Edenton/Chowan Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 04-JUN-19
LEA Superintendent's Name: Robert Jackson
LEA AIG Contact Name: Virginia Jones
Submitted to NC Department of Public Instruction on: 19-JUN-19

Edenton/Chowan Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). 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 2019-2022. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2019-2022, Edenton/Chowan Schools local AIG plan is as follows:

Edenton/Chowan Schools Vision for local AIG program: The school system and the community are committed to the appropriate preparation of all students as critical thinkers and productive citizens able to adapt to the ever-changing challenges of a global society.

Sources of funding for local AIG program (as of 2019)

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Standard 1: Student Identification
The LEA’s student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice A
Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response: In the current plan, multiple criteria for screening and identification include traditional standardized testing for achievement and aptitude. Non-traditional criteria include the standard deviation rubric and screening in native language for non-English speaking students. At any time a teacher or parent can refer a child for testing. Referral documents can be found at each individual school.
Standardized testing: EOG, EOC, one on one achievement test with a psychologist, CogAt, Grades Non-traditional criteria: Leadership, extra curricular activities, academic portfolio

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

District Response: The district employs multiple criteria for AIG student identification that is part of the existing plan.
1. Student achievement
2. Student aptitude
3. Student performance
4. Characteristics prevalent in gifted students

These include traditional and non-traditional standardized measures to ensure equity.
K-2 – Screening for Talent Development Group (K-2) -Teachers gather performance data on students who show potential on the Various forms of assessment (i.e.: mclass, math assessments, etc.) and gives the information to the SSOC (Student Search and Option Committee). This information and student performance portfolio are reviewed by the SSOC to determine delivery options that will develop gifted potential. Standardized testing is completed on an individual basis, if recommended by the SSOC, to determine a greater array of service options.
3-Screening for Talent Development GROUP (Grade 3)-Grade performance is based on the BOG, mClass, and 1st 9 week benchmarks in both Reading and Math.
Reading Talent Development: student scores an average score of 72 based on their BOG score and 1st 9 week Reading benchmark. Two grade levels above in mClass Math Talent Development: student scores an average of 80 on 1st 9 week school math benchmark and EOY math test for K-2 AIG committee reviews data to determine need for Talent Development program.
4-12 – *identification begins at the beginning of grade 4 (unless recommended by teacher and/or parent and deemed appropriate by AIG committee before grade 4) Identification for each area of
giftedness are as follows:
AIG: Academically Intellectually Gifted students perform at substantially high levels of
accomplishment in both aptitude and academic achievement when compared with others of their age,
experience, or environment. Academically Intellectually Gifted students exhibit high performance
capability in intellectual areas and academic fields. Academically 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.
-AIG identification: The sum of scores equalling 363 based on the following criteria:
Achievement – EOG/EOC for reading and/or math or an individually administered achievement test
Aptitude – CogAt test (average of the scores then doubled) or an individually administered test of
cognitive/intellectual ability
Academic performance – Final Grades from the previous year taken as a GPA
Standard Deviation Rubric – point system based on non-academic gifted characteristics.

AG: Academically Gifted students perform at substantially high levels of accomplishment when
compared with others of their age, experience, or environment. Academically Gifted students exhibit
high performance capability in both math and reading academic fields. Academically 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. These students excel in academic
achievement and either may or may not have a high aptitude.
-AG identification: The sum of scores equalling 323 based on the following criteria.
Achievement – EOG/EOC for reading and/or math or an individually administered achievement test
Aptitude – CogAt test (average of the scores then doubled) or an individually administered test of
cognitive/intellectual ability
Academic performance – Final Grades from the previous year taken as a GPA
Standard Deviation Rubric – point system based on non-academic gifted characteristics.

AM: Academically gifted in Math. This area is defined 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.
-AM identification: The sum of scores equalling 160 based on the following criteria
Achievement – EOG/EOC for math or an individually administered achievement test
Aptitude – CogAt test (average of the scores) or an individually administered test of
cognitive/intellectual ability
Academic performance – Final Grades from the previous year taken as a GPA
Standard Deviation Rubric – point system based on non-academic gifted characteristics.

AR: Academically gifted in Reading. This area is defined 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.
-AR identification: The sum of scores equalling 160 based on the above criteria
Achievement – EOG/EOC for math or an individually administered achievement test
Aptitude – CogAt test (average of the scores) or an individually administered test of
cognitive/intellectual ability
Academic performance – Final Grades from the previous year taken as a GPA
Standard Deviation Rubric – point system based on non-academic gifted characteristics.
IG: Intellectually Gifted This area is defined as those students that possess 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/intelligence test, yet failing to demonstrate advanced academic achievement.
-IG Identification: Student scores a 95% on the CogAt test or an individually administered test of cognitive/intellectual ability
-School-based AIG committee looks at all data to determine eligibility.
Standard Deviation Rubric

This form should be used for initial identification and to document a body of evidence for students who are within three points of meeting the MCI score to qualify for gifted service.
Student: ___________________ 	School: ___________

Extra Curricular - completed over the past 365 days
1 point per activity: (up to 5 points)
Academic Competition (Can list up to 3)

__________________
__________________
__________________

Battle of the Books (Team Member) 
Chorus/band/orchestra/music lessons 
Math Masters (Team Member) 
Sports teams 
Art lesson 
Dance lessons 
Odyssey of the Mind 
Other - please specify

Academic Portfolio- completed over the past 365 days
1 point per activity: (up to 3 points)
Currently reading above their grade equivalent in STAR testing/Lexile Level/Read 3D/other form of tested reading level 
Has demonstrated mastery of current grade level in programs such as iStation, Study Island, Freckle, etc. 
Beta Club 
Honor Society 
Duke TIP 
Prior service by AIG teacher (nurturing/enrichment group) 
Classroom teacher recommendation (based off Academic Performance) 
Other - please specify

Leadership- completed over the past 365 days
1 point per activity: (up to 3 points)
Boy/Girl Scouts 
Student Government/Council
Club Officer (leadership role)
Classroom teacher recommendation (based off Leadership Qualities)
Religious community activity leader
Other- please specify
Overall Rubric Score

Rubric Point Value to include in identification
0-1 Rubric Points = 0 points toward identification
2-4 Rubric Points = 1 point toward identification
5-7 Rubric Points = 2 points toward identification
8 or higher = 3 points toward identification
Current Academic Score _______
SD Points: ______
Adjusted Score _______

Final identification: AI _____ AG _____AM _____ AR _____ IG _____

Team Meeting Signatures
________________________________ AIG Teacher
________________________________ Regular Ed. Teacher
________________________________ Parent

______________ Date of Meeting

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

District Response: We have kept our initial screening level lower so that if a student scores at the 80% or above in any area, they are considered for identification. This should help with the appropriate identification of underrepresented populations.

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

District Response: Referral Process: Students may be referred for AIG identification by teachers, parents, school administrators, community members, peers, or self-nomination. Students that earn a 80th% or higher on the end-of-grade tests, or end-of-course tests will be referred. In grades K-2,
teachers can refer students who show potential for giftedness on Various forms of assessment (i.e.: mclass, math assessments, etc). Referrals can be made any time during the school year and nominations are presented to the Students Search and Options Committee at the student's school.

Testing: Our district does a universal screening for the CogAt in grade 4 at the beginning of the year. For grades K-3, the criteria is based on teacher referral of students working above their grade level when identifying students in need of talent development. For grades 4-12, the criteria is based on academic standards and non-related academic progress.

Decision and Recommendations: Decisions for identification will be made by the Student Search and Options Committee and will be discussed with the parent/guardian, and reviewed in a letter to the family.

A parent brochure explaining the screening process is available at each school and our district website.

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

**District Response:** The AIG plan will continue to be on the district website, as well as individual school websites. An information sheet concerning AIG processes will be produced and distributed to the public at the beginning of each school year and housed on the district website. We also will hold annual informational meetings at the start of each school year. The meetings will be held as follows: K-5 combined and 6-12 combined.

**Practice F**
Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

**District Response:** Documentation is maintained at the school level. Annual meetings with parents/guardians are being held at the 3-5 school and the 6-8 school.

**Ideas for Strengthen the Standard:** Practice A: Community parent information meetings need to be held each fall to share the procedures for AIG student identification, including screening, referral, and identification process.

**Sources of Evidence:** Practice A: Sign-in sheets and agendas from each community/parent information meeting that will be held each fall.
Practice B, D: Referral for testing, Students Search and Options Form
Practice C: Evaas data for our minority groups and AIG identified students.
Practice D: AIG plan on district and school websites. Information sheet of AIG processes available at each school and the district website.
Practice F: Meeting Minutes from annual individual AIG parent meetings.
Standard 2: 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 an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

**District Response:** Each school has programs and services to address the needs of gifted learners. However, we realize that the amount and types of services vary greatly from school to school. There is more of a focus on academic and intellectual needs than on social and emotional needs. K-2 school offers Cub Club as a talent development program. The students go with the same grade levels based on strengths in reading or math. 3-5 school offers a talent development program for third graders. 4th and 5th graders are pulled out based on grade and identification. 6-8 school pulls students out based on grade and identification. 9-12 school offers higher level courses and college class opportunities. We have an AIG certified teacher at each school. K-8 these students work directly with the teacher on course work that is specialized to their needs as gifted learners. The AIG teacher is also at staff meetings to assist teachers with their gifted learners’ needs.

**Practice B**
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

**District Response:** Our plan includes service options but does not state the connection with the instructional program of the LEA. The AIG teacher at each school does communicate with each grade level to align the gifted programs' instruction with the Standard Course of Study for each grade.

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

**District Response:** Flexible grouping practices are used primarily with the AIG students in our elementary and middle schools. The high school doesn't incorporate flexible grouping because the students choose the classes they want to take.
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 is discussed at some staff meetings. Ongoing information about services and students will be given through multiple resources.

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:** Student files are kept both electronically and on paper. Paper files are sent to the transitioning school at the beginning of each school year. Electronic files are sent to the corresponding teacher at the next school. Communication between the AIG facilitators is done through email.

Practice F
Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

**District Response:** The MTSS and SAT framework exists at all schools. We include addressing the social and emotional needs of AIG students in that framework so that the problem-solving team is able to collaborate and come up with strategies to work with students.

Practice G
Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.

**District Response:** We are currently offering some opportunities for subject acceleration. At the elementary level, students work one on one with the AIG teacher in math to learn the next grade level objectives. At the middle school level, students also work one on one with the AIG teacher and eighth graders have the opportunity to take Math 1 and Earth Science which are high school level classes.

Practice H
Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent
development efforts.

**District Response:** At this time, our talent development program at the K-3 level is doing this through rotating students in and out of services based on need. At the upper elementary and middle school level, highly-gifted students are given opportunities for independent projects in their area of interest. Since we have lowered the initial screening of potential gifted students, more students have been exposed to the advanced programming.

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

**District Response:** We have many extra-curricular programs and events that enhance and further the needs and interests of AIG students. At the elementary level Odyssey of the Mind and projects that are used for school activities like escape rooms and games that are played at PTA meetings. At the middle and high school level clubs are offered to all students but aren’t necessarily specific to AIG students.

**Ideas for Strengthen the Standard:** Practice A: Review services given to AIG identified students based on their needs quarterly.
Practice D: We will have quarterly information sessions embedded in faculty meeting agendas.
Practice G: We will investigate Credit by Demonstrated Mastery.

**Sources of Evidence:** Practice A: Documentation of quarterly service review for each AIG student.
Practice B: Documentation of how AIG programs and services are connected to the total program in the LEA.
Practice C: Documentation of flexible grouping practice.
Practice D: Sign-in sheets and agendas from quarterly faculty meetings where AIG information is presented.
Practice E: Documentation of DEP and folder transfer to receiving school. Emails between the AIG teachers from each school.
Practice F: Documentation of MTSS and SAT meetings where the social and emotional needs of an AIG students is discussed for the purpose of problem solving.
Practice G: Documentation of information gathered on Credit for Demonstrated mastery
Practice H: Agendas and minutes of school AIG meetings where services are reviewed for alignment of the program and resources available.
Practice I: Information on extra-curricular activities that are offered for the needs and interests of AIG students.
Standard 3: 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: At this time, the elementary schools have a staff member (Assistant Principal, AIG certified teacher) that serve as the AIG lead teachers. Teachers participate in PLCs which promote differentiation and best practices for all students including AIG. At the middle school level we currently have a teacher that meets with the AIG students who participate in pull-out classes. In addition to this, the system has a one-to-one initiative that allows the classroom teacher to meet the needs of AIG students on a technological level. Middle School and High school AIG students are served through class offerings such as AP and Honors level courses.

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: At both our elementary schools the needs are being met by meeting with students according to their identified abilities. The middle school addresses the same needs by providing classes based on areas of identification. The high school offers the students to choose the track they will focus on but encourages and provides challenging and rigorous classes as well as dual enrollment at a community college.

Practice C
Incorporates a variety of evidence-based resources that enhance student learning.

District Response: The AIG staff members serving our gifted population employ many different resources to supplement the regular curriculum. At the K-2 school the students participate in hands-on equations, poetry contests, and STEM activities. Students have also led a School-Wide Science Night as "Lead Scientists" at the K-2 school. At the 3-5 school project based learning is used to teach and extend the curriculum. The middle school uses a variety of higher order thinking activities (such as Read Theory, Math Counts) based on the needs of the students. The high school offers honors, AP, and college classes as a means to extend and enhance student learning.
**Practice D**
Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.

**District Response:** The AIG team works to cultivate and develop young students' potential through research-based math investigations, research-based reading instruction (ie: Reading Units of Study, Readers Workshop), STEM-related activities, and multi-genre inquiry-based projects.

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

**District Response:** Benchmark data is used to influence classroom instruction. Both summative and formative assessments are used to drive best practices.

**Practice F**
Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

**District Response:** Counselors and school psychologists address the social and emotional needs of all students.

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

**District Response:** The AIG staff members serving our gifted population employ many different resources to supplement the regular curriculum. At the K-2 school, the students participate in hands-on equations, poetry contests, and STEM activities. At the 3-5 school, third graders participate in special classes that explore history, math, and science activities.

**Practice H**
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** Professional development is offered on differentiation of curriculum. The AIG teachers also work closely with the regular education teachers to provide assistance in differentiating the classroom curriculum to enhance the AIG students' learning. This is done at PLCs, common planning time, staff meetings, and professional development days.
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: DEPs are being completed at the elementary and middle school level. Annual individual meetings are also being held at the elementary and middle school level. High School students meet with their counselors to ensure that they are choosing effective courses for their goals for the future.

Ideas for Strengthen the Standard: Practice A: A representative from the district will attend the AIG conference to learn about differentiation strategies, including enrichment, extension, and acceleration. Upon return they will hold professional development sessions at each school level to share these strategies with the district.
Practice B: Interest inventories and/or learning profile will be conducted with each AIG identified student annually.
Practice F: Incorporate lessons and activities to address some of the social and emotional needs of AIG students into their curriculum.
Practice H: A representative from the district will attend the AIG conference to learn about differentiation strategies, including enrichment, extension, and acceleration. Upon return they will hold professional development sessions at each school level to share these strategies with the district.

Sources of Evidence: Practice A: Presentations from professional development sessions held with staff at each school.
Practice B: Completed interest inventory and/or learning profile for each AIG identified student that is updated annually.
Practice C: Lesson plans from the AIG teachers at each school.
Practice D: Documentation of student participation in project-based learning and/or problem solving activities.
Practice E: Documentation of the use of data used for making flexible grouping.
Practice F: Lesson plans highlighting ways that address the social and emotional needs of AIG students.
Practice H: Presentations from professional development sessions held with staff at each school.
Practice I: DEP form that is in the AIG students folder as well as on Power School. Sign is sheets by the parents that meeting are held annually.
Standard 4: 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: The AIG Coordinator position is held by a Central Services staff member that is AIG-licensed. The AIG coordinator delegates responsibilities to the local schools to oversee the referral, screening, and identification process. The coordinator monitors the implementation of program services and staff by observations of the AIG licensed teachers.

Practice B
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

District Response: AIG licensed specialists are engaged in activities that address the needs of gifted learners at the elementary to middle school level through pull-out and specific AIG activities.

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: Each school has held staff development on differentiation within the classroom in the past few years. We will continue to offer professional development to all staff in the area of AIG identified students.

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

District Response: Our system has a small number of personnel that are licensed in AIG. Therefore, we are not able to place all AIG students in classes with licensed personnel. Where available we group students together to more effectively serve them in the classroom.
Practice E
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

District Response: Our SIP goals implement and align to better serve our gifted population. Funding is not available for professional development in AIG programming, however the AIG teachers work closely with the regular education staff to give support when teaching their gifted population.

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

District Response: With the implementation of MTSS and PLCs at every school, classroom teachers and AIG teachers talk about students and offer suggestions to enhance student learning in the classroom.

Ideas for Strengthen the Standard: Practice C: One representative from the district will attend the AIG conference to learn about differentiation strategies, including enrichment, extension, and acceleration. Upon return they will hold professional development sessions at each school to share these strategies with the staff.
Practice E: The AIG coordinator will work with building administrators to offer professional development that is focused on differentiation and enrichment for AIG students.

Sources of Evidence: Practice A,B and D: Human Resource departments records of AIG specialists and teachers hired by the district.
Practice C: Presentations from professional development sessions held with staff to share information from the AIG conference.
Practice E: Presentations from professional development sessions held with staff to share information about AIG services.
Practice F: Documentation of collaborative planning that includes school staff and AIG teachers.
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 that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

**District Response:** At this time, the partnerships are between parents and the educator that is providing AIG services. It is intentional at the elementary and middle school level keeping in constant contact with parents through email, phone call, websites, DEPs, and newsletters.

**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:** The AIG plan is located on the district website as well as a brochure outlining the policies and procedures of identifying AIG students in the district. These brochures are also housed at each school for availability by parents and families. Community parent information meetings will be held each fall to share the procedures for AIG student identification, including screening, referral, and identification process.

