specialists that can provide insight and direction for moving the gifted program forward. A purpose of this committee is to meet regularly with the AIG Coordinator to provide on-going 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. This committee will also be responsible for evaluating the local plan to ensure effectiveness and alignment with the state AIG standards.

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

District Response: AIG Steering Committee will review the AIG Plan and program annually using multiple sources of data for continuous program improvement. Reviews may consist of, but are not limited to:
o End of Year Surveys
o Focus Groups
o PAGE Meetings
o Informal feedback
o Formal feedback

See "AIG Plan Evaluation" section in Plan Details

Practice I
Disseminates all data from evaluation of the local AIG program to the public.

District Response: 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 is made available for any interested person on the district AIG website. www.pittschools.org/aig

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

District Response: Currently the PCS procedures and practices are in place within the AIG Plan.
• District policies exist that protect all students and their rights as outlined in the AIG Handbook on Parent rights.
• In the event of a disagreement of AIG identification and/or services between parents and Pitt County Schools, parents have access to a step by step Resolution of Disagreements procedure.
 Resolution of Disagreements procedure
Form 16 - PCS AIG Grievance Form
Form 17 - Parent/Guardian Appeal to PCS AIG Program Administration
Form 18 - Parent /Guardian Second Appeal to Office of the Superintendent

Ideas for Strengthen 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 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.

Sources of Evidence: • AIG Steering Committee Minutes

• AIG Plan

• Surveys

• AIG Headcount Spreadsheet

Glossary (optional):
AIG Plan
Vision
Standard 1
Standard 2
Standard 3
Standard 4
Standard 5
Standard 6
Additional Information and Forms

Appendix (optional):
 GradeSubjectAcceleration.pdf *(Appendix - Standard 4)*
 AIG Handbook on Parents' Rights.pdf *(Appendix - Standard 6)*
 AIGPlan2016-19 (1).pdf *(Local Board Approval Document)*
 AIGForms2016-2019.pdf *(Other Forms)*
 HS_Roadmap.pdf *(Other Forms)*
 MultiplePathwayRubric.pdf *(Other Forms)*
 quick_service_guide.pdf *(Other Forms)*