

Overview: Mission/Vision Statement and Funding

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

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Edenton-Chowan Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Edenton-Chowan Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Our Vision:

Edenton-Chowan Schools will nurture each talented, advanced, and gifted student by providing meaningful and innovative experiences that involve specific skills, talents, passions, future career pathways, and cultures so students reach their full potential as a lifelong learner and productive citizen of the ever-changing world.

Our Commitment:

To equip all students with the knowledge, competence, and orientations needed for them to successfully meet the challenges and opportunities they will face in their careers and family lives after graduation. To meet our commitment, all of the school system's programs and instructional efforts are focused and organized around five expectations we want all students to demonstrate when they leave school.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 105,614.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 1: Student Identification

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

*** Practice A**

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

In the current plan, multiple criteria for screening and identification include traditional standardized testing for achievement and aptitude. Quantitative and qualitative measures have been incorporated to screen students along with formative and summative assessments. This evidence is kept within portfolios.

A standard deviation rubric is often used when a student slightly misses the achievement score set. The standard deviation rubric focuses on the characteristics of a gifted learner. Leadership, extracurricular activities, and academic organizations or performance in the classroom are among the areas focused on in the Standard Deviation Rubric. At any time a teacher or parent can refer a child for placement assessment.

Types of Assessments Used to Identify Giftedness

K-2

Quantitative

- Mastery of Standards
- Nine-week benchmark assessments
- TRC and Dibels data

- Renzulli scales when necessary

Qualitative

- Teacher observation or referral

- Progress monitor Dibels

- Progress monitor TRC

Formative

- Iowa Acceleration Scale

- Other comparable tests

Summative

- BOY, MOY, EOY Reading and Math Assessments

3-5

- BOG (third grade)

- EOG

- Cognitive Abilities Test (CogAt)

Quantitative

- Renzulli Scales

- Naglieri NonVerbal Abilities Test (NNAT)

- GPA

- Other comparable tests

Qualitative

- Teacher observation or referral
- Standard deviation rubric

Formative

- Read to Achieve (3rd grade)
- Higher grade levels released EOG tests

Summative

- NC Check-ins

6-8

Quantitative

- Cognitive Abilities Test (CogAt)
- Renzulli Scales
- Naglieri NonVerbal Abilities Test (NNAT)
- GPA
- Other comparable tests

Qualitative

- Teacher observation or referral
- Standard deviation rubric

Formative

- Higher grade levels released EOG tests

Summative

- Schoolnet Benchmarks

- Cognitive Abilities Test (CogAt)
- Nagliari NonVerbal Abilities Test (NNAT)
- EOC's in: Math 1, English 2, Biology, Physical Science, US History
- College and Career Ready courses
- GPA
- SAT (at least a score of 600 on both Math and Verbal with a Total of at least 1200)
- ACT (at least a score of 26)
- other comparable tests

- Teacher observation or referral
- Standard deviation rubric

- Quarterly Benchmarks in core curriculum classes

- Course finals

Quantitative

Qualitative

Formative

Summative

*** 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.

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.

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 by 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.

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.

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.

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.

AIG leaders will also analyze teacher recommendations and take a look at the academic achievement outliers within classrooms. A standard deviation rubric that involves teacher and parent input will be used for students whose achievement score on the Quest Scoring Grid was extremely close to the minimum score of 161.

AIG leaders consider each student's individual circumstances by evaluating local norms and adjusting minimum scores accordingly. AIG leaders partner with EC and EL personnel to ensure all students from all backgrounds are included in the identification process and served equally. The Weschler Intelligence Scale for Children-V, Woodcock-Johnson Tests of Achievement, Nagliari Nonverbal Abilities Test, or other comparable tests are utilized to identify students in these speciality areas.

ECPS Quest 3-12 Intellectually Gifted Assessment Scoring Grid

Assessment Category	Assessment Options	5	4	3	2	1	Category Points
Achievement (Educational Performance)	3-8 (1) End of Grade Test in Reading and/or Math or Individual Achievement Test (example but not limited to, Stanford-10, ITBS, PLAN, Explore, PSAT, WIAT-III, WJ-IV)	Reading 95%+	Reading 90-94%	Reading 88-89%	Reading 85%	Reading 80-84%	Score
		Math 95%+	Math 90-94%	Math 88-89%	Math 85%	Math 80-84%	

9-12	ACT:	ACT:	ACT:	ACT:	ACT:
(2) College Entrance Exams (e.g., ACT, SAT)	Composite=33	Composite=32	Composite=31	Composite>28-29	Composite>26-27
	SAT: Math and Reading combined > 1400	SAT: Math and Reading >1200-1300	SAT: Math and Reading >1200-1300	SAT: Math and Reading >1200-1300	SAT: Math or Reading 600-800
Grade Point Average (GPA) 3-12	4.0-3.9	3.8-3.7	3.6-3.5	3.4-3.3	3.2 & below
Aptitude (Cognition)	CogAt Full Composite > 95	Full Composite > 90	Full Composite > 85	2 Areas > 80	1 Area > 90
					POINTS Cognitive
Nagliiri	90th-97th	76th-89th	40th-75th	20th-40th	1st-20th
National %ile Rank	121-133	112-120	89-111	70-88	Below 70
Standard Age Score					

Nationally Normed Standardized Nationally Normed Gifted Characteristics Checklist (Renzulli Scales)

Characteristics of a Gifted Learner

Learning	Motivational	Creativity	Leadership	Weighted Score for:
___/8=	___/9=	___/9=	___/10=	Leadership: _____
				Motivational: _____
				Creativity: _____
				Leadership: _____

?

The student scored at least a 4 on a Target Instrument in Educational Performance (EOG/EOC or SAT/ACT) and at least a 1 or 2 in Cognition Categories: Yes No

Educational Performance and Cognition Weighted Score % Value Derived Points

_____ X 10 =

Total points from Achievement section

Total points from Aptitude section

Points Total

If total points is <50 administer Renzulli Scales.

Renzulli Scales Scores	Weighted Score	% Value	Derived Points
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$$\text{---} \times 2.5 =$$

Learning

Motivational

Creativity

Leadership

Points Total

? Standard Deviation Rubric (If needed)

Extra Curricular -

1 point per activity: (up to 5 points)

Points Earned

- 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 lessons
- Dance lessons
- Odyssey of the Mind
- Other - please specify

Academic Portfolio-

1 point per activity: (up to 3 points)

Points Earned

- 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

1 point per activity: (up to 3 points)

Points Earned

- 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

Total Points
Earned

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

Eligibility

Total Points From Points

Educational Performance and Cognition

Renzulli Scales Scores (if needed)

Standard Deviation Rubric (if needed)

Final Score

Student's Total Score =

AIG= 161-200

AM= 80-119

AG= 120-160

AR= 80-119

IG= 95% on Aptitude Test High Flyer= 60-79

Final identification: AI ___ AG ___ AM ___ AR ___ IG ___ HF ___

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2					* Upon Kindergarten Entry: Students

<p>* Upon Kindergarten Entry: Students who know 100% letter names and sounds along with some sight words. Also, students who are reading a level C on the Text and Reading Comprehension Assessment. Grades 1 & 2: Read two grade levels above on the Text and Reading Comprehension Assessment. 100% Mastery on Dibels Assessment. Score 36 points on the reading portion of the Renzulli Scale.</p>	<p>* Upon Kindergarten Entry: Students who can identify numbers 1 through 50 and count to 100. Students who score 100% on the Nine Week Math Assessment and/or the NC EOY Math Assessment. Score 36 points on the reading portion of the Renzulli Scale.</p>	<p>* Reading: Upon Kindergarten Entry: Students who know 100% letter names and sounds along with some sight words. Also, students who are reading a level C on the Text and Reading Comprehension Assessment. Grades 1 & 2: Read two grade levels above on the Text and Reading Comprehension Assessment. 100% Mastery on Dibels Assessment. Math: Upon Kindergarten Entry: Students who can identify numbers 1 through 50 and count to 100. Students who score 100% on the Nine Week Math Assessment and/or the NC EOY Math Assessment. Score 81 out of 90 points on the Renzulli Scale.</p>	<p>* > 95 Composite Score on Aptitude test</p>	<p>who know 100% letter names and sounds along with some sight words. Also, students who are reading a level C on the Text and Reading Comprehension Assessment. Grades 1 & 2: Read two grade levels above on the Text and Reading Comprehension Assessment. 100% Mastery on Dibels Assessment. Math: Upon Kindergarten Entry: Students who can identify numbers 1 through 50 and count to 100. Students who score 100% on the Nine Week Math Assessment and/or the NC EOY Math Assessment. Score 81 out of 90 points on the Renzulli Scale.</p>
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3-5	<p>* Reading BOG/EOG Math EOG GPA Renzulli Scales Other Comparable tests for Achievement CogAt/Nagliari Other Comparable tests for Aptitude Score between 80-119 on the Quest Scoring Grid Must score at least an 85% on a Target Instrument in Educational Performance (EOGReading) and at least a 90% in area of reading or a composite score of 80 on the CogAt or a 70 on the Nagliari.</p>	<p>* Reading BOG/EOG Math EOG GPA Renzulli Scales Other Comparable tests for Achievement CogAt/Nagliari Other Comparable tests for Aptitude Score between 80-119 on the Quest Scoring Grid Must score at least an 85% on a Target Instrument in Educational Performance (EOGMath) and at least a 90% in area of Math or a composite score of 80 on the CogAt or a 70 on the Nagliari.</p>	<p>* Reading BOG/EOG Math EOG GPA Renzulli Scales Other Comparable tests for Achievement CogAt/Nagliari Other Comparable tests for Aptitude Score between 120-160 on the Quest Scoring Grid</p>	<p>* > 95 Composite Score on Aptitude test</p>	<p>90 points on the Renzulli Scale.</p> <p>* Reading BOG/EOG Math EOG GPA Renzulli Scales Other Comparable tests for Achievement CogAt/Nagliari Other Comparable tests for Aptitude Score between 161-200 on the Quest Scoring Grid</p>
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6-8	<p>* Reading BOG/EOG Math BOG/EOG Math EOG GPA Renzulli Scales Other Comparable tests for Achievement CogAt/Nagliari Other Comparable tests for Aptitude Score between 80-119 on the Quest Scoring Grid Must score at least an 85% on a Target Instrument in Educational Performance (EOGReading) and at least a 90% in area of reading or a composite score of 80 on the CogAt or a 70 on the Nagliari.</p>	<p>* Reading BOG/EOG Math BOG/EOG Math EOG GPA Renzulli Scales Other Comparable tests for Achievement CogAt/Nagliari Other Comparable tests for Aptitude Score between 80-119 on the Quest Scoring Grid Must score at least an 85% on a Target Instrument in Educational Performance (EOGMath) and at least a 90% in area of Math or a composite score of 80 on the CogAt or a 70 on the Nagliari.</p>	<p>* Reading BOG/EOG Math EOG GPA Renzulli Scales Other Comparable tests for Achievement CogAt/Nagliari Other Comparable tests for Aptitude Score between 120-160 on the Quest Scoring Grid</p>	<p>* > 95 Composite Score on Aptitude test</p>	<p>* Reading BOG/EOG Math BOG/EOG Math EOG GPA Renzulli Scales Other Comparable tests for Achievement CogAt/Nagliari Other Comparable tests for Aptitude Score between 161-200 on the Quest Scoring Grid</p>
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<p>9-12</p>	<p>* EOC SAT/ACT GPA Renzulli Scales Other Comparable tests for Achievement CogAt/Nagliari Other Comparable tests for Aptitude Score between 80- 119 on the Quest Scoring Grid Must score at least an 85% on a Target Instrument in Educational Performance (EOCEnglish II) and at least a 90% in area of Reading or a composite score of 80 on the CogAt or a 70 on the Nagliari.</p>	<p>* EOC SAT/ACT GPA Renzulli Scales Other Comparable tests for Achievement CogAt/Nagliari Other Comparable tests for Aptitude Score between 80-119 on the Quest Scoring Grid Must score at least an 85% on a Target Instrument in Educational Performance (EOCMath) and at least a 90% in area of Math or a composite score of 80 on the CogAt or a 70 on the Nagliari.</p>	<p>* EOC SAT/ACT GPA Renzulli Scales Other Comparable tests for Achievement CogAt/Nagliari Other Comparable tests for Aptitude Score between 120-160 on the Quest Scoring Grid</p>	<p>* > 95 Composite Score on Aptitude test</p>	<p>* EOC SAT/ACT GPA Renzulli Scales Other Comparable tests for Achievement CogAt/Nagliari Other Comparable tests for Aptitude Score between 161-200 on the Quest Scoring Grid</p>
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*** Practice C**

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

AIG leaders ensure that all students are monitored and analyzed via School Report Cards and School Subgroups. Statewide assessments are looked at and analyzed yearly. Once this data is assessed, underrepresented populations are offered the Renzulli Scales, Nagliari, other comparable tests, or follow-up with portfolios when the teacher recommends a student. Teachers complete the Renzulli Scales and highlight the student's strengths. Students who are identified are placed in a Google

Spreadsheet to monitor progress every nine weeks. If a student was not identified the AIG leaders will continue to monitor their progress and reevaluate at the end of the year.

AIG leaders provide professional development throughout the school year based on student, teacher, and school needs. AIG leaders also provide tips to teachers on how to achieve success with the AIG student within the monthly newsletter.

Intentional and Universal Screening is offered at the end of 2nd, 5th, and 8th grades. Intentional Screening is offered upon receiving a teacher or parent request within 90 days of the request. Once screenings are complete, data meetings are performed and achievement norms are adjusted when necessary.

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**

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

AIG leaders provide opportunities for teachers and parents to refer a student to be assessed via a document attached to the monthly teacher and administrator newsletter and posted on the AIG Quest Website. These students are assessed and responded to within 90 days. Leaders add these students to a Google Spreadsheet to either place them in the program or to monitor the students' school years.

Professional development for all schools on screening, referral, and identification procedures is implemented within staff meetings and PLC's when a specific need arises. AIG leaders also share screening, referral, and identification procedures when attending an Instructional Leadership PLC where district leaders meet monthly.

AIG leaders schedule universal screenings to ensure all students have fair and multiple opportunities to enter the AIG program. The CogAt will be administered at the end of 2nd, 5th, and 8th grades.

AIG leaders audit the AIG school records twice a year by ensuring accurate student identification. Leaders update DEP's yearly and write new DEP's for students who qualify.

*** Practice E**

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

- The AIG team will disseminate information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community through various modes of delivery.
- The team will organize a K-12 all-invited Open House to deliver the AIG vision via google slides and share the county-wide identification procedures. The google slides via video will be presented on the district AIG website.
- An AIG identification brochure will be passed out to all students who are screened and is located on our AIG website. The website has monthly teacher and family newsletters as well. These brochures will also be available during Kindergarten registration and every school's Open house.
- Parent and teacher requests to assess will be digitally posted on the district AIG website and monthly administrator/teacher/parent newsletters.
- When ESL families are involved, our ESL teacher translates the information being provided so all families with all backgrounds can read or listen to the information being provided. The ESL teacher attends parent meetings and translates the parent newsletters, Facebook posts, and progress reports.
- The Quest Curiosities newsletter is a new administrator/teacher/parent initiative that relays up-to-date information on what AIG students are doing, and how to refer a child, and gives helpful tips to teachers and parents on how to challenge the AIG student.
- Remind 411 is utilized to relay messages and identification processes as well.
- The AIG team attends DEP meetings with parents to discuss AIG qualifications of their child.
- Ongoing parent communication is offered through Remind 411, Quest Curiosities newsletter, Quest Facebook page, and quarterly AIG progress reports.
- Face-to-face opportunities are offered through problem-solving competitions and the annual AIG night.
- AIG libraries will be available in each AIG classroom within each school. Students will be able to borrow books or Makerspace items to complete designs or projects.

- The AIG team attends monthly regional/state AIG meetings and attends professional AIG development classes to continue to hone the necessary skills to challenge the AIG child and to collect ideas for the AIG classroom.

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.

Documentation of important records is maintained by:

- Collecting and organizing all important documentation for school is located in a file cabinet in the AIG classroom.
- All documents will be saved until the student graduates high school.

Data is analyzed by:

- Viewing PowerSchool to document and update benchmark screenings, new student status, and when a student's AIG identification has changed.

Parents are provided with initial and ongoing reviews through:

- DEP meetings
- Zoom meetings when parents cannot attend.
- Phone calls when parents cannot attend.

Documentation is maintained at the school level. Each student that qualifies for AIG is documented as such in Powerschool and receives a DEP that is updated annually. The DEP is electronic but also a paper copy is kept in their folder that is then passed on when transitioning to a new school. Annual meetings for potential stakeholders are being held at the 3-5 school and the 6-8 school. Annually DEP meetings occur to update and review a current DEP or to create a new DEP.

*** Ideas for Strengthening the Standard**

- Assess students at the end of the year instead of the beginning.
- Additional AIG assessments will be offered to K-12 students such as Kindergarten standard mastery, 1-2 Benchmark assessments, TRC, Dibels, and 3-12 Renzulli Scales, Nagliari, and the Quest scoring grid.
- Additional benchmark assessment years: 2nd grade, 5th grade, 8th grade.

Planned Sources of Evidence

- * The AIG program will start at the beginning of the year, enriching standards and improving performance as evidenced by benchmark testing each nine weeks.
- * Increase in students becoming identified in AIG along with an increase of culture minority in AIG.
- * Increase in students becoming AIG identified and a decrease in potential AIG students sliding through the cracks and not being identified.

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 ECPS QUEST 3-12 Scoring Grid

Standard 2: Comprehensive Programming within a Total School Community

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

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.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information

K-2	<p>* Pull-out services offered for students during reading, math, science, and social studies to offer a talent development in areas of strength. The program is project based and the students create products based on a theme related to the theme and standards they are learning in their regular education class.</p>	<p>* Pull-out services offered for students during reading, math, science, and social studies to offer a talent development in areas of strength. The program is project based and the students create products based on a theme related to the theme and standards they are learning in their regular education class.</p>	<p>* Pull-out services offered for students during reading, math, science, and social studies to offer a talent development in areas of strength. The program is project based and the students create products based on a theme related to the theme and standards they are learning in their regular education class.</p>	* N/A
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3-5	<p>* Pull-out services offered for students during their reading, math, science, and social studies classes. The pull-out services are project based and the students create products based on a theme related to the standards they are learning in their regular education class.</p>	<p>* Pull-out services offered for students during their reading, math, science, and social studies classes. The pull-out services are project based and the students create products based on a theme related to the standards they are learning in their regular education class.</p>	<p>* Pull-out services offered for students during their reading, math, science, and social studies classes. The pull-out services are project based and the students create products based on a theme related to the standards they are learning in their regular education class.</p>	<p>* AR: Students are pulled during their reading block time to offer specific skills related to the standards they are learning in their classroom. Book clubs and projects are also provided AM: Students are pulled during their math time to work on project based lessons based on the standards taught in their regular education class.</p>
6-8				

	<p>* Students are leveled into advanced classes for reading, math, science, and social studies. Within these advanced classes the AIG teacher pushes in and collaborates with the core teacher to increase rigor in the curriculum. Small group enrichment is also offered during their extended block to enrich our advanced students further in the curriculum.</p>	<p>* Students are leveled into advanced classes for reading, math, science, and social studies. Within these advanced classes the AIG teacher pushes in and collaborates with the core teacher to increase rigor in the curriculum. Small group enrichment is also offered during their extended block to enrich our advanced students further in the curriculum.</p>	<p>* Students are leveled into advanced classes for reading, math, science, and social studies. Within these advanced classes the AIG teacher pushes in and collaborates with the core teacher to increase rigor in the curriculum. Small group enrichment is also offered during their extended block to enrich our advanced students further in the curriculum.</p>	<p>* AR:Students are leveled into advanced classes for reading. Within the advanced class for reading the AIG teacher pushes in and collaborates with the core teacher to increase rigor in the curriculum. Small group enrichment is also offered during their extended block to enrich our advanced students further in the curriculum. AM: Students are leveled into advanced classes for math. Within the advanced class for math the AIG teacher pushes in and collaborates with the core teacher to increase rigor in the curriculum. Small group enrichment is also offered during their extended block to enrich our advanced students further in the curriculum.</p>
9-12	<p>* AG identified students have the option of taking</p>	<p>* IG students are offered AP classes</p>	<p>* AIG identified students have the option of taking</p>	

	<p>courses at the local community college starting their freshman year. In addition to this the AG students are offered AP classes and honors advance courses. In addition to these classes AG students are offered an enrichment program for AG students interested in building their resume for the work force or college by participating in volunteer work and mentoring opportunities. The students also work at their own pace to complete activities for self-selected Competitive Enrichment Projects for</p>	<p>and honors advance courses. In addition to these classes IG students are offered an enrichment program for IG students interested in building their resume for the work force or college by participating in volunteer work and mentoring opportunities. The students also work at their own pace to complete activities for self-selected Competitive Enrichment Projects for</p>	<p>courses at the local community college starting their freshman year. In addition to this the AIG students are offered AP classes and honors advance courses. In addition to these classes AIG students are offered an enrichment program for AIG students interested in building their resume for the work force or college by participating in volunteer work and mentoring opportunities. The students also work at their own pace to complete activities for self-selected Competitive Enrichment Projects for</p>	<p>* AR:AR students are offered AP classes and honors advance courses in reading and writing. They also have the option of taking honors and AP classes in other subject areas. In addition to these classes AR students are offered an enrichment program for AR students interested in building their resume for the work force or college by participating in volunteer work and mentoring opportunities. The students also work at their own pace to complete activities for self-selected Competitive Enrichment Projects for grades 9-12. AM: AM students are offered AP classes and honors advance courses in reading and writing. They also have the option of taking honors and AP classes in other subject areas. In addition to these classes AM students are offered an enrichment program for AM students interested in building their resume for the work force or college by participating in volunteer work and mentoring opportunities. The students also work at their own pace to complete activities for self-selected Competitive Enrichment Projects for grades 9-12.</p>
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*** Practice B**

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

The MTSS and SAT framework exists at all schools. The SAEBERS program is also installed at each school that helps to evaluate the social emotional status of our students each month. This data is made available to all interested parties to monitor our students. 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. Once established that a student is in need of social and/or emotional programs the school counselor, classroom teacher, and AIG teacher will work together to provide the needs for that student. Instructional leaders in the district meet once per month to discuss programs at each school. The gifted and talented program is discussed and instructional leaders are updated about the development of our gifted learners.

*** Practice C**

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

The AIG teachers are active in working with all the grade levels in the district. Planning documents for each grade level and subject area are completed digitally. The AIG teachers add material to these planning guides so teachers can use them in the regular classroom for advanced learners. The AIG teachers also base their lessons and projects based on the standards being taught in the core classroom. The AIG program has a website that offers materials for the classroom as well as a teacher newsletter that addresses strategies all teachers can use to teach advanced learners.

*** Practice D**

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

Flexible grouping practices are used primarily with the gifted students in our elementary and middle schools.

In grade K-2 advanced students are reevaluated each nine weeks to group students based on need. The K-2 program is fluid with students moving in and out each nine weeks based on their strengths in each content area.

Grades 3-5 are grouped for AIG services at the beginning of the year based on identification. Students can be added to the program who show the need for talent development throughout the year.

Grades 6-8 are grouped for the advanced classes at the beginning of the year based on identification, EOG scores, grades at the end of the previous year, and teacher recommendation. AIG, AG, AR, and AM students are also given the opportunity to take higher level math, reading, and science classes by being offered Math 1, English 1, and Earth Science in the 8th grade.

The high school doesn't incorporate flexible grouping because the students choose the classes they want to take. AIG and AG students at the high school will have the ability to choose AP classes and community college classes in their freshman year. AIG, AG, AR, and AM students are also given the opportunity to take higher level math, reading, and science classes by being offered math 1, English 1, and earth science in the 8th grade.

*** Practice E**

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

AIG is discussed at staff meetings and professional learning communities at the beginning of the school year. The AIG teachers provide PD to the teachers at each school regarding testing and current best practices of AIG students. A brochure explaining the AIG program and identification procedures is located at each school's office and on each school's website as well as the AIG program's website. Each month a newsletter is digitally distributed for teachers and a separate one for parents communicating services being offered to each grade level as well as tips for teachers and parents on how to help their gifted learner succeed.

*** Practice F**

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

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 at each school is done at the beginning of the year to review the students that are transitioning to a new school. DEPs are updated to include the new curriculum delivery methods at the transitioning school. Within the school, the AIG facilitator meets with the gifted student's teachers to review their identification and program needs.

*** Practice G**

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

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, English 1, and Earth Science which are high school level classes. At the high school level opportunities are given to students to take honors and AP classes in biology, English, history, and Chemistry. High Schoolers are also given the opportunity for dual enrollment at the local community college starting their freshman year if they are identified as AG or AIG. High Schoolers can also apply for dual enrollment in their junior year at North Carolina School of Science and Math which they can take online.

High Schoolers are also involved in participation in an enrichment time where they work on research skills, self-selected projects, volunteer opportunities, and mentoring with professionals in our community.

*** Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

The K-3 level is doing this through rotating students in and out of services based on need in all subject areas.

4-5 Fourth Graders that are identified participate in AIG classes in all subjects. Non-identified advanced learners are served in an enrichment program that focuses on project-based learning. 5th graders are leveled in their classes and both identified and non-identified students receive advanced curriculum from the regular education teachers. They are also pulled to receive extra services from the AIG teacher.

6-8: students are leveled in their classes so that there is an advanced class at each grade level. The AIG facilitator pushes into the classes to offer high-order thinking skills, rigor, and accelerated learning. In the advanced classes, non-identified students are being exposed to the advanced curriculum to provide talent development at the middle school level.

9-12 High School students have opportunities to job shadow and participate in a mentoring program through the AIG enrichment program and their CTE classes.

*** Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

We have many extra-curricular programs and events that enhance and further the needs and interests of AIG students.

K-2 Students participate in STEM activities and project based learning

3-5 Students participate in Odyssey of the Mind, Projects that are used for school activities like escape rooms and games that are played at PTA meetings. Opportunity for field trips is offered for each grade level. The third and fourth are combined and switch locations each year. Fifth grade attends a field trip to New York City focusing on Coordinate Grids and Bridge Building.

6-8 At the middle-level clubs are offered to all students but aren't necessarily specific to AIG students. Middle schoolers also have the opportunity to participate in Odyssey of the Mind. Field trips are also offered combining the sixth and seventh graders changing their locations each year and taking the eighth graders to Washington, DC with the focus of United States History.

9-12 clubs are offered to all students but aren't necessarily specific to AIG students. Field trips are also offered to all grade levels with a focus on international travel. We have teamed up with the Spanish club to offer more students the opportunity to attend an international field trip to a Spanish speaking country. The countries rotate each year.

A K-2, 3-5, and 6-12 AIG Summer Camp will be implemented so students will actively participate, use critical thinking skills, and learn from hands-on, scientific, kinesthetic, artistic, historical, literacy, and mathematical based instruction through a fun, engaging, and purposefully themed summer camp.

*** Ideas for Strengthening the Standard**

- Pull K-5 students during subject appropriate time.
- Consistent teachers for grades K-12. One teacher for the elementary level and one teacher for grades 6-12.
- Attend weekly planning sessions to horizontally plan and SIT meetings.

Planned Sources of Evidence

- * Students' time in all subject areas will be increased within their self-contained classrooms.
- * End of year staff survey results will show that utilization of AIG teachers is more flexible for students and staff needs and students' emotional and social needs will improve as measured by SAEBERS s
- * Students' needs are being met as measured by benchmark testing.

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	

Standard 3: Differentiated Curriculum and Instruction

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

At this time, the elementary schools have a staff member (Assistant Principal, AIG certified teacher) that serve as the AIG lead teachers. These lead teachers meet with students in pull out classes as well as working with teachers in their PLCs to differentiate lessons in the classroom. 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, Community College, and Honors level courses.

The Edenton-Chowan district expects differentiation for students utilizing the following guidelines:

- The AIG team utilizes the SAPS and MAPS recently developed by our school system to utilize the NC Standard Course of Study and planning guides to determine when we will accelerate and extend each objective.
- The AIG teachers provide opportunities for similar students to work together within our AIG Quest classes through small groups and within our 3-8 afterschool program, Odyssey of the Mind.
- The AIG team uses the following strategies to differentiate the AIG students' curriculum: pull-out into the Quest classroom at the K-5 level, inclusion within the 6-8 level, and enrichment pull-out time within the 9-12 level.

The AIG team will provide opportunities that enrich, extend, and accelerate the NCSCOS and address student needs by:

- Creating face to face project-based and problem-based learning activities that are tied to NCSCOS in math, ELA, science and social studies within all grade levels K-12.
- We implement enrichment activities within all grade levels and subject areas by using QR codes with students in K-2 and Google Classroom for grades 3-12. The technology allows us to create personalized lessons for students within their regular classrooms and to guide our in-person classes.
- A consistent plan of concept-based units are planned through Holiday enrichment and by following the teacher-generated MAPS and SAPS to enrich students' regular classroom academics.
- A K-2, 3-5, and 6-12 AIG Summer Camp will be implemented so students will actively participate, use critical thinking skills, and learn from hands-on, scientific, kinesthetic, artistic, historical, literacy, and mathematical based instruction through a fun, engaging, and purposefully themed summer camp.

The AIG team supports staff with differentiating the NCSCOS by:

- within the MAPs and SAPs documents. The classroom teacher places their weekly plans on the document and the AIG teacher creates enrichment activities to match the standards that they utilize along with providing the classroom teachers with ideas for the classroom.
- The AIG team provides coaching support and instructional resources for the K-12 classroom teachers by publishing ideas on how to work with the AIG student within the Quest Curiosities newsletters for teacher, provide Professional Development for teachers when needed, and by adding comments and ideas within the MAPS and SAPS documents.
- The AIG team co-teaches at the middle school and communicates weekly with all other grade level teachers to support and grow the partnerships.

*** 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.

At both our elementary schools the needs are being met by providing project based instruction in areas of reading and social studies or math and science according to their identified abilities. The middle school addresses the same needs by providing pull out project based classes based on areas of identification. The gifted students also participate in an interest-based learning project once per nine weeks where they get to choose what they will study. The high school offers the students a choice in the track they will focus on but encourages and provides challenging and rigorous classes as well as dual enrollment at a community college.

- The AIG team utilizes a variety of evidence-based strategies that provide rigor, depth, complexity, sophistication, and abstractness through: Quest/Enrichment (K-5) program, Odyssey of the Mind (3-8), Go Blue (High School) Enrichment program, co-teaching (6-8) and by using acceleration, curriculum compacting, grouping, identification processes, pull-outs, and teacher training.
- The AIG team incorporates student interests by: providing enrichment activities, independent projects and labs, and choice board projects.
- The AIG team uses school-based teaming structures within K-8 classrooms. Each grade level K-8 is enriched simultaneously with the classroom teacher as they are teaching a certain subject area.
- The AIG team considers the strengths of students and areas of identification when selecting instructional strategies by: utilizing google sheets where AIG and classroom teachers modify lists based on strengths of students and their needs. Students in K-5 fluctuate based on their strengths and needs.

*** Practice C**

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

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 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.

- The Edenton-Chowan AIG team incorporates a variety of evidence-based resources including North Carolina Advanced Learning Labs, tiered assignments, parallel curriculum, compacting standards, independent study, and the use of technology.
- The Edenton-Chowan school district provides AIG personnel with planning and professional learning time at AIG Regional meetings and Wednesday planning. The district also provides curriculum guides that outline how to use the evidence-based resources, documents the needs of advanced learners, and allows collaboration with instructional support staff through the SAPS and MAPS instructional frameworks and planning guides.
- The AIG team curates a variety of resources to support teachers in the development and implementation of differentiated lessons by collaborating with classroom teachers and media coordinators, locating ideas and emailing to share them with classroom teachers, and by providing enrichment activities via SAPS and MAPS.
- The AIG team in collaboration with the media coordinator provides a dedicated and readily available enrichment materials section within the library, via SAPS and MAPS, via Google planning docs, and via email.

*** Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

Students at all schools have the opportunity to be part of activities that promote future ready skills but are not exclusive to AIG students. Among these are Odyssey of the Mind, Quiz Bowl, Envirothon, Battle of the Books, Students Government, History Club, and interest level clubs. 8th graders at the middle school have the opportunity to take Math 1 and Earth Science so they can take advanced math and science classes in the high school. High school students have the opportunity to take AP classes in a variety of subjects as well as dual enrollment in a Community College.

The AIG team provides experiences for students which target the development of future ready skills at advanced levels by:

- Embedding critical thinking skills within the AIG programs like Quest (K-5 enrichment), ROAR (K-2 enrichment), GRIT (3-5 enrichment), co-teaching (6-8 enrichment), and Go BLUE (9-12 enrichment).
- The AIG team seeks out opportunities to apply learning in real-world contexts by incorporating Odyssey of the Mind, Coding, and planning/scheduling field trips.
- The AIG team promotes these future ready skills in:
 - Real-world situations within the Quest (enrichment) classrooms, co-teaching, and field trips.
 - Community service learning projects within Go BLUE (9-12 enrichment) and when possible during ROAR (K-2 enrichment) and GRIT (3-5 enrichment) classes (i.e. White Oak Elementary studies fire safety and collected items for a fire safety box to donate to the local fire department).
 - Mentoring, job shadowing, internships, and/or apprenticeships with local businesses within the last nine weeks of Go BLUE (9-12 enrichment).
- The AIG team will integrate opportunities for students to have critical discussions and dialogue with like-minded peers by providing Odyssey of the Mind, bringing in integrated programs (i.e. Middle School poet visit, Elementary author visit), and incorporating in-class book studies within the Quest (K-5 enrichment) classrooms.
- A K-2, 3-5, and 6-12 AIG Summer Camp will be implemented so students will actively participate, use critical thinking skills, and learn from hands-on, scientific, kinesthetic, artistic, historical, literacy, and mathematical based instruction through a fun, engaging, and purposefully themed summer camp.

*** Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

Benchmark data is used to influence classroom instruction.

K-2: Uses Mclass data, beginning, middle, and end of year state math assessment, and nine week math district benchmarks to determine talent development flexible grouping.

3-5: Uses NC Checkin data in both reading and math and science in 5th grade as well as the IXL program for reading and math to determine flexible grouping within the classroom as well as within the gifted pull-out classroom.

6-8: Uses benchmarks created in Schooinet for reading, math, science, and social studies to flex groups within the classroom and within the leveled classes in each grade.

9-12: Students are grouped based on interest and ability. Honors classes are offered as well as AP classes and students may participate as long as they perform at a high level of success.

- The AIG team will analyze the growth of gifted students during collaborative planning conversations during classroom teacher planning times, meetings with the Chief Academic Officer and AIG Director, utilizing student, teacher, parent, administrative surveys, interactive Google Docs, and interactive Google Spreadsheets.

*** Practice F**

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

Counselors and school psychologists address the social and emotional needs of all students. In addition to this, classroom teachers receive training on the social emotional needs of all students. Students participate in mindful moments and take a SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) each month to gauge their social emotional needs.

K-2 Students work with the counselor to learn strategies for handling stress and their emotional well being.

3-5 Students work with the counselor to learn strategies for handling stress and their emotional well being. Summer camp is offered for one week for rising 4th-6th graders to provide advance instructional content delivered in a project based environment.

6-8 Students work with the counselor to learn strategies for handling stress and their emotional well being. Summer camp is offered for one week for rising 7th-9th graders to provide advance instructional content delivered in a project based environment.

9-12 Enrichment time is worked into the schedule each day to provide high school students with the skills necessary to succeed in high school and beyond.

A K-2, 3-5, and 6-12 AIG Summer Camp has been developed and will be implemented so students will actively participate, use critical thinking skills, and learn from hands-on, scientific, kinesthetic, artistic, historical, literacy, and mathematical based instruction through a fun, engaging, and purposefully themed summer camp.

*** Practice G**

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

Our K-3 gifted program develops creativity and critical thinking by offering project based units in coding, history, biographies, engineering, and book studies.

Students are rotated each nine weeks to provide a multitude of students exposure to advanced curriculum. All activities are based on the standards taught in the regular classroom delivered at an advanced level.

All grade levels have developed Curriculum Maps with strategies added for advanced learners.

A K-2, 3-5, and 6-12 AIG Summer Camp has been developed and will be implemented so students will actively participate, use critical thinking skills, and learn from hands-on, scientific, kinesthetic, artistic, historical, literacy, and mathematical based instruction through a fun, engaging, and purposefully themed summer camp.

*** Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

The AIG teachers work closely with the regular education teachers to provide assistance in differentiating the classroom curriculum to enhance the AIG students' learning.

Differentiated Instruction is implemented through the AIG specialists who attend PLC meetings and advocate for their students in the regular classroom. Teachers have also developed curriculum maps to which the AIG teachers can add supplemental materials and strategies for differentiated instruction in the classroom. The K-2, 3-5 and 6-8 schools have common planning time. AIG specialists push into the planning time to collaborate with teachers and discuss the needs of advanced students.

The AIG specialists also advocate for differentiated instruction during Instructional Leadership meetings held at the district level.

*** 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/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

DEPs are being completed at the elementary, middle, and high school level.

AIG specialists develop the DEP as a student is initially identified.

Multiple sources of data are used to determine the appropriate needs of the student. Based on the results of their initial identification they are placed in advanced programming for their area of placement. This could include core subjects or the creative arts. Program goals are presented for each student based on their academic needs.

The AIG specialist meets with the parents initially to discuss services then has annual individual meetings to address any changes in their child's services. High School students meet with their counselors to ensure that they are choosing effective courses for their goals for the future. Their course of study is reflected in their DEP that is updated yearly to accommodate any changes in their coursework.

Each year the DEP is reviewed and services are altered based on scores and their GPA from the previous year. Meetings are held with parents and guardians during the first few weeks of school. During the year progress reports are completed each nine weeks to notify the parents of the development of their child and the progress towards

*** Ideas for Strengthening the Standard**

- Add plans/activities to county-wide MAPs and SAPs for teachers to utilize within their classrooms.

- Create and develop a dedicated enrichment materials section within each school library to offer readily available enrichment materials for regular education teachers.
- Make Summer Quest Camp Improvements summer after summer.

Planned Sources of Evidence

- * Teachers will recognize the helpfulness of the added plans and activities within the Staff End of Year survey.
- * Teachers will recognize the helpfulness of the designated, enriched library section within the Staff End of Year survey.
- * Offer and analyze a student and parent evaluation of Quest Summer Camp

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	

Standard 4: Personnel and Professional Development

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

The AIG Coordinator position is held by a Central Services staff member that is AIG-licensed. Oversees the screening, referral, and identification processes at the district level, provides leadership for all schools and AIG learners, monitors the program services and its staff, and monitors the local AIG plan.

- The district ensures that AIG teachers have obtained an AIG add-on license prior to working with AIG students.
- A support system has been established for the district to ensure effective leadership and program improvement by the following positional steps: 1. Chief Academic Officer (lead position) 2. Director of Testing and Populations (lead position) 3. AIG Specialists
- The AIG Specialists collaborate with other district leaders to synergize efforts on behalf of gifted students through monthly Regional AIG meetings.
- The Director of Testing and Populations along with the AIG Specialists are included on the district MTSS team when needed.
- A periodic AIG PLC meeting is held every Wednesday during common planning to develop capacity and leadership potential among the two AIG specialists in the district and to ensure the needs of gifted learners are being met consistently across the district. Ideas, problems, and plans are shared during this time.

■ The support system works together to complete the following duties:

- Overseeing the screening, referral, and identification processes at the district level (AIG Specialists).
- Maintaining documentation of student identification evidence and services provided (AIG Specialists, Director of Testing and Populations).
- Providing leadership and advocacy for the needs of AIG learners at all levels (AIG Specialists).
- Monitoring implementation of program services and staff (Chief Academic Officer, Director of Testing and Populations).
- Participating in professional development opportunities, including regional and other statewide meetings to support gifted programs (Chief Academic Officer, Director of Testing and Populations, AIG Specialists).
- Developing, monitoring, and evaluating the local AIG Plan (Director of Testing and Populations, AIG Specialists).
- Developing partnerships with and communication strategies for families and the community to support the AIG program through Facebook, Teacher/Parent/District Newsletters, Website, Remind (AIG Specialists).

*** Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

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.

- The personnel directly involved with AIG services for the district are the Chief Academic Officer, Director of Testing and Special Populations, and two AIG specialists. These personnel serve all four schools (two elementary, one middle, one high school) in the district.
- The Chief Academic Officer and Director of Testing and Special Populations ensure that the AIG specialists provide services and resources that address the academic, intellectual, social, and emotional needs of AIG

students through directly providing services and resources to students K-12 along with indirectly supporting students by providing services and resources to teachers within MAPs and SAPs standards' lessons and ideas.

- Opportunities for AIG specialists to collaborate for the purpose of strengthening services (meeting students' academic and social and emotional needs) designed to meet the needs of gifted and advanced learners are provided every Wednesday when the AIG Specialists meet together.
- Chief Academic Officer, Director of Testing and Special Populations, and AIG specialists collaborate with school-level leadership and the MTSS team to advocate for, represent, and provide information for gifted students when necessary.

*** Practice C**

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

Each school has held staff development on differentiation within the classroom in the past few years.

- The district requires AIG specialists to have the AIG licensure requirement to support AIG students effectively.
- Targeted professional development is held in person during each school's PLC's to assist all personnel with understanding the needs of gifted learners and the local AIG program.
- Funding is not available for professional development in AIG programming. There is however a cohort offered by the local IHE through Barton College for any educator that would like to seek their AIG licensure at their own expense.
- AIG Specialists provide resources and tools for all district stakeholders through MAPs and SAPs. AIG Specialists add lessons and ideas for standards to be enriched in the classrooms.
- At the finish of each year, all certified staff and principals will be surveyed to determine additional AIG in-service training topics needed. We will consider gathering this data in conjunction with the EC and ELL departments.

▪ AIG Specialists as well as other internal support staff will be utilized to provide Professional Development during PLC's on the following:

- Differentiation techniques
- Brain-friendly strategies
- Student data analysis to inform instruction
- Model and Coaching teachers with strategies
- The role of gifted education within a Multi-Tiered System of Supports (MTSS)
- Professional learning on gifted EL and EC 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.

- 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.
- The AIG teachers attend school improvement meetings to ensure that the priorities of the school are meeting the needs of AIG students.
- The AIG teachers collaborate with other instructional leaders in the school district during an instructional leadership PLC.

*** Practice E**

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

Funding is not available for professional development in AIG programming. There is however a cohort offered by the local IHE through Barton College for any educator that would like to seek their AIG licensure at their own expense.

*** Practice F**

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

- The AIG teachers offer professional development throughout the year on serving the gifted and ways to incorporate critical thinking into the regular education classroom.
- The AIG teachers offer a flexible talent development program for K-3 to develop students' strengths.
- The AIG plan offers multiple pathways to identification including but not limited to non-verbal testing and renzulli scales.
- Edenton-Chowan gifted program implemented a universal screener at key learning intervals in second grade, fifth grade, and eighth grade.

*** Practice G**

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

- 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.
- The AIG teachers attend school improvement meetings to ensure that the priorities of the school are meeting the needs of AIG students.
- The AIG teachers collaborate with other instructional leaders in the school district during an instructional leadership PLC.

*** Ideas for Strengthening the Standard**

- Invite Chief Academic Officer and Director of Testing to the AIG PLC once monthly.
- Align professional development opportunities to teacher and district initiative needs.
- Offer effective, specific enrichment staff development.

Planned Sources of Evidence

- * All AIG Specialists and administrators will understand expectations and drive specific program outcomes.
- * Conduct a Beginning of the Year Survey to determine teacher and district needs.
- * Conduct a post staff-development survey.

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

Standard 5: Partnerships

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

At this time, the partnerships are between parents and the educators that are providing AIG services. It is intentional at all levels keeping in constant contact with parents through email, phone call, websites, DEPs, and newsletters. The AIG program offers parent information sessions at the beginning of the year as well as being present at open house and information nights for students transitioning from one school to the next.

*** Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

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. Our local community college offers dual enrollment for all students in grades eleventh and twelfth and

extends admission to ninth and tenth graders that are AIG identified in reading and math. Students may take courses for elective purposes or to obtain an associates degree by their senior year. We also showcase our AIG student achievement in competitions such as Odyssey of the Mind to encourage support for our program.

*** Practice C**

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

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

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

Opportunities for AIG students are shared with parents/families and community through the AIG plan posted on the district website as well as a brochure outlining the policies and procedures of identifying AIG students in the district. The AIG program has a website attached to the district website to notify parents/guardians of activities occurring at each of the schools. The AIG teachers inform the parents/guardians and families of upcoming opportunities through letters, monthly newsletters, and social media. The program also has an email list and uses the program Remind to notify parents/guardians of activities via text message. Our AIG plan presentation is also located on the AIG website which informs parents/guardians of the AIG program, plan, and policies. The plan is translated into Spanish on our

website, which is the most prevalent non-English language spoken in our district. The district has an ESL staff member that assists the teachers in phone calls and translated material for parents.

*** Ideas for Strengthening the Standard**

- Send K-2 notification and information when a K-2 student rotates into the Quest Classroom.
- Create Loom at Beginning of the Year to inform everyone how students gain access to the gifted education program.
- Develop more partnerships within the community to bring in-classroom opportunities.

Planned Sources of Evidence

- * Improvement in the End of Year Parent Survey question: How is the Quest Communication?
- * Observe the number of views for the Loom and share more if needed.
- * Student learning from in-class experiences.

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

Standard 6: Program Accountability

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

The AIG plan that was written and approved by the LEA school board in May met state legislation and SBE policy. The plan was written by the AIG teachers after gathering survey feedback from parents and teachers, along with students, and reviewed by the AIG committee (two local AIG teachers, one principal, one outside AIG teacher, one English-Language teacher, one Exceptional Children's teacher, Director of Special Populations). The team communicated virtually via Google Docs asking questions and clarifying different standards and their 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.

A team structure was built that included two AIG teachers, the Head of Special Populations, and the Chief Academic Officer with goals of revamping the AIG program in Edenton-Chowan Schools in order to develop leadership skills in the AIG teachers. A new inclusive plan was created and presented to the central services support staff as well as each school's leadership team and teachers. Feedback was collected and the AIG program was tweaked to adhere to the feedback. Since the newly developed AIG program began serving students, progress has been reported through

updated DEP's, Facebook, monthly newsletters, and presenting changes to the Board of Education. Annual updates will be given as well through a Website Wrap up and an End of School Year report. At this time there is neither a timeline nor a 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.

State funds allotted to the local AIG program are used for the salaries of AIG licensed staff. At this time, we have two full time AIG teachers that collectively serve grades K-10 with an annual progression to encompass 11th and 12th graders within the next two years. AIG teachers write letters to local businesses and civic organizations to ask for monetary enrichment activities beyond the building. Fundraising will be utilized when necessary.

*** Practice D**

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

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.

*** Practice E**

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

A systematic procedure is in place for collecting and analyzing the different forms of data. A teacher referral form has been implemented when a teacher suspects a child is AIG, parent referral form when a parent suspects their child is AIG, annual student progress is noted on spreadsheets for each grade level, and an Exit AIG form is given to families who decide to depart the program. New assessments to aid in identifying EC and ELL learners are being implemented to ensure students' demographic factors do not reduce their likelihood of participating in the AIG program. These new tools are the Renuzulli scale and the Naglieri test which is nonverbal. Collaboration and communication is evident between the AIG teachers and MTSS team in that the MTSS Team notifies the AIG staff when a student has shown AIG characteristics and attends the meetings along with evaluating the child. 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.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	12.27%
Male	---	---	---	---	---	---	12.41%
Total	---	<5%	---	---	---	---	12.34%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice F**

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

The 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/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

Feedback data is collected three times per year. At the beginning of the year, the principals are surveyed to determine what is needed to meet the needs of our gifted students at each school. In the middle of the year, the students are surveyed to determine if they feel their needs are being met. Finally, at the end of the year, the parents are surveyed to determine their satisfaction with the program. Throughout the year, feedback is solicited from parents, teachers, and administration by conducting an annual survey with the School Improvement team to gather informal reflections of those involved in the AIG program. The feedback is analyzed and entered into an end-of-the-year AIG report.

*** Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

The process to evaluate the effectiveness of the local AIG program is done through multiple sources. At the PreK-2 school, MClass and Nine Weeks Math Check-Ins are used to determine growth. The 3-5 school uses NC Check-Ins and IXL to not only determine growth but progress to proficiency. The middle school uses Schoolnet benchmarks and IReady to determine the same growth and progress to proficiency. All of this data is discussed at professional learning communities, planning meetings with grade levels, and meetings with administrators. If changes are needed, the plan will be re-evaluated in January of 2024.

*** Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians,

families, and other community stakeholders.

The data results from the program evaluation will be disseminated through multiple avenues. Communication with parents and students is disseminated through our website, Facebook page, parent newsletter, and progress report for students. The teachers and administrators receive the information from a teacher newsletter, Instructional Leadership Professional Learning Community, and report to each school's School Improvement Team.

*** Practice J**

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

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. Informed consent papers are sent to parents of students that are eligible for testing. At the time of the initial DEP meeting, the parent gives consent for the child to participate in the gifted program. Each year after that the parent can choose to continue services or exit their child from the program. Reevaluation will occur at benchmark years at the end of fifth grade and eighth grade to change identification or determine new eligibility.

Policy Code: 4500 STUDENT AND PARENT GRIEVANCES

A student, parent, or guardian may initiate the grievance procedure to appeal any final decision of school personnel within the school system, except as provided in section 1 below. Grievances that involve an alleged violation of Board policy or state or federal law or regulation by a final administrative decision may be appealed to the Board of Education. All other grievances may be appealed to the Superintendent/Designee but are only appealable to the Board in its discretion as outlined below.

A. This policy does not apply in the case of long-term suspension or expulsion, which is covered by policy 4220, or in the case of alleged sexual harassment which is covered by policy 4400.

B. Step I - Principal Conference - A student, parent, or guardian wishing to invoke the grievance procedure shall make a written request for a conference with the principal to discuss the grievance and seek resolution. The request shall detail the basis for the grievance, name the specific policy, rule or law believed to have been violated, and specify the relief being sought. The following additional guidelines shall be observed in Step I.

1. No grievance shall be heard unless it has been filed in writing within thirty (30) calendar days after the act or condition giving rise to the grievance and states with particularity the basis for the grievance, the policy, regulation and procedure, rule or law believed to have been violated, and the remedy being sought.
2. The principal shall grant the conference within five(5)school days following receipt of the request. The principal will state in writing his/her position on the question to the student or parent within five (5) school days following the conference.
3. Only the parent, guardian, or someone acting in loco parentis shall be permitted to join or represent the student in the conference with the principal.

C. Step II - Appeal to the Superintendent - If the grievance is not resolved at Step I the student, parent, or guardian may appeal the principal's decision in writing to the Superintendent. The appeal must be made within five (5) school days following receipt of the principal's written response in "B" of Step I. The Superintendent or his/her designee shall review the grievance within five (5) school days following receipt of the appeal. If the Superintendent or his/her designee determines that additional time is needed to develop the factual record, the grievance may be put on hold for fifteen (15) additional school days (or longer if by mutual agreement) to allow time for investigation.

A written response shall be made to the student, parent, guardian, and principal from the Superintendent or his/her designee within ten (10) school days following the review.

D. Step III - Appeal to Board of Education - If the grievance is not resolved at Step II, and it involves an alleged violation of state or local Board policy or state or federal law or state rule by a final administrative decision, it may be appealed in writing to the Board of Education. This written appeal must be made within ten (10) school days following the written response from the Superintendent at Step II. The Board's consideration of these appeals will take place in closed session and will be limited to the written record unless the Board determines that additional information is necessary. The Board may affirm, reverse, or modify the decision of the Superintendent. The Level Two decision will be reversed if the Board determines that there has been a material violation of Board policy or state or federal law or regulation, or that the decision is unsupported by substantial evidence in view of the entire record as submitted. The Board shall endeavor to offer a final written decision within thirty (30) calendar days.

E. A grievance who is not entitled to appeal to the Board may seek discretionary review by submitting a written appeal to the Superintendent's office within ten (10) school days following the written response from the Superintendent at Step II. The Chair and Vice-Chair of the Board shall review the request and notify the grievant within ten (10) school days from receipt of the request whether the Board will grant a hearing. If the Chair and Vice-chair do not agree on whether to grant the request, a Board hearing will be allowed. The procedures outlined in section 4500.4 will be followed in any hearing granted under this section.

F. The Superintendent shall disseminate policy 4500 to students at the beginning of each school year.

G. If the school system fails to comply with the time periods or other procedures outlined in this policy, the grievance may advance the grievance to the next level. If the grievant fails to comply with the time periods or other procedures outlined in this policy, the grievant waives any further rights of appeal and the grievance will be considered resolved.

H. The grievance may be voluntarily withdrawn at any level. Once a grievance is withdrawn it cannot be re-opened. If at any time during the grievance process the school system grants the grievant the relief requested, the grievance shall be terminated at that time.

LEGAL REF: Title IX of the Education Amendments of 1972, G.S. 115C-45(c)

ADOPTED: August 2, 2004

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- * Ideas for Strengthening the Standard**
- Principal and administrative leaders walk-throughs and observations.
 - AIG Specialists game access to AIG budget.

- Conduct and operate an AIG summer review session to determine added AIG students and look at high school drop-out data.

Planned Sources of Evidence

- * Program improvement.
- * Monitor and order needed materials or plan activities accordingly.
- * Create running data that shows increases and decreases so AIG specialists can adjust goals for the program.

Documents

Type	Document Template	Document/Link
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AIG Standard 6 Additional Resources	N/A	
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Local Board of Education Approval

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/07/2022 

Original Application Submission Date: 07/11/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Local AIG plan Board Approval</u>

AIG Related Documents

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Local AIG plan Board Approval
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	 ECPS QUEST 3-12 Scoring Grid
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
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The Local AIG Plan glossary is provided in an uploaded document.