**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:** There is an established AIG Advisory Committee in place that has worked on the development of the new AIG plan. It is composed of AIG parents, AIG teachers, administrators, and other instructional and support staff.

**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:** Opportunities for AIG students are shared with parents/families and community through the AIG plan posted on the district website. At the individual schools, the AIG teachers and counselors inform the parents and families of upcoming opportunities through letters, newsletters, and websites. The plan is translated into Spanish on our website, which is the most prevalent non-English language spoken in our district.

**Practice E**
Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

**District Response:** We have partnerships with institutions of higher learning available in our area. We partner with local businesses and industry and have college classes available at our local community college as well as invitations to the DUKE TIP program.

**Ideas for Strengthen the Standard:** Practice C: Our AIG committee will meet twice per year to monitor the local AIG program and plan.

**Sources of Evidence:** Practice A: Agendas and minutes from parent advisory committee meetings. Practice B: Agendas and minutes from Community parent information meetings. AIG plan on district and school websites. AIG process information brochure. Practice C: Agendas and minutes from parent advisory committee meetings. Practice D: AIG plan translated into Spanish Practice E: Documentation of programs and services for AIG students that use our partnerships with institutions of higher learning, as well as local businesses.
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 local board of education and sent to SBE/DPI for review and comment.

**District Response:** The AIG plan that was written and approved by the LEA school board on June 4, 2019 and met state legislation and SBE policy. It was written by the AIG committee, which met monthly to discuss each standard and its requirements.

**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:** At this time there is not a timeline or process in place for monitoring the implementation of the AIG plan that ensures fidelity of all program components.

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

**District Response:** State funds allotted to the local AIG program are used for the salaries of AIG licensed staff. At this time we have a full time AIG teacher at the elementary level and a part-time AIG teacher at the middle school level.

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

**District Response:** Data for all sub groups of students, as well as AIG students, is maintained, analyzed and shared in regards to students' achievement, student growth and annual drop-out at the beginning of each year. The data is shared at opening staff meetings at each school.
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: Data for under-represented populations of students, including students who are culturally/ethnically diverse, economically disadvantaged, English-language learners, highly gifted and twice-exceptional, is gathered through EVAAS.

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

District Response: The Human Resources department of the LEA maintains current data on the credentials of the personnel serving AIG students.

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: There is not currently a process in place for eliciting regular feedback from students, parents/families, teachers and other stakeholders regarding the implementation and effectiveness of the local AIG program. The information has been gathered during the plan writing process through AIG advisory Committee meetings, surveys, and parent/community meeting.

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

District Response: There is not a process for plan evaluation in place at this time. Some of the data that is maintained and analyzed is state testing data and local testing data.

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

District Response: Since there has not been a procedure for evaluating the AIG plan, data has not been disseminated. State testing information regarding our AIG population is public record and can be reviewed.
**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:** There are written policies, procedures and practices to safeguard the rights of all AIG students and their parents/families. There is a form for documentation when a student transfers to us. The AIG teacher or local school Data Manager contacts the previous school to determine eligibility.

**Ideas for Strengthen the Standard:** Practice B: The established AIG advisory committee will meet twice a year to monitor the program and plan.
Practice D: The AIG committee at each school will maintain, analyze, and share AIG students data annually.
Practice E: 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 will be monitored annually by the AIG committee at each school.
Practice H: The established AIG advisory committee will meet twice a year to evaluate the program and plan.
Practice I: The established AIG advisory committee will meet twice a year to evaluate the program and plan and will share this information with the public.

**Sources of Evidence:** Practice A: AIG plan that is approved by local BOE. Agenda from BOE meeting where AIG plan is approved.
Practice B: Agenda and minutes from meetings of AIG committees where plan is reviewed.
Practice C: Contracts for AIG teachers.
Practice D: Agenda and minutes from annual meetings of AIG committee at each school to document how AIG students data is analyzed and shared.
Practice E: Agenda and minutes from annual meetings of AIG committee at each school to document monitoring of the representation, performance, and retention of under-represented populations in the AIG program.
Practice F: Personnel records of AIG staff credentials.
Practice G: Survey results from annual surveys of AIG students, AIG parents/families, and AIG staff.
Practice H: Comprehensive evaluation plan that uses multiple sources of data to review and revise the AIG program and plan.
Practice I: AIG program evaluation results and documentation of how it was shared with the public.
Practice J: Procedure for AIG transfers from other LEAs and grievance policies for the district.
Glossary (optional):

Appendix (optional):
AIG brochure.docx (Appendix)
Standard Deviation Rubric ECPS.pdf (Appendix)
June 4, 2019 BOE Agenda (6).pdf (Local Board Approval Document)