Edgecombe County Public School has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

**For 2019-2022, Edgecombe County Public School local AIG plan is as follows:**

**Edgecombe County Public School Vision for local AIG program:** The vision of the Academically/Intellectually Gifted (AIG) Program is to enhance the personal growth and development of gifted and talented children through education, advocacy, community building, and research. Edgecombe County Public Schools are focused, connected and ready.

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

<table>
<thead>
<tr>
<th>State Funding</th>
<th>Local Funding</th>
<th>Grant Funding</th>
<th>Other Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>$317609.90</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
## Table of Contents

- **Standard 1: Student Identification** ................................................................. 3
- **Standard 2: Comprehensive Programming within a Total School Community** ................................................................. 10
- **Standard 3: Differentiated Curriculum and Instruction** ................................................................. 21
- **Standard 4: Personnel and Professional Development** ................................................................. 28
- **Standard 5: Partnerships** ................................................................................. 34
- **Standard 6: Program Accountability** ................................................................. 38
Standard 1: Student Identification

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

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

**District Response:** Edgecombe County Public Schools employs a screening and referral process to identify AIG students at all grade levels. For students in grades 4-8, the AIG Specialist will complete a schoolwide screening by gathering EOG scores for all students at the end of the school year.

Students in grades Kindergarten through twelve can be screened at any point in the school year by having a teacher, student, parent or other school official nominate a student for screening. At this point the AIG Specialist will gather data on the student to determine qualification for AIG Identification. This includes transfer students that have not been previously identified.

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

**District Response:** Edgecombe County Public Schools employs multiple criteria for student identification by using the following measures for student identification:

Referral to the Program

A teacher, parent/guardian, or person having academic knowledge of the student may refer any student in grades K-12 for evaluation. Students also have the option of self-nomination.

Students in grades K-3 should be referred for evaluation for gifted services only if there is a clear need for instruction that is consistently two or more grade levels above the current grade.

The process of screening all third graders for gifted education services starts in the fall using the Cognitive Abilities Test (CogAT). Annually AIG Specialists screen all students system-wide after analyzing the results from the North Carolina End of Grade Tests and End of Course Tests.

Screening includes all activities designed to review the general population of students at each school in the Edgecombe County Public Schools to see which students in grades 4-12 may need further assistance and/or eventual placement in the appropriate service option(s). Information collected at screening should lead to either further assessment or to a decision that the student does not appear to require differentiated services at this time.
Mass Search

The AIG Specialist at each school directs the student search portion of the placement process. A mass screening of rising 4th through 8th grade students within the general population is performed once a year. The following guidelines are used to identify students during the mass screening:

Aptitude = 85%ile or above for Verbal (Reading) and/or Quantitative (Math) or Nonverbal (Math) on the Cognitive Abilities Test (System-wide testing at Grades 3)

Achievement = 85%ile or above for Reading, English, and/or Math (EOG/EOC or other standardized test)

Nominations

Nominations may be submitted from the AIG Specialist, counselors, teachers, school personnel, parents, and students on an ongoing basis. Teachers who nominate students for the AIG program must submit a Teacher Nomination Form for review. Students can be nominated only once during a school year.

Student Transfers

The school secretary, data manager, school counselor, parent, or teacher informs the AIG staff that an identified gifted student has enrolled. The school counselor, data manager, or school secretary requests records from the student's previous school. Upon receipt of the student's records, the AIG Needs Determination Team reviews the records and recommends the appropriate action to be taken, including additional assessments if necessary.

Screening for Students in grades K-3 for Academically and/or Intellectually Gifted

Students in grades K-3 are not formally identified for Academically and Intellectually Gifted services. However, Edgecombe County does believe that there are times when students in grades K-3 may have a body of evidence that supports early identification. The body of evidence used for consideration for identification for grades K-3 should include the following:

- A portfolio consisting of mClass: Reading 3D data showing the student reading and comprehending 2 to 3 grade levels above their grade level
- A writing sample from Jacob's Ladder Reading Comprehension Program above grade level
- Math work samples above grade level
- Scales for Identifying Gifted Students (SIGS) observational tool

After the above has been reviewed by the district review team consisting of the Lead AIG Specialist, a
principal or principal’s designee, school counselor, and the classroom teacher and it has been deemed that the body of evidence support a nomination for identification the student will follow the traditional pathways to identification for Academically and/or Intellectually Gifted.

Pathways to Academically and/or Intellectually Gifted Identification

Pathway #1
Identification in AIG Reading (AR), Math (AM), or both (AG)
• Students scoring $\geq 85\%$ile on both a qualifying CogAT subtest AND EOG/EOC reading and/or math score are identified in the area(s) in which the scores align.

Pathway #2
Identification in AIG Reading (AR), Math (AM), or both (AG)
• Students scoring $\geq 85\%$ile on either a qualifying CogAT score OR EOG/EOC reading and/or math score
• The student must have a yearly class average of $\geq 93\%$ on in the aligning area of the CogAT or EOG score in reading and/or math
• The student must have a qualifying score on the Scales for Identifying Gifted Students (SIGs) of $\geq 90\%$ile on the general norming scoring guide on the aligning area for reading and/or math

Pathway #3
Identification for Intellectually Gifted (IG)
• Students scoring $\geq 96\%$ile on CogAT composite or subtest
• Complete Scales for Identifying Gifted Students Observational Tool for teachers and parents

Traditional Assessments used in Edgecombe County Public Schools:
• Cognitive Abilities Test (CogAT)
• North Carolina End of Grade Tests
• North Carolina End of Course Tests
• Other nationally normed standardized tests as approved by the Testing and Accountability Office and based upon available resources and funding

Non-traditional assessments used in Edgecombe County Public Schools
• Portfolios
• Jacob’s Ladder Reading Comprehension Program Pre-assessment (Joyce L. VanTassel-Baska, Ed.D & Tamra Stambaugh, Ph.D.)
• Literacy Assessments (Benchmarks)
• Math Assessments (Benchmarks)

Note: Multiple indicators of giftedness are considered. The lack of access to available data for one criterion cannot prevent a student from receiving gifted services.

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

**District Response:** Edgecombe County Public Schools recognizes a disproportionate representation of various subgroups within the gifted population in relationship to the general student population. In an effort to address this issue, the gifted program has initiated several programs and trainings that target diverse cultures. The gifted program has also researched and implemented procedures within the identification process to be more inclusive of the underserved population. Currently the AIG population includes 364 students (58% white, 27% black, 11% Hispanic, and 3% other), while currently the County student population includes 6042 students (29% white, 56% black, 12% Hispanic, and 4% other). This headcount demonstrates the need for continuation of exploring diversity issues surrounding gifted education and services within Edgecombe County Public Schools.

Edgecombe County Public Schools has increased its underserved population slightly by using The Nonverbal scores from the CogAT. Students that qualify using the nonverbal score typically are in the underserved population. While we have not yet aligned our AIG population with the district population we are making a difference. We will be researching other methods to further align our population.

Edgecombe County Public Schools recognizes that many children with potential will not qualify for Academically and/or Intellectually Gifted Identification. In order to broaden service delivery options and include students from underserved populations, Edgecombe County Public Schools will continue to strengthen the Discovery/Nurturing Program. The Discovery/Nurturing program applies to the group of students who are not identified as Academically and/or Intellectually Gifted but have demonstrated some gifted characteristics. Data on student participation will be gathered from the utilization of PLCs (Professional Learning Communities) and MTSS (Multi-Tiered System of Support) to use in placing students in the Discovery/Nurturing Program.

Edgecombe County Public Schools enriches students who have not been identified, paying special attention to students who have been traditionally under-represented. ECPS utilizes PLCs and MTSS in order to effectively serve students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, intellectually gifted and twice exceptional.

Edgecombe County Public Schools will continue the utilization of EVAAS data system to place students into more advanced mathematics sequences in 8th grade and in high school and expanding opportunities for under-represented populations. Edgecombe County Public Schools will use multiple criteria to recognize and enrich high potential among students across all ethnic, geographic, and socioeconomic groups.

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

**District Response:** Edgecombe County Public Schools has the following timeline in place to ensure that screening, referral, and identification processes are consistent within the district:
August
• AIG Specialists have professional development on the screening, referral, and identification process
• AIG Specialists have professional development on the characteristics/traits of gifted children with an emphasis on what the characteristics/traits of a gifted child may look like from different populations

August/September
• AIG Specialists provide professional development at their schools on the screening, referral, and identification process
• AIG Specialists provide professional development on the characteristics/traits of gifted children with an emphasis on what the characteristics/traits of a gifted child may look like from different populations to the staff at their schools

August/September/October
• AIG Specialists meet with their school based review team (principal, school counselor, and classroom teacher of identified student) to review data on newly identified students and previously identified students to create Developmental Educational Plans (DEP) to meet the needs of the students
• AIG Specialists meet with parents to sign DEPs

November/December
• CogAT is administered to 3rd graders

January/February
• Data from CogAT is reviewed and the screening process starts for third graders
• AIG Specialists provide professional development for third grade teachers on the screening, referral, and identification process
• AIG Specialists provide professional development on the characteristics/traits of gifted children with an emphasis on what the characteristics/traits of a gifted child may look like from different populations to the staff at their schools

May/June
• Using all available data students are prescreened for the next school year and are formally identified in August

To monitor that all screening, referral and identification practices are implemented consistently across the district, AIG Specialists provide copies of data used in the identification process to the lead AIG Specialist and/or supervising director of the AIG program.

Teachers, parents, administrators, and students can make student referrals for AIG Identification. It is an ongoing process throughout the school year. Referrals can be based on classroom performance, standardized testing scores, teacher and parent observations. AIG Specialists work with the Exceptional Children’s Department (EC) and the English as a Second Language (ESL) Department to provide assistance to teachers in recognizing gifted characteristics/traits in students who may be twice exceptional (being EC in one area and gifted in another) and students whose
primary language may not be English.

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

**District Response:** Edgecombe County Public Schools strives to articulate and disseminate the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large by:

- having the AIG plan available on the district website
- having a flyer with identification process/criterion used for identification on the district website
- having relevant documents/information translated in appropriate languages when needed
- distributing placement information for stakeholder groups at events held at the schools. This includes yearly presentations during a school-wide staff meeting by AIG specialist at each school to inform the school community about the AIG program.
- having staff training via a slideshow presentation at the beginning of each school year to ensure everyone understands the role of the AIG specialist and the process for screening and identification

Edgecombe County Public Schools maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with teachers and parents/families. Each year AIG Specialists, teachers, and parents/guardians work together to develop appropriate DEPs for identified AIG students. Services are based on current data of the student's classroom performance, EOG testing data, and the social and emotional needs of the student. Parents/families are invited to a conference or are given written notification of the services being provided to their student. Parents/guardians are encouraged to meet with their child's AIG Specialist throughout the year as needs change. Schools maintain documentation in the placement folder of the student.

At least once per semester, the district as a whole will hold a Family Game Night for all stakeholders. At the event, which may include a light meal, AIG Specialists, students, and their families can choose to participate in a variety of enjoyable games or activities. These events also provide an opportunity for AIG families to interact with one another and for AIG Specialists and/or guest speakers to share information about the AIG program or the special needs of the AIG child.

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

**District Response:** Edgecombe County Public Schools keeps individualized files for all identified AIG students. Once the criteria for AIG Identification has been met, the AIG Specialist will create a file
for each student. These files must include a Student Identification Record that includes pathway to identification and a Differentiated Education Plan for each school year. For grades Kindergarten through 8, the AIG Specialist will house them in a secure place within the school. For grades 9-12, the files will be housed within the students cumulative folder.

These records are updated annually with new DEPs (Differentiated Education Plans) that are created by the Needs Determination Team which includes: the teachers assigned to the student, the AIG Specialist, an LEA representative and the school counselor. The AIG Specialist will meet with the parents and/or guardians to review the DEP for approval. If the parent(a) makes a modification request, the Needs Determination team will meet with the parent for further review and to make alterations.

All members of the Needs Determination Team and the parents and/or guardians of the student will receive a copy of the DEP.

**Ideas for Strengthen the Standard:**
- Research alternative assessments and non-traditional measures to use for identification
- Utilize flexible grouping opportunities more consistently for students demonstrating potential in certain areas
- Have AIG Specialists meet with counselors and/or core subject teachers at the high schools once each semester to review AIG students’ progress.

**Sources of Evidence:**
- Edgecombe County Public Schools website
- AIG Parent brochures/communication
- Agendas from school staff meetings/PLCs
- Student AIG records
Standard 2: Comprehensive Programming within a Total School Community

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

Practice A
Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: Edgecombe County Public Schools provides a variety of services for gifted and potentially gifted students that modify, supplement, and build on academic skills and knowledge. However, surveys indicate the need to expand services. The AIG Department will continue to explore options on expanding service options that match the academic, intellectual, social and emotional needs of all gifted and potentially gifted learners at all grade levels.

A licensed AIG Specialist, who collaborates with the regular classroom teachers to provide differentiated lessons in students' identified area of Reading and Math serves elementary students.

Elementary students are provided the opportunity to participate in enrichment activities, which incorporates the use of Jacob's Ladder, William and Mary Curricula, and Project M3 for math.

A licensed AIG Specialist, who collaborates with regular classroom teachers to provide differentiated lessons in students' identified area of Reading and Math serves Middle School students.

Students are provided the opportunity during Intervention/Enrichment time to participate in problem based learning activities.

Students are involved in novel units, vocabulary enrichment, common core aligned tasks, Math Stars, and Wiki released enrichment activities for enrichment.

AIG specialists also tie in activities that promote social and emotional needs via their enrichment activities.

Students are also evaluated through the use of EVAAS for Math I in 8th grade. In addition to EVAAS, grades, parents, teacher and principal recommendations are considered.

High School Students are given the opportunity to participate in Honors Level and AP courses, take College & Career Promise (CCP) courses through our local community college, take courses not offered at local high schools through NC Virtual Public School (NCVPS), and to apply to attend the Early College or NC School of Math and Science.
Middle and High School students have the opportunity to participate in the Credit by Demonstrated Mastery process to test out of classes where they are proficient. This allows the student to pursue more advanced classes or classes of interest.

All students are provided the opportunity to meet with their school counselor to meet their social and emotional needs. Students also have the opportunity to participate in activities such as Bibliotherapy, Autonomous Learner Model and I'm Not Just Gifted: Social and Emotional Curriculum for Guiding Gifted Children activities that focus on social and emotional needs of gifted students with their AIG Specialist.

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

**District Response:** Edgecombe County Public Schools aligns programs and services with the areas of identification. At the elementary and middle school level programs and services are provided based on identified areas of Reading and Math. Curricula are modified and differentiated based on students’ needs within the regular classroom with collaboration from a licensed AIG Specialist. Opportunities for enrichment activities are available with a licensed AIG Specialist and classroom teachers. AIG specialists also meet with regular education teachers, school counselors and administrators to recognize high fliers on Benchmarks, Star Reading, and other readiness profiles to acquire new students for possible inclusion in their enrichment clusters. Parents are also allowed input to see if their scholar fits the criteria for pull out services.

Students who are identified as gifted will receive Instruction in their identified area(s) through placement in cluster groups or advanced content classes. Students will also be given enrichment or pull-out instruction by an AIG specialist who services their school in the area(s) in which they have been identified. Service options will be included on the student's DEP and reviewed as needed with classroom teachers and parents to ensure services are appropriate for each student. Collaboration among AIG Specialists, classroom teachers, and other personnel will be ongoing to ensure the needs of gifted students are met. Additionally, students who are identified as gifted in Math or score a level 5 on the math EOG/EOC are allowed to begin advanced Math instruction at any grade level and/or take math courses for high school credit beginning in middle school.

At the high school level, differentiated curriculum, and instructional opportunities are present through Advanced Placement, Honors, Credit by Demonstrated Mastery, College and Career Promise (Dual Enrollment) courses through the local community college, Distance Education, and the opportunity to apply to attend Early College or the NC School of Math and Science. High school students will be allowed to self-select their courses based on their academic needs. A high school DEP will be created for each AIG student at the end of 8th grade and forwarded to the high school the student will attend to assist counselors and career coaches with the determination of courses that will best suit the student’s academic needs and career goals.

The AIG program is woven through all programs and services offered by Edgecombe County Public Schools. On-going collaboration among classroom teachers, AIG Specialists, counseling services,
and other personnel involved with gifted education connect and enhance curriculum at all levels through PLCs and district wide initiatives. Edgecombe County Public Schools also use data provided from the NC Testing Program to evaluate and improve services and delivery options in gifted education. Common AIG resources will be stored with the district AIG Lead Specialist so they are available to every AIG Specialist to share with other staff.

An AIG representative will attend district leadership meetings when appropriate.

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

**District Response:** Intentional, flexible grouping practices are implemented throughout the district to facilitate effective instruction and support the growth of AIG students and all students. Each school's schedule has a daily-dedicated block of time to accommodate flexible groups. A variety of data is analyzed (formative, benchmark, summative assessment, etc.) to determine the flexible groups. Student groups can be adjusted both within the class and between classes as found necessary based on data. Some schools offer I/E (Intervention/Enrichment) that allows students to be grouped and re-grouped at regular intervals for either remediation or enrichment in their core content areas.

Elementary, middle, and high school classroom teachers may utilize flexible grouping, subject acceleration, and grade acceleration when appropriate to facilitate effective instruction and support the growth of AIG and IG students, in conjunction with AIG resource and nurturing offered by AIG teachers.

*Middle and high school classroom teachers with AIG and IG students, may primarily serve classes grouped by ability allowing for greater depth and complexity to the course objectives. When academic need is greater than can be afforded by the classroom setting, multiple opportunities exist including, but not limited to, online classes and dual-enrollment.*

*High school counselors and AIG specialists will provide course registration sessions to inform AIG and IG students about courses and other opportunities available to them, to encourage AIG and IG students to self-select challenging and rigorous coursework for themselves.*

**INTENTIONAL PLACEMENT OF AIG STUDENTS**

Groups of 4 to 10 AIG and IG students are served in heterogeneously grouped classes, where a certified AIG teacher or teacher with district-approved training in differentiation of instruction, meeting the intellectual, academic, social and emotional needs of gifted learners; as well as regular attendance in targeted Professional Learning Communities, delivers differentiated curriculum based on students’ interests, strengths, learning styles, and learning needs.

The North Carolina Standard Course of Study will be enriched and extended within the regular classroom by the regular classroom teacher; as well as intentional, targeted, appropriate differentiation of instruction offered to meet the unique learning needs of AIG and IG students (See Standard 6: Program Accountability, Practice B).
ENRICHMENT CLASSES
Enrichment classes may be offered at a grade level, or across grade levels, to students who share common interests and ability levels in a particular field of study. Recommendations include classes in science, social studies, math explorations, career development, and advanced communication skills such as creative writing, drama, public speaking, and debate. Interdisciplinary studies with an emphasis on leadership and ethics are encouraged. The teachers of these classes should be teachers on staff who have expertise in the topics and have been trained in differentiation of instruction, and meeting the intellectual, academic, social and emotional needs of gifted learners. These classes may be offered to students identified as AIG or IG who are highly interested in the topics selected. They must have parental and teacher permission to attend these classes.

SEMINARS
This service option may be offered to middle or high school students who choose to participate in high-level shared inquiry and discussions of real-world concerns. Seminars may last for a couple of hours once per quarter or occur once a week on a regular basis. They may involve critical literacy, leadership training, ethics and character development, or cultural awareness.

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

District Response: Edgecombe County Public Schools is committed to providing an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners by providing professional development for all teachers, school administrators, and support staff on delivery of differentiated services and instruction for AIG students.

It is the responsibility of AIG personnel to inform teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. The AIG team has created a slideshow presentation to inform all educators about the workings of the AIG program. AIG Specialists will facilitate a presentation to provide training annually for classroom teachers, support staff, and school administrators on the identification criteria, nomination process, and referral process used for identifying and serving gifted learners, using the slideshow presentation.

The District AIG Coordinator and/or Exceptional Children's Director will meet annually with school administrators to inform them of regulations related to gifted education, and the local AIG program and plan.

The AIG Team will also provide stakeholders a copy of a handbook with an overview of the key components of the AIG plan and how it affects their instruction.
Practice E
Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

District Response: Edgecombe County Public Schools recognizes the need for communication among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

Edgecombe County Public Schools AIG Specialists will facilitate informational sessions and presentations on services offered by the district AIG department. The informational sessions and presentations will be presented to teachers and parents.

During the month of June AIG Specialists will send a yearly notification to principals indicating rising AIG students. In August AIG Specialists will meet with one another to transfer student files and share individual student information with receiving AIG Specialists. The receiving AIG Specialist will also meet with regular classroom teacher notifying them of AIG identified students in their classrooms and discuss a continuation of services. Students transitioning from 8th grade to high school will work collaborate with parents, teachers, AIG Specialists, and counselors to complete a plan for their four-year course of study with emphasis placed on more challenging course work (Honors and AP).

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

District Response: Surveys have indicated that Edgecombe County Public Schools need to provide additional professional development on addressing the social and emotional needs of AIG students. To increase the awareness of the social and emotional needs of gifted students Edgecombe County Public Schools will provide support during PLCs and targeted professional development for AIG Specialists, school counselors, regular education teachers, and other support staff to collaborate on meeting the social and emotional needs of AIG students. Together, they will look at and incorporate lessons and strategies to develop and nurture the social and emotional development unique to AIG students into classroom and enrichment settings and where needed develop targeted plans of support for any students identified with specific social and emotional needs.

At the beginning of each school year the AIG Specialists will utilize the lessons on "I'm Not Just Gifted" to expose students to what it means to be gifted as well as understanding their social and/or emotional needs.

To address social and emotional needs of AIG and IG students, strategies may include, but are not limited to:

* The AIG Coordinator meets and collaborates with the Associate Superintendent
* School-based AIG Specialists meet to plan and collaborate to address AIG and IG students’ needs
* School-based AIG Specialists present information to staff at their assigned schools to address
meeting social and emotional needs of AIG and IG students
*Collaboration with school counselors
*Collaboration with regular teachers
*District professional development offerings regarding meeting social and emotional needs of AIG students
*Invite counselors to provide instruction on social/emotional needs in our AIG and IG resource groups for elementary school students
*Establish groups for special social/emotional needs in elementary, middle, and high schools
*Continue to have school-based AIG Specialists assigned to serve all schools
*Work with AIG Specialists/Facilitators/Contacts at all levels to establish counseling groups as needed for specific social/emotional needs
*Continue to offer breakout sessions at the ECPS local Amplify ECPS Day for educators to learn more about meeting the social and emotional needs of gifted learners

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

District Response: As governed by NC State Board of Education policy, the opportunity for acceleration may begin with early entrance to kindergarten. Credit by Demonstrated Mastery, distance learning, and dual enrollment opportunities in college level courses are also available as means of acceleration. Compacted content may be offered by individual classroom teachers or AIG specialist.

Students identified with the potential for possible grade acceleration or advancement will be processed on a case by case basis by the administration, counselor, and AIG specialist at their school.

Strategies and practices to address these advanced needs may include, but are not limited to:

*High school students who are identified as Academically/Intellectually Gifted may choose to pursue courses through NCVPHS at Edgecombe Community College once all coursework offered in Edgecombe County high schools in their selected subject area(s) has been exhausted

SUBJECT OR GRADE ACCELERATION

A student who exhibits an extraordinary academic ability and maturity may be considered for subject or grade acceleration.

In determining the need for subject acceleration, the AIG School-Based Review Team along with the principal and the AIG Coordinator will review the student's ability to meet the criteria.

*If any K-2 student continuously performs above grade level in math and reading, performs above grade level on standardized assessments, an Individual Differentiated Education Plan will be developed by the teacher, school AIG Specialist, parents, and principal/designee to ensure the needs
of the child are being met. The plan may include, but is not limited to being included in small group instruction, differentiation within the classroom by the classroom teacher, curriculum compacting, tiered lessons, independent projects, consultation with the school-based AIG Specialist, individual subject acceleration, and grade acceleration.

In determining the need for grade acceleration, parents and/or the teacher must make the requests for grade acceleration for the next school year to the principal and the school-based AIG Specialist. The committee of the principal or assistant principal, the school-based AIG Specialist, the AIG Coordinator, the teacher(s) of record, prospective teacher(s), and the parent(s)/guardian(s) will determine final placement using the IOWA Acceleration Scale and all other available data.

*Placement at the next grade level should be provisional for one grading period

*During this time, behavioral observations should be made and academic progress closely monitored. The current and prospective teachers, with the assistance of the school-based AIG Specialist, the AIG Coordinator, the principal, the student, and the parents should develop an Individualized Differentiated Education Plan (I.D.E.P) to be used at the next grade level

*Goals and objectives should include both social and academic development to ensure student success in their acceleration/advanced curriculum.

To facilitate the process of student grade level advancement in Edgecombe County Schools, the following guidelines/procedures are suggested:

EVALUATION AREAS/MEASURES

Aptitude – Utilizing a grade level above CogAT, Form 7 or comparable nationally-normed test composite scores, administered within the last school year, should reflect at least the 98th percentile.

Achievement – Utilizing a grade level above score on standardized assessments including North Carolina End-of-Grade Tests, or comparable nationally-normed test scores, administered within the last school year, should reflect at least the 98th percentile.

Social-Emotional Development – Questionnaire/Inventory completed by parent

Academic Performance – Classroom grades should reflect the highest level of performance in all areas.

OTHER FACTORS TO BE CONSIDERED

*The candidate for grade-level advancement should be self-motivated

*The student should be a strong, independent reader

*Communication and math skills should be appropriate for the next grade level

*Early Admission to Kindergarten (State Board Policy)
*The district provides opportunities for Credit by Demonstrated Mastery

*The district provides opportunities for compacted content

CREDIT BY DEMONSTRATED MASTERY (CDM)

Credit by Demonstrated Mastery Participants
In 2013, GCS-M-001 Policy Defining “Course for Credit,” was approved by the State Board of Education (SBE). Within this policy are guidelines for offering Credit by Demonstrated Mastery (CDM) to North Carolina (NC) students. CDM is the process in which local education agencies (LEAs) employ a body-of-evidence to award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. The CDM process is open to all NC public school students in grades 9–12 in high school courses and in grades 6–8 for high school courses offered in middle school. Only English I may be taken in the middle school. LEAs may choose to make CDM available for students in grades 6–8 for middle grades content.

Process to Demonstrate Mastery

Phase IStudent completes a standard examination of the assessment required for the course to demonstrate foundational knowledge. Examinations shall include, where applicable
• End-of-Course (EOC)
• Career and Technical Education (CTE) Post-Assessment, or
• Locally developed final exam

Re-testing is not permitted.

For EOC courses students must achieve the following scale scores:
Math I > 264
Biology > 261
English II > 165

For CTE courses students must achieve a scale score of 90 to qualify for Phase II.

For non-EOC courses, students must achieve a 90 or higher on the local exam to qualify for Phase II artifact development.

Phase II Student completes the artifact development process and any other criteria a local school district requires to demonstrate deep understanding and application of course content. Credit is indicated on transcripts as follows:

EOC courses "CDM"

non-EOC courses "CDM"

Schools participating in CDM must complete the test administration (i.e., Phase I) during one of three 10-day testing windows each year during the months of February, July, or September. LEAs are
encouraged to set a deadline for student CDM applications no less than one week prior to each testing window.

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

**District Response:** Edgecombe County Public Schools recognizes that many children with potential may not qualify for AIG identification. Edgecombe County Public Schools has established a nurturing program in an effort to broaden service delivery options and include students from under-served populations. The AIG department uses the non-verbal portion of the CogAT, given to all 3rd grade students, as a way to recognize students who are traditionally under-represented in the AIG population. The AIG department is currently reviewing data of this practice and researching other ways to recognize and serve traditionally under-represented AIG populations.

AIG specialists are always meeting with regular education teachers, counselors and administrators to determine if a student could benefit from inclusion in enrichment clusters but does not meet the criteria for AIG identification.

The Edgecombe County Public Schools Nurturing/Discovery Program applies to the group of students who may not be identified as AIG, but who are achieving or have potential to achieve at substantial levels of performance. Professional judgment must be exercised in the selection process.

Once a student that is traditionally underrepresented is selected to receive nurturing services, the student will be further supported through small group instruction, differentiation within the classroom by the classroom teacher, curriculum compacting with special attention to cultural differences, tiered lessons, independent projects, tutoring, consultation with the school-based AIG Specialist, enrichment, and vocabulary instruction to assist with language barriers often associated with under-represented and underserved populations.

At grades K-3 and 9-12, students may be nurtured by the AIG Specialist as time and resources allow. Students may be recommended for nurturing by self-nomination, by their classroom teacher, other school personnel, or by a parent/guardian. Since AIG Specialists are not assigned to high schools, the nurturing process may be done by independent study with periodic check-ins between the AIG Specialist or another school employee and the nurtured student.

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

**District Response:** Edgecombe County Public Schools offers and encourage students to participate
in an array of extra-curricular programs and events. District wide the availability of personnel, resources, and money impact decisions about which programs and events are offered. Parents and community members are encouraged to participate and volunteer in all extra-curricular programs and events.

The district along with the AIG Department encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students in a variety of ways.

Many extra-curricular activities and events are sponsored by the district and other groups that offer opportunities for students which may include, but are not limited to:
* Battle of the Books - elementary and middle
* Duke TIP - elementary and middle
* Governor's School
* Math Counts
* Designers of Tomorrow
* BETA Club
* Academic Summer Camps
* Competitions
* Clubs
* Band
* Chorus
* Exploratory classes
district AIG Quiz Bowl
regional Spelling Bee
Robotics Competition
STEM Design Challenge
Odyssey of the Mind Competition
Science Olympiad
    Local ECPS summer camps

Activities may vary by school provided that students meet the criteria established for participation at their school or the sponsoring group.

**Ideas for Strengthen the Standard:**
- Become more consistent across district distributing information about Duke Tip, Governor's School, Summer Ventures, Credit by Demonstrated Mastery and other programs
- Expand use of College of William & Mary Advanced Language Arts Units
- Expand use of Jacob’s Ladder reading comprehension program in regular classrooms
- Explore options for advance curriculum in math

**Sources of Evidence:**
- Roster of students participating in Duke Tip, Governor's School, Summer Ventures, Credit by Demonstrated Mastery, and other programs
- District PLC agendas and attendance record
• An array of service options, K-12
  DEPs/IDEPs/etc.
• Specific program descriptions and data
• Student identification profile matched to service options
• State 034 funds matched to AIG services
• Local AIG Plan incorporated within other areas of LEA and vice versa.
• Differentiating Instruction with Menus Advance Levels Reading and Math
• Challenge Math (Primary, Elementary, and Middle)
• Math Olympiad
• Credit by Demonstrated Mastery documentation
• Data on access to honors and AP classes
• Assessment data
Standard 3: Differentiated Curriculum and Instruction

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

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

District Response: Edgecombe County Public Schools is developing and implementing professional development to prepare AIG Staff and regular classroom teachers (cluster teachers) to adjust the NC Standard Course of Study (NCSCOS) to meet the needs of gifted learners through the use of targeted differentiated strategies, including enrichment, extension, and acceleration.

AIG Staff and regular classroom teachers will develop tiered assignments, use curriculum compacting assignments and incorporate independent study units to meet the needs of gifted learners. Additionally AIG Staff and regular classroom teachers will implement the use of following research based differentiated strategies and materials:

- Literature Circles
- Paideia Seminars
- Problem/project Based Learning
- William and Mary - Jacob's Ladder Reading Comprehension
- William and Mary Navigator novel study curricula materials and advanced units
- Mentoring Mathematical Minds
- Challenge Math
- Novel Units
- Vocabulary enrichment
- Common Core Aligned Tasks
- Math Stars
- Wiki released enrichment
- Hands On Activity Stations
- Multiple intelligences
- Independent studies
- Social emotional strategies
- Advanced technology
- Guest speakers

AIG Specialists will follow-up with teachers on the incorporation of the professional development during Professional Learning Communities (PLC) and will assist classroom teachers in adapting lesson plans to ensure the needs of gifted students are met.

The district will continue the use of 1:1 technology to create personalized learning environments
through accelerated pacing and differentiation and expand the opportunities for students to work together with students of similar needs and interests. The district will continue to use North Carolina Virtual Public Schools (NCVPS) for some Math I students and high school students to create personalized learning environments.

**Practice B**

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

**District Response:** Edgecombe County Public Schools recognizes the need to strengthen meeting the needs of students through 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.

AIG Specialists will assist administration and teachers with grouping students based on identified abilities and readiness. Grouping students based on their identified abilities and readiness allows students to have the opportunity to extend their learning beyond the basic knowledge and experience individualized growth.

AIG Specialists will also assist teachers with selecting materials/curriculum that meets the needs of students based on identified abilities, readiness, interests, and learning profiles. AIG specialists will also co-teach with regular education teachers when covering units of study to help accelerate the curriculum in cluster groups.

AIG Specialists will continue to communicate with teachers regarding Differentiated Education Plans (DEP) and the district expectation that DEPs will be followed within the regular classroom.

Regular education teachers, as well as AIG specialists, will work/teach collaboratively to employ diverse and effective instructional practices that may include:

- Mastery Learning Units
- Learning Centers
- Technology-Based Instruction
- Differentiated Units
- Accelerated/Remediation Services
- Curriculum Compacting
- Tiered Assignments
- Contracts
• Independent Study
• Advanced Content

• Technology-Based Instruction

• Accelerated/Remediation Services

• Individualized Program

An emphasis will be placed on developing high school DEPs that will be developed in 8th grade and reviewed annually to ensure that students’ needs are being met throughout their high school experience.

An AIG specialist may be available to confer with high school identified scholars across the county.

Add: explanation of how differentiation is aligned with identification.
Differentiation is aligned to identification in either math, reading or IG. Clusters are grouped according to student identification, and many scholars are served in multiple areas.

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

District Response: Edgecombe County Public Schools has provided AIG specialist and regular classroom teachers with researched based best practice materials/resources to meet the needs of gifted students. Materials are available through an on-loan process from the AIG Department. The use of the materials is structured through Professional Learning Communities (PLC) and collaboration between the AIG specialist and regular classroom teacher. The AIG program also supports academic competitions that enhance student learning and growth opportunities.

AIG staff and regular education educators will regularly implement Mentoring Mathematical Minds, Math Stars, Jacob’s Ladder Reading Comprehension, Novel Units, Paideia (a collaborative, intellectual dialogue facilitated by open-ended questions about a text or topic to increase understanding of ideas and values. This method is more often referred to as the Socratic Method during which the teacher acts as facilitator guiding the students into meaningful dialogue), Science, Technology, Engineering, and Math (STEM) challenges, Problem based learning, social and emotional needs activities, vocabulary enrichment, Wiki released activities, common core aligned, tasks, Credit by demonstrated Mastery (CDM), coding, Patterns of Change and Literature Circles.

In high school, instructional practices used to address a range of learning needs may include:
• Selected Advanced Courses

• Technology-Based Instruction
• Differentiated Units
• Distance Learning Education
• Special Course Curriculum (AP)
• Special Electives

• Independent Study Contracts
• Curriculum Compacting (Honors)
• Advanced Content
• College Courses
• Credit by Demonstrated Mastery

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

District Response: Edgecombe County Public Schools will continue to foster the development of future-ready skills at an advanced level to meet the needs of gifted students.

Through an Edgecombe County Public Schools initiative, global learning is incorporated in the K-12 curriculum. Along with several Spanish immersion classes at some elementary schools, teachers across the district are encouraged to utilize and create global units and lessons that correlate with the Participate Learning Program.

In addition Edgecombe County Public Schools will continue to provide opportunities for students to receive a rigorous curriculum that embeds learning and critical thinking skills within the real world context. AIG Specialists use advanced curriculum units with a focus on communication skills, research skills, creative problem solving, higher order critical thinking, personal and interpersonal relationships. These units will be used with students during AIG enhancement periods and/or pull-out resource time.

AIG Specialists also utilize local and global programs to develop future-ready skills. AIG Specialists partner with our community 4H program to implement hands-on, real world learning units, encourage and promote Odyssey of the Mind, and provide opportunities to meet with and learn from local leaders and business owners. AIG Specialists are also trained in using Paideia Seminar.

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

**District Response:** Edgecombe County Public Schools supports disaggregating assessment data to drive lesson planning and delivery of the lesson plan. On-going assessments that will be used may include: district benchmarks, district Mock End Of Grade Tests (EOG), NCDPI released EOG questions, Curriculum compacting, and common formative assessments. Teachers and AIG Specialists will use pre, post, formative, and Curriculum compacting, and summative assessments to monitor student needs and progress after analyzing the data to determine the appropriate curriculum differentiation needs of the student. Flexible grouping practices will be informed based on testing data to differentiate classroom curriculum and create enriched learning opportunities for students in areas in which they excel. AIG Specialists will continue to support teachers in analyzing the performance of gifted learners as well as collaborating with teachers to design effective instructional lessons to meet the needs of students. AIG Specialists will keep a spreadsheet of data on their students to be used as discussion points at AIG Specialist monthly Professional Learning Community (PLC) meetings.

Student clusters may change as local assessments show a demonstrated need due to high performance, parents may request services, administrators may suggest students, and students transfer in from other areas where they were receiving service.

**Practice F**

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

**District Response:** Edgecombe County Public Schools realizes instruction that supports the social and emotional needs of AIG learners is an area that needs to be strengthened. During the 2019-2022 Plan Cycle the AIG Department will partner with other departments to work towards addressing this aspect of gifted education.

AIG Specialists will provide information concerning the social and emotional needs of gifted learners and create professional development for school counselors. Guest speakers from Duke Tip will be contacted to provide parent/teacher sessions on the social and emotional needs of gifted students.

Curriculum units based on I'm Not Just Gifted: Social-Emotional Curriculum for Guiding Gifted Children will used with students. For newly identified students entering grade 4 a unit on "What it Means to be Gifted" will be taught and created by the AIG Specialists.

**Practice G**

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

**District Response:** Edgecombe County Public Schools recognizes that many children are gifted in Kindergarten through grade 3. While we typically do not identify them officially, students can receive services through nurturing. In an effort to broaden service delivery options and include students from
underserved programs, Edgecombe County Public Schools has established a Nurturing/Discovery Program. AIG Specialists will meet with regular classroom teachers to assist in recognizing these diverse needs through data disaggregation, sharing of research based-strategies, response to intervention strategies, and designing of quality lessons that impact high student achievement.

During this plan cycle an emphasis will be placed on implementing the PETs program (Primary Education Thinking Skills), Mentoring Mathematical Minds (MMM) and the Jacob's Ladder program in K-3 classes across the district.

Through data disaggregation students who demonstrate a need will participate in small flexible groups to enhance thinking skills.

After CogAT scores are returned in the spring, 3rd grade students who are at or near the 85% mark on any section of the CogAT may be pulled for small group instruction. This "Discovery" time will give students who may potentially be identified as AIG at the end of the school year an opportunity to see what AIG would be like. Focus in these classes should be higher order thinking skills.

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

**District Response:** Edgecombe County Public Schools recognizes that collaboration is essential to develop and implement a differentiated curriculum for all students. Staff development priorities have included and will continue to include differentiation strategies for all teachers. AIG specialists will be included/invited to serve when teams are working on district initiatives, such as curriculum guides and benchmark assessments. AIG specialists will employ multiple forms of communication to share expertise with other teachers including staff development. AIG Specialists will attend Professional Learning Community (PLC) meetings on a consistent basis to help desegregate data and to formulate a plan of action to target students that fall within each tier of the pyramid of intervention.

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

**District Response:** Edgecombe County Public Schools offers a variety service options to AIG students. The service options afford each AIG student the opportunity to develop their potential to the fullest by matching the identified needs of AIG students with the appropriate differentiated curriculum and instruction. The service options are documented and reviewed annually on the Differentiated Education Plan. The Differentiated Education Plan serves as a document to insure the needs of students are met. The plan covers an academic year and is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions. Midyear modifications can be made as necessary. The Needs Determination Team will meet with the parents
to make the necessary changes.

The AIG Specialist along with the Needs Determination Team consisting of the school counselor, teacher, and LEA representative, completes the Differentiation Plan (DEP) or the Individual Differentiation Plan (IDEP) annually. Parents are invited by the AIG Specialist to attend a meeting to review, add input, and sign the DEP or IDEP. Transitional meetings are held at the transition between 5-6 and 8-9 to explain the continuation of services. AIG Specialists from the departing and receiving schools will make sure the DEPs reflect the individual needs of the students as the move from elementary to middle school. We will work on a formal transition process for students moving to high school.

**Ideas for Strengthen the Standard:**
- Creation of a district walk through checklist to ensure the practices are being incorporated.
- Documentation of use of resources
- Create units based on "Who Moved My Cheese?" and the 7 Habits of Highly Effective Teens
- Exploring using components of USTARS (Using Science Talents and Abilities to Recognize Students - Promoting Learning for Under-Represented Students) with Primary Education Thinking Skills (PETs).

**Sources of Evidence:**
- AIG growth data
- Professional development rosters
- Professional Learning Communities (PLC) agenda/rosters
- Teacher lesson plans incorporating tiered assignments, curriculum compacting, and independent study units
- William & Mary curriculum units
- Jacob's Ladder Reading Comprehension Program Levels 1-5
Standard 4: Personnel and Professional Development

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

**Practice A**

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

**District Response:** Edgecombe County Public Schools employs an AIG specialist with AIG licensure to serve as the lead specialist. The lead specialist will guide, plan, develop, implement, revise, and monitor the local AIG program and plan under the supervision of a district director. Currently the Exceptional Children's Director is the supervising director for AIG and does not have AIG Licensure.

**Practice B**

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

**District Response:** Edgecombe County Public Schools employs AIG Specialists that have AIG Licensure. Each Specialist works directly with students and teachers at their assigned schools to ensure that the academic, intellectual, social, and emotional needs of gifted learners are met.

AIG Specialists provide a minimum of 45 minutes of direct services per week per area of identification (Language Arts and/or Math) for all AIG identified students in grades 4-8. This includes meeting their non-academic needs, such as social and emotional.

The Lead AIG Specialist monitors the needs of AIG students by working with the high school counselors. Students in grades 9-12 have the opportunity to self select programs and courses at the advanced level, including honors classes, Advanced Placement, and/or Dual Enrollment in community college courses.

AIG Specialists’ duties include:

- Demonstrating alignment and implementation of all six standards of the AIG plan
- Reviewing and analyzing on-going, benchmark, and summative data for all AIG students and Discovery Students

- Implementing a Discovery (nurturing) program for students in grades K-3 that aligns with the state standards and AIG plan, which includes teaching critical thinking lessons, and assisting in targeting students who demonstrate strengths in critical thinking skills
- Maintain records related to the school gifted education program, including identification, testing, placement, annual reviews, Discovery Program, and student headcount database
Developing curriculum that is aligned with the Standard Course of Study and is appropriate for gifted students
Collaborating with classroom teachers and other staff members at the school level to meet the cognitive, academic, social, and emotional needs of gifted students
Working directly with classroom teachers to provide feedback/co-teaching services on differentiation for gifted learners
Facilitating annual DEP reviews with AIG families, classroom teachers and other school staff
Facilitating parent informational sessions regarding identification processes and criteria

Attending monthly professional development and/or AIG training sessions provided by the district

Maintaining documentation of the demographic representation of the school's AIG program as it compares to the school's general demographic representation
Promoting extra-curricular opportunities for gifted students
Advocating for gifted learners in the school and community

Providing AIG student progress reviews to AIG families

As budget permits attending National/State/Regional professional development that pertains specifically to gifted education
Disseminate information about the gifted education program to school personnel, parents, and community members
Communicate and provide follow-up to professional development opportunities as needed
Chair the school AIG Needs Determination Team
Participate in school and district level PLC meetings
Maintain accurate AIG headcount

AIG Specialist are evaluated using the state teacher evaluation tool and by walk through observations done by central office personnel.

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

District Response: Edgecombe County Public Schools recognizes that professional development is a key factor in the growth of gifted students along with implementing and monitoring that the professional development is being used. Surveys indicate that there is a need for targeted professional development for all stakeholders.
The ECPS AIG Specialists have created a 40-hour, 8-module course designed for classroom teachers to understand gifted learners and research-based differentiation and instructional strategies. In this 3-year plan cycle, the AIG Specialists have set a goal to have all teachers who educate gifted learners complete this course. In the first phase we will begin with Principals and lead teachers to gain support, then offer the course to teachers in K-8 with support from AIG Specialists assigned to each school. We will strive to have all teachers that work with gifted learners have the necessary training to successfully meet their needs.

This course includes:

- History of Gifted Education, including North Carolina Laws
- Characteristics and Needs of Gifted Learners
- Gifted Learners with other needs (Twice Exceptional, English Language Learners, and Underrepresented Populations)
- Instructional Strategies designed for Gifted Learners
- Differentiation and Managing a Differentiated Classroom

The AIG Specialists will also provide training for classroom teachers on using Research-Based programs, materials and strategies adopted by ECPS, such as:

- Gifted characteristics
- AIG procedures and processes
- Instructional practices for gifted and nurturing/discovery students
- Social and emotional needs
- Scheduling and placement options/flexible grouping
- Primary Education Thinking Skills (PETS)
- Jacob's Ladder
- William and Mary Language Arts Units
- Mentoring Mathematical Minds
- William and Mary Navigators
- Credit by Demonstrated Mastery
- AIG Booster Shots through DPI

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

**District Response:** Edgecombe County Public Schools strives to place students in general education classrooms with teachers who understand the needs of gifted learners. While many ECPS educators do not have an AIG add-on license from an institute of Higher Education, our goal is to have our educators complete the 8-module AIG training course designed by AIG Specialists. This is a targeted professional development on gifted education and curriculum differentiation for gifted students.
Teachers may obtain AIG licensure through a college or university at their own expense, take the new AIG Licensure PRAXIS or complete the 40 hours of locally developed AIG professional development.

**Practice E**

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

**District Response:** Edgecombe County Public Schools seeks to align professional development with the local AIG program goals and other district initiatives by:

- Communicating the nature and diverse needs of gifted students within the school environment
- Extending the program for gifted students beyond the school by involving parents and community members
- By offering a continuum of differentiated services designed to challenge and develop gifted students
- Educating all stakeholders about needs of the gifted children and the AIG program

Professional development will be aligned in the upcoming plan by implementing the following criteria:

- Offer on-going professional development addressing rigorous differentiated instruction and the social-emotional needs of the gifted learners
- Offer professional development to stakeholders on Cluster grouping and Flexible grouping within grade levels
- Ensure that the educators working with AIG students have an appropriate knowledge base, skills, and resources to support the program.

Provide professional development on the following topics for AIG Specialists and classroom teachers

- Characteristics and Needs of Gifted Learners (including twice exceptional students)
- Interventions for At Risk Gifted Learners
- Differentiated Instruction
- Screening, Identification, and Placement of Gifted Students
- Multiple Learning Styles and Approaches
- Creative Problem Solving
- Nurturing Potential
- Technology Integration

In addition to these, Edgecombe County Public Schools offers an annual one-day conference called Amplify ECPS, where ECPS educators share their knowledge and/or educate themselves on various educational strategies through 40 or 80 minute sessions. The educators can self select their sessions to fit their needs. The AIG Specialists offer sessions on differentiation, social and emotional needs of gifted learners and research-based ways to grow gifted learners.
Practice F
Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

District Response: Edgecombe County Public Schools recognizes that through Professional Learning Communities (PLC), AIG specialists and other teachers have the opportunity to plan, implement, and refine applications of their professional development learning. AIG Specialists however, are split between two or more schools which does not allow for consistent participation of school-based Professional Learning Communities.

Elementary AIG specialists and middle school AIG specialists will collaborate monthly to plan differentiated units of instructions for gifted learners. AIG specialists will attend school based Professional Learning Communities with other teachers as frequently as their schedules permit. 
•Consults/teams with teachers to develop and implement appropriate differentiated strategies
•Provides additional resources to support the needs of gifted learners
•Assists cluster teachers in developing instructional plans for the AIG students within their classroom
•Develops and monitors activities appropriate for individual or small groups of students
•Coordinates and offers professional development for classroom teachers participating in the education of gifted learners
•Participates in professional development related to academically and intellectually gifted programming and implements with gifted students as appropriate
•Attends meetings and conferences related to AIG programming

Ideas for Strengthen the Standard: Employ a licensed AIG Coordinator to lead and guide the plan

Sources of Evidence: •AIG Specialists’ schedules
•Minutes from monthly meetings
•Examples of differentiated units of instruction
•Examples of communications with parents, school personnel, community members
•Samples from AIG portfolios/folders
• Signed attendance rosters of AIG PLC meetings and school based PLC meetings
• Signed professional development rosters
• Presentation or workshop handouts
• Fidelity checks on teacher licensure and/or locally developed professional development
Standard 5: Partnerships

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

Practice A
Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

District Response: Edgecombe County Public Schools maintains a working partnership and communicates with parents/families to meet the diverse needs of AIG students. Annual meetings with parents are held to evaluate service options for students. During the 2019-2022 Plan Cycle to strengthen the partnership, efforts will be made to form an AIG group. This group will be comprised of AIG Specialists, regular education teachers, parent representatives, principals, and the Exceptional Children’s (EC) Director. This group will meet annually to discuss the needs of the AIG program and to review the goals in the AIG Plan.

In addition, the AIG Specialists will hold parent informational sessions at our biannual Family Game Nights. Parents and other stakeholders can learn about our AIG Program, needs of gifted learners, and how to better support gifted learners through specials guest speakers.

During the AIG Specialists’ monthly PLC meetings, a portion of time will be dedicated to discussion and writing lessons about being a gifted learner. The Specialists will use the book, "I'm Not Just Gifted, Social/Emotional Curriculum for Guiding Gifted Children" by Christine Fonseca as a guide. The AIG Specialists will also use the Autonomous Learning Model to reinforce self-directed learning for differentiation in the regular classroom. The AIG Specialists will create and send flyers for parents, teachers and administration as guidance in teaching and parenting gifted learners. The AIG Specialists will also share this information at staff meetings.

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

District Response: Edgecombe County Public Schools will continue to share with stakeholders, including all students, parents/families all of the information regarding the local AIG program, plan and other policies in the following ways:
• The local plan, laws regarding gifted education, identification procedures, and links to organizations that cater to gifted education are available on the Edgecombe County Public Schools website for all stakeholders to review.
• Annually the AIG specialists send flyers regarding AIG programming, Due Process, and Article 9B to
parents.

- Annually the AIG Specialists share a PowerPoint explaining the AIG plan and policies with school staff.
- Edgecombe County Public Schools will continue to provide opportunities for parents to communicate with AIG Specialists and to sign local DEPs and IDEPs. ECPS will also provide newsletters and informational leaflets about AIG programming.

Twice a year we will hold Parent/Student fun nights to either play challenging AIG games and or be a showcase of work and projects by AIG students. Parent information sessions will be held during these nights to share strategies and opportunities for AIG students.

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

**District Response:** Edgecombe County Public Schools recognizes the importance of having stakeholder input in developing and implementing the AIG plan. For 2019-2022 plan cycle Edgecombe County will establish an advisory group which represents the diversity of the district population and includes community members, AIG parents and families, AIG specialists and other instructional and support staff. Members of this group will:

- Complete surveys periodically to offer information/data on the progress of the plan
- Formally evaluate the AIG plan annually
- Assess annually, using various evaluation strategies, to determine the effectiveness of services delivered to AIG students. (Surveys, data analysis, etc.)
- Become knowledgeable about current programs, research, and best practices in gifted education and its relationship with general education
- Focus attention on issues relative to improving the educational services for gifted students
- Maintain and monitor student AIG records and folders

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

**District Response:** Edgecombe County Public Schools is committed to informing parents/families/community of opportunities available to AIG students on an on-going basis and in their native language to keep all involved stakeholders abreast of current trends/events happening within the program's realm. Edgecombe County Public Schools will:

- Provide written communication (brochures, newsletters, websites, handbooks) to parents/families/community of AIG related programs and activities
•Provide all forms of communication in English and Spanish to address the diverse languages of parents/families.

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

**District Response:** Edgecombe County Public Schools will seek more opportunities to engage institutions of higher education, local business and industry and other stakeholders to enhance and gain support for AIG programs and services.

Edgecombe County Public Schools will continue to:
•Offer AIG meetings to educate all stakeholders regarding the AIG program’s policies and procedures and information regarding gifted students
•Invite participation on the AIG advisory Group from the community, institutions of higher education and local business and industry. (Invite stakeholders to our family fun/game/showcase nights)
•Elicit members of the community, institutions of higher education and local business and industry to provide a partnership in the following ways:
  oJob shadowing
  oMentoring
  oCareer day
  oAcademic contests

AIG Specialists will continue to partner with 4H and Strategic Twin-Counties Educational Partnership (STEP) and seek future partnerships with local businesses, programs and Colleges and Universities.

**Ideas for Strengthen the Standard:** •Continue to establish relationships with local business and industry, and institutions of higher education with a focus on enhancement of the AIG program
•Intentionally involve parents and community members in the development of the AIG plan
•Agendas
•Minutes for meetings
•DEPs/IDEPs, etc.
•Newsletters/handbook
•ECPS website (Publicly posted AIG Plan)
•Invitation and membership on various AIG related committees (PTO's, AIG Plan Revision Committee, etc.) Invitation to family fun nights/showcase nights
•List of AIG committee members and representative roles
•Surveys that include diverse groups from the community (colleges, faith-based, business)
•Translated documents events, letters, notifications to parents

**Sources of Evidence:** •Agendas
• Minutes for meetings
• DEPs/IDEPs, etc.
• Newsletters/handbook
• ECPS website (Publicly posted AIG Plan)
• Invitation and membership on various AIG related committees (PTO’s, AIG Plan Revision Committee, etc.) Invitation to family fun nights/showcase nights
• List of AIG committee members and representative roles
• Surveys that include diverse groups from the community (colleges, faith-based, business)
• Translated documents events, letters, notifications to parents
Standard 6: Program Accountability

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

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

District Response: Edgecombe County Public Schools has developed a local AIG Plan that describes our local AIG program in accordance with state legislation and SBE policy, which has been approved by the local school board. Edgecombe County Public Schools’ AIG Plan will be submitted in written form to the local board of education for approval. Once the local board approves, central office personnel will submit the plan to the Department of Public Instruction for review. Our county strives to provide gifted students with support in all areas.

Practice B
Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

District Response: Edgecombe County Public Schools monitors the implementation of the program and plan. The district monitors the plan and its implementation.

Personnel coordinates system-wide AIG programming, monitors and evaluates data (student growth, results of stakeholder surveys, student records), and initiates and directs the program.

Administrators monitor the progress of individual students identified as gifted. AIG Specialists use a data sheet to monitor the progress of individual identified gifted and nurturing students.

AIG Specialist Responsibilities:

• Coordinates and monitors forms required for AIG students to ensure accuracy
  Differentiated Education Plans, Individual Differentiated Education Plans, annual performance reviews, headcount data, PowerSchool data, etc.)
• Meets with teachers in Professional Learning Community meetings to ensure appropriate differentiated strategies are utilized according to Differentiate Education Plans and Individual Differentiated Education Plans
• Offers professional development for classroom teachers participating in the education of gifted learners where needed
• Identifies community resources appropriate for gifted learners

• Assists principals and central office personnel in the collection of evaluation data

• Serves as a liaison between the school and central office

• Attends meetings and conferences related to AIG programming

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

**District Response:** Edgecombe County Public Schools Central office personnel monitors the funds for the AIG program and maintain a budget to ensure proper use of funds. Each year a budget will be submitted to the Edgecombe County Public School Board of Education and the Executive Director of Finance for approval. Annual budget allocations will be based upon the needs identified in the evaluation of the program that will occur each spring. Budget allocations will include:
• Personnel - AIG-certified personnel at designated school sites
• Professional Development - supplies and materials, travel, tuition
• Instructional Materials and programs
• CogAT testing for 3rd grade students - Instructional Supplies and Materials

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

**District Response:** Edgecombe County Public Schools maintains, analyzes and shares student achievement, student growth data, and drop-out data for AIG students through:

• 3rd - 8th grade End of Grade Data
• 9th - 12th grade End of Course Data
• Benchmark Data
• Common Formative Assessments (pretests and posttests)
• PLC Discussions/Minutes
• Board meetings
• Parent meetings

Our goal for the 2019-2022 AIG Plan cycle is to create a way to more closely monitor other indicators of student performance at the high school level.
**Practice E**
Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

**District Response:** Edgecombe County Public Schools monitors the representation, performance and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Central office personnel checks student headcount data to monitor demographics of the AIG population.

AIG Specialists utilize demographic data through the state/local data system to monitor the AIG population at the school base. AIG Specialists will collaborate with high school counselors to ensure the appropriate placement in advanced courses for all AIG students including traditionally under-represented students.

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

**District Response:** The Edgecombe County Public Schools Human Resources Department maintains data on all personnel in the district. Central office personnel will verify that all AIG Specialists have AIG licensure.

Central office personnel keeps professional development rosters to monitor the participation of classroom teachers and other personnel who attend professional development on gifted services provided by the AIG department.

An AIG Specialist should hold:

- A Bachelor's degree from a four-year college
- Certification as a NC teacher
- Add-on licensure as an Academically Gifted teacher (any AIG specialist without add-on licensure must obtain the needed credentials)

It is recommended that a specialist have at least 3 years of experience as a classroom teacher.
Ideally all classroom teachers who teach gifted students should have certification in gifted education. However, the district does offer professional development for teachers who teach gifted students. This professional development is open to all teachers.

Promote and provide professional development to help staff understand the educational, social, and emotional needs of all gifted students.

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

**District Response:** Edgecombe County Public Schools elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the quality and effectiveness of the local AIG program.

- Edgecombe County Public Schools surveys students, parents, teachers, and other stakeholders directly reflecting the Standards and Practices annually
- AIG Specialists survey students regarding the effectiveness of their AIG services
- The solidification of the advisory board consisting of curriculum directors, parents, AIG Specialists, and students will meet to ensure program standards are followed.

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

**District Response:** The Edgecombe County Public Schools' AIG Plan is formally reviewed and revised every three years per state legislation using multiple sources of data. Fidelity checks are done annually to check for progress of the plan and to ensure continuous program improvement. Any major changes of the plan are brought before the Board of Education for approval.

Edgecombe County Public Schools will use multiple sources of data for program improvement. Annually, the central office personnel will elicit feedback through surveys, professional development evaluations, and the advisory group. This data will be used to improve the quality and effectiveness of the AIG program.

The AIG advisory group will conduct an annual review of the AIG plan and program using multiple sources of data for continuous program improvement. Data used may consist of, but not be limited to, student performance and predictor scores, surveys from stakeholders, student portfolios, professional development evaluations, advisory group input, etc.
**Practice I**
Disseminates all data from evaluation of the local AIG program to the public.

**District Response:** Data from the evaluation of the local AIG program is public knowledge and is shared with various stakeholders by central office personnel and other district leaders.

• Edgecombe County Public Schools disseminates data from evaluation of the local AIG program through the ECPS website AIG link.

• The AIG plan is posted on the Edgecombe County Public Schools' website.

• Hard copies of the evaluation data will be available upon request.

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

**District Response:** Edgecombe County Public Schools safeguards the rights of all AIG students through policies, procedures, and practices with a four-step procedure that should be taken in order to resolve any disagreements.

Level I - School-based Meeting – Appeal to Principal:
If a parent has a concern or disagreement in regards to screening, identification, placement, or appropriateness of the Differentiated Education Plan, the parent shall first make a written request to the principal for a school-based meeting. This meeting shall be with the principal (or LEA representative), AIG Specialist, central office personnel, the child's teacher, and the parent. If necessary, other appropriate personnel may be required to attend this meeting. The principal shall hold the meeting within five (5) school days following the receipt of the request. Following the meeting, the principal shall notify the parent in writing of his/her position within five (5) school days.

Level II - Administrative-based Meeting – Appeal to Superintendent:
If the disagreement between the parent and the school is not resolved in the Level I meeting, the parent may request a Level II meeting. The request must be in writing and directed to the Superintendent within five (5) school days following the Level I meeting. This meeting would involve the AIG Specialist, the Exceptional Children's Director, and the Superintendent and/or the Superintendent's designee. Other appropriate persons requested by the parent or the Director may attend this meeting. The meeting should be held within five (5) school days following receipt of the request. The Superintendent or his/her designee shall provide a written response to the parent within
ten (10) school days following the Level II meeting.

Level III - School Board Review:  
Should the dispute remain unresolved after appeal to the Superintendent, the parent may make a written request to the Superintendent to present his/her position to the Board of Education. The request must be submitted within ten (10) school days following the mediation. The case will be presented in closed session to the Edgecombe County School Board at the next available meeting. If the parties fail to reach agreement at Level III, the parent shall be notified in writing of the decision of the Board within ten (10) school days. This notice shall inform the parent of the right to file a petition for an administrative law (contested case) hearing, and shall explain the procedure and time limit for doing so. If an agreement was not reached at Level III, the school system may agree for mediation to be held prior to the expiration of the time limit for a parent to file a petition for an administrative.

Level IV - Administrative Law Hearing: The final level for resolving disagreements will be the parent's right to request an administrative law hearing. Central office personnel will provide the parent with the appropriate information as described above. The parent may file a petition under Article 3 of Chapter 150B of the General Statutes. The scope of this review is limited to (1) whether Edgecombe County Public Schools improperly failed to identify the child as a gifted student, or (2) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. "Following the hearing, the administrative law judge shall make a decision that contains finding of fact and conclusions of law. Notwithstanding, the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes" (Guidelines Governing Local Plans for Gifted Education, Spring, 2004.)

**Ideas for Strengthen the Standard:**  
• Determine relevant data needed for review  
• Collect multiple sources of data to monitor plan implementation  
• Create more precise and informative surveys for all stakeholders

**Sources of Evidence:**  
• Edgecombe County Public School's AIG Plan and Review  
• Parent/Teacher/Student surveys and/or interviews  
• Annual Budget Statement  
  • Receipts for materials and curriculum products

• Receipts for Professional Development and staff development rosters

• Teacher Licensure and 034 funds

• Disaggregation of EOG AND EOC data, other performance indicators

• Interviews with school personnel
• DEPs/IDEPs/etc.

• Dropout data for AIG students

• Graduation data for AIG students

• List of interventions and documentation of implementation
• Headcount form
data from PowerSchool
• Licensure reports

• Professional development records

• Use of PRC 034 funds
  Student placement
• Survey data
  Advisory Group membership/minutes
• Data from surveys and interviews
  Minutes from Advisory Board meetings
• Survey data
  Evaluations of professional development opportunities
  Advisory group minutes
  Revision of AIG plan
• Edgecombe County Public Schools' AIG website

• Hard copies of the evaluation data
• Due process procedures written and shared in various ways

• Documentation of complaints and subsequent Edgecombe County Public Schools responses and changes

• Interview with parents/guardians and school personnel where disagreement have occurred
Glossary (optional):

Appendix (optional):

()