

Overview: Mission/Vision Statement and Funding

**Pitt County Schools (740) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* LEA Superintendent's Name:

Dr. Ethan Lenker

\* LEA AIG Contact Name:

DeCresie, Tim - tdecresie@pitt.k12.nc.us ▼

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

For 2022-2025, the Pitt County Schools local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

**Pitt County Mission Statement**

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

**Pitt County Vision Statement**

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

**Pitt County AIG Program Vision Statement**

Pitt County Schools Academically Intellectually Gifted Program will ensure that academically or intellectually gifted students are provided with a high level of intellectual stimulation and the opportunity to develop their full potential through high expectations, excellence in teaching, and rigorous approach required for success in a globally competitive world and life in the 21st century.

Utilizing the annual 1.2 million dollars allocated by the state and \$300,000 in local funding, PCS will use the 1.5 million dollars to ensure the needs of gifted learners, program goals, and other initiatives as outlined in the 2019-22 AIG Plan are successfully implemented and carried out as stated.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2022)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 1,320,779.00	* \$ 117,046.00	* \$ 0.00	* \$ 802,163.00

Standard 1: Student Identification

**Pitt County Schools (740) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 1: Student Identification**

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

**\* Practice A**

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

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

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

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

School-Level AIG Team

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

- AIG Teacher, Chairperson
- Student’s Regular Classroom Teacher
- Regular education teacher
- Parent (when appropriate)
- Administrator (recommended, not required)
- The School-Level NDT should also reflect the diversity of the student population of the school and should include a member representing the student’s ethnicity and gender when possible. Designation of the School-Level NDT members is the responsibility of the school’s principal. The School-Level NDT is responsible for the screening and reviewing the process, as well as recommending the appropriate instructional placement for each student in the instructional pool. The School-Level NDT ensures that eligibility guidelines are closely followed. (See “The Role of the School-Level AIG Team” in 5C.)

#### Screening Request Directions for Parents

- A parent may request AIG screening. Parents may write a letter to the AIG Needs Determination Team expressing why they feel their child needs AIG screening.
- The following criteria should be included in the letter: Student’s name, date, the reason for the request (what is seen at home that reflects gifted characteristics through a body of evidence), and parent signature.
- This documentation should be included with any formal request for additional testing.

#### Screening Request Directions for Students

- A student may request to be screened for AIG. Students may write a letter to the AIG Needs Determination Team expressing why they feel they may qualify for services.

- The following criteria should be included in the letter: Student's name, date, and the reason for the request (what they have done that reflects gifted characteristics through a body of evidence).
- This documentation should be included with any formal request for additional testing.

Screening Request Directions as handled by the school

Grades K-2:

- Screening:
  - Starting with the 2022-25 AIG Plan Cycle, PCS will formally screen all students in 2nd grade.
  - To help foster and nurture gifted potential, PCS employs 3 GO GROW K-3 teachers that provide push-in service to K-2 classrooms to support K-2 learners and help recognize gifted potential.

▪ Referral:

1. If a student is performing two grade levels above using a body of evidence, then the regular classroom teacher will refer the student to the AIG teacher. The body of evidence should include but is not limited to:
  - a. Math DCA
  - b. DIBELS (Reading)
  - c. iReady Math
  - d. Reading Horizons

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

#### Grade 2:

- Screening

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

- Referral

Any 2nd-grade student that scores in the top 20%-25% on the Aptitude Screener will be given the full version of the CogAT that can lead to gifted identification. (The actual cut-off score for further testing will vary each year.) AIG funds will be used to cover the cost of the CogAT Complete. This potentially leads to AIG identification.

#### Grades 3-8

- Screening

Students who are performing above grade level. Teachers will screen for these students using the EOG test. The School-Level AIG Team will carefully monitor these students in each school on the AIG headcount spreadsheet or watchlist.

- Referral

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

1. The prior year's EOG score is 80% or higher in either math or reading AND/OR
2. Based on a body of evidence, the Needs Determination Team (NDT) recommends testing
  - a. On grade level released EOG (80% or higher)
  - b. Next grade level released EOG (70% or higher)
  - c. CFEs and DCAs are top 5%
  - d. iReady diagnostic is above grade level (tested out of current grade level).

AND

1. No previous aptitude score is available or the current score is in question and it has been at least one year since the student has been tested.

\*PCS will offer one additional aptitude test when a body of evidence is provided, during each grade level span (grades 3-5, grades 6-8, and 9-12).

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

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

Grades 9-12

Acceleration Advisor monitors high school students and tracks performance over the four years. Continues to look for student data each year.

- Screening

Middle School AIG teachers provide a list of potential students from students who have participated in GO GROW but have not been identified.

Students who score a Level 5 or higher on the EOCs: Biology, Math 1, Math 3, or English 2.

Once students are in high school, check to see if students who score a 95%ile or higher on the EOCs: Biology, Math 1, Math 3, or English 2.

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

- Referral

High School counselors will provide a list of students who are from out of county (homeschool or private school students) to the Acceleration Advisor. The Acceleration Advisor will provide an aptitude test for any of these students who score a 90% or higher on achievement tests within the year they are transferring to PCS.

**\* 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.

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

gifted characteristics that may not be demonstrated on a test. These 4 data points are added together to create an overall total composite score to determine an area of identification.

## K-2

When a student has demonstrated that they are working above grade level, the AIG teacher will go through the acceleration process to determine what is the most appropriate, if any, gifted identification is needed. The AIG teacher will use the same MCI matrix used as outlined in grades 3-8 for identification. Students must be two grade levels above in reading and/or math.

For students in K-2, students may be grade or subject accelerated using the Acceleration Procedure (see 2G) K-3 students can be grade or subject accelerated in any of the 5 areas based on how they perform on achievement, aptitude testing, and advanced classroom performance (as outlined using the MCI - see below).

There are alternative service options provided by the GO GROW coach (see 2c) for students not seeking grade or subject acceleration. Students in the top 10% of each local student group in addition to teacher recommendations may be considered for this service. In addition, the district has allotted 3 K-3 GO GROW coaches to build a body of evidence for students in grades K-3 that may demonstrate areas of giftedness and help identify students who are currently underrepresented.

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

## Grades 3-8

When qualifying students for gifted services, PCS utilizes aptitude, achievement, and grades to identify areas of giftedness. These scores are entered into the Multiple Criteria Indicator (MCI) to determine a score. Data used to determine a total composite are aptitude, achievement, and final grades in core content classes.

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

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

Criteria for Qualifying as Academically and Intellectually Gifted (AI) -

MCI = 392

MCI Total Score = (Aptitude (doubled) + Achievement (math and reading) + Final Grades) That is an average score of  $(190 + 95 + 95 + 12 = 392)$

Point value for grades: A = 3 and B = 2

Grade points are awarded from the 4 core subject areas: reading, math, science, and social studies coursework.  $4 \times 3 = 12$  (4 As  $\times$  3 points each = 12 points)

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

Criteria for Qualifying as Academically and Intellectually Gifted (AG) -

MCI = 368

MCI Total Score = (Aptitude (doubled) + Achievement (math and reading) + Final Grades) That is an average score of  $(180 + 90 + 90 + 8 = 368)$

Point value for grades: A = 3 and B = 2

Grade points are awarded from the 4 core subject areas: reading, math, science, and social studies coursework. 4 x 2 = 8 (4 Bs x 2 points each = 8 points)

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

Criteria for Qualifying as Intellectually Gifted (IG) -

MCI = 95

MCI Total score = 95% total composite on Aptitude testing only

Academically Gifted in Math (AM) - Any student that possesses high aptitude and demonstrates outstanding performance in mathematics over the course of the academic year. On average their performance is at the 90%ile on state and nationally normed assessments.

Academically Gifted in Reading (AR) - Any student that possesses high aptitude and demonstrates outstanding performance in reading over the course of the academic year. On average their performance is at the 90%ile on state and nationally normed assessments.

Criteria for Qualifying as Academically Gifted in Math (AM) or Reading (AR) -

MCI = 183

MCI Total Score = (Aptitude + Achievement (math OR reading) + Grades) That is an average score of  $(90 + 90 + 3 = 183)$

Point value for grades: A = 3 and B = 2

Grade points are awarded from either the math or reading subject area

\*Both AR and AM may change between the two identifications year to year, where service would be provided toward the area of identification.

#### Additional Scoring Opportunities

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

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

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

## Gifted Identification

Gifted Identification		Achievement %ile				Grades	Aptitude %ile Used
		Total MCI	Aptitude	Math	Reading		
Academically and Intellectually Gifted	AI	392	95% x 2	95%	95%	12	Total Composite (TC)
Academically Gifted	AG	368	90% x 2	90%	90%	8	Total Composite (TC)
Intellectually Gifted	IG	95	95%				Total Composite (TC)
Academically Gifted in Math	AM	183	90%	90%		3	TC or Quantitative
Academically Gifted in Reading	AR	183	90%		90%	3	TC or Verbal

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

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

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

### Academic GO GROW Program

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

### Grades 9-12

After serving gifted high school students from the 2019-2022 plan, the following criteria will be used to identify students as gifted in the following areas:

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

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

AND a weighted GPA of 4.0

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

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

AND a weighted GPA of 4.0

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

AR - A standardized reading score on the EOC of = 90% (OR SAT/ACT equivalent score) and a final course grade of "A" English 2

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

\*High School students can also use the MCI process that is outlined for grades K-8 to qualify, before the start of their sophomore year.

Aptitude (doubled) + Achievement + grade(s)

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

[Click here to remove the table and use only the narrative field.](#)

Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	<p>* MCI = 183 MCI Total Score = (Aptitude + Achievement (math OR reading) + Grades) That is an average score of (90 + 90 = 180) These scores are used as part of the subject acceleration process</p>	<p>* MCI = 183 MCI Total Score = (Aptitude + Achievement (math OR reading) + Grades) That is an average score of (90 + 90 = 180) These scores are used as part of the subject acceleration process</p>	<p>* MCI = 368 MCI Total Score = (Aptitude (doubled) + Achievement (math and reading) + Final Grades) That is an average score of (180 + 90 + 90 = 360) These scores are used as part of the grade acceleration process.</p>	<p>* MCI = 95 MCI Total score = 95% total composite on Aptitude testing only</p>	<p>* MCI = 380 MCI Total Score = (Aptitude (doubled) + Achievement (math and reading) + Final Grades) That is an average score of (190 + 95 + 95 = 380) These scores are used as part of the grade acceleration process.</p>
3-5				<p>* MCI = 95 MCI Total score = 95% total composite on Aptitude testing only</p>	

\* MCI = 183 MCI  
 Total Score =  
 (Aptitude +  
 Achievement  
 (math OR  
 reading) +  
 Grades) That is  
 an average  
 score of (90 +  
 90 + 3 = 183)  
 Point value for  
 grades: A = 3  
 and B = 2  
 Grade points  
 are awarded  
 from either the  
 math or reading  
 subject area

\* MCI = 183 MCI  
 Total Score =  
 (Aptitude +  
 Achievement  
 (math OR  
 reading) +  
 Grades) That is  
 an average  
 score of (90 +  
 90 + 3 = 183)  
 Point value for  
 grades: A = 3  
 and B = 2  
 Grade points  
 are awarded  
 from either the  
 math or reading  
 subject area

\* MCI = 368 MCI Total  
 Score = (Aptitude  
 (doubled) + Achievement  
 (math and reading) +  
 Final Grades) That is an  
 average score of (180 +  
 90 + 90 + 8 = 368) Point  
 value for grades: A = 3  
 and B = 2 Grade points  
 are awarded from the 4  
 core subject areas:  
 reading, math, science,  
 and social studies  
 coursework. 4 x 2 = 8 (4  
 Bs x 2 points each = 8  
 points)

\* MCI = 392 MCI  
 Total Score =  
 (Aptitude  
 (doubled) +  
 Achievement  
 (math and  
 reading) + Final  
 Grades) That is  
 an average  
 score of (190 +  
 95 + 95 + 12 =  
 392) Point value  
 for grades: A = 3  
 and B = 2 Grade  
 points are  
 awarded from  
 the 4 core  
 subject areas:  
 reading, math,  
 science, and  
 social studies  
 coursework. 4 x  
 3 = 12 (4 As x 3  
 points each = 12  
 points)

6-8	<p>* MCI = 183 MCI Total Score = (Aptitude + Achievement (math OR reading) + Grades) That is an average score of (90 + 90 + 3 = 183) Point value for grades: A = 3 and B = 2 Grade points are awarded from either the math or reading subject area</p>	<p>* MCI = 183 MCI Total Score = (Aptitude + Achievement (math OR reading) + Grades) That is an average score of (90 + 90 + 3 = 183) Point value for grades: A = 3 and B = 2 Grade points are awarded from either the math or reading subject area</p>	<p>* MCI = 368 MCI Total Score = (Aptitude (doubled) + Achievement (math and reading) + Final Grades) That is an average score of (180 + 90 + 90 + 8 = 368) Point value for grades: A = 3 and B = 2 Grade points are awarded from the 4 core subject areas: reading, math, science, and social studies coursework. 4 x 2 = 8 Bs x 2 points each = 8 points)</p>	<p>* MCI = 95 MCI Total score = 95% total composite on Aptitude testing only</p>	<p>* MCI = 392 MCI Total Score = (Aptitude (doubled) + Achievement (math and reading) + Final Grades) That is an average score of (190 + 95 + 95 + 12 = 392) Point value for grades: A = 3 and B = 2 Grade points are awarded from the 4 core subject areas: reading, math, science, and social studies coursework. 4 x 3 = 12 (4 As x 3 points each = 12 points)</p>
-----	--	--	---	--	---

9-12	* A standardized reading score on the EOC of = 90% (OR SAT/ACT equivalent score) and a final course grade of "A" English 2	* A standardized math score on the EOC of = 90% (OR SAT/ACT equivalent score) and a final course grade in Math 1 or Math 3 and an A in the course the student tested.	* A standardized score of 90% or higher in English & Math: Accepted tests: Math & English EOCs OR SAT/ACT (English & Math) AND weighted GPA of 4.0	* A total composite score of = 95% on a national norm aptitude test.	* A standardized score of 95% or higher on English & Math: Accepted tests: Math & English EOCs OR SAT/ACT (English & Math) AND a weighted GPA of 4.0
------	--	---	--	--	--

**\* 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.

In analyzing trend data, the lowest identified ethnic group, African Americans, is also the highest populated group within Pitt County Schools. Whereas, 29% of the Asian population is the highest identified subgroup but one of the lowest ethnic populations in PCS. White students are the second-largest ethnic group in PCS but the largest identified group when compared to the total population.

### Current Year K-8 Ethnic Breakdown Compared to AIG Population

School Year	Asian	Black	Hispanic	Amer. Ind.	Hawaii Pacific	Multi Racial	White	Total
PCS Ethnic Breakdown	252	7488	2062	33	24	897	5311	16,067
AIG Ethnic Identified	66	143	89	2	1	63	784	1,148
Ethnic Percent of Total PCS Population	1.57%	46.60%	12.83%	0.21%	0.15%	5.58%	33.06%	100%
AIG Ethnic Percent of Total Population	0.41%	0.89%	0.55%	0.01%	0.01%	0.39%	4.88%	7.15%
AIG Ethnic Percent of AIG Population	26.19%	1.91%	4.32%	6.06%	4.17%	7.02%	14.76%	

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

The district has allotted three K-3 GO GROW teaching positions to collect observation data primarily for underrepresented K-3 students. In this opportunity, the K-3 GO GROW coach provides critical thinking lessons to students in this grade group. Many times, culturally/ethnically diverse, economically disadvantaged, ELLs, highly gifted, and twice-exceptional students may show potential in these lessons where they may not in traditional academic lessons. The qualitative data collected during K-3 lessons may be used when developing a watchlist in considering students for AIG identification.

At the end of 2nd grade, students will be provided an opportunity to participate in the CogAT Screener. AIG teachers will review that data. After the screener is given, if a school is less than 10% with students eligible for further testing,

then these schools will have the option to give the Naglieri (NNAT3) to this grade level before the end of the school year. For those schools whose percent eligible was more than 10% to receive further testing, then those schools can give the Naglieri (NNAT3) to those students who qualified for the post screener but didn't meet the criteria to be identified as gifted.

Over the course of this AIG Plan, PCS will use the Naglieri to build a data baseline to determine if this test improves identification in those underrepresented groups. The following excerpt from the NNAT3 Directions for Administering Guide gives an explanation of why this test should be an option for students in PCS:

"The NNAT3 was designed to provide a measure of general ability that can be given to a wide variety of students who would be disadvantaged if administered a traditional measure of intelligence that has verbal and quantitative questions. This is particularly important because of the increasing rates of immigration and mobility in the US and the growing number of minority children, especially those of Hispanic origin (Ramirez & de la Cruz, 2002). These increasing rates have resulted in an increased need to provide measures that can accurately evaluate general ability for those from culturally and linguistically diverse backgrounds. Nonverbal tests of general ability are also useful for those who have limited expressive and receptive language skills, those who are deaf or hard of hearing, and those students from minority groups who are being evaluated for gifted programming (Bracken & Naglieri, 2003)."

Pitt County recognizes that other districts have had success using the NNAT3 in the past as a means to identify a culturally/ethnically diverse group of students. Using the NNAT3, we hope to also have the same success by identifying EL students, twice-exceptional, economically disadvantaged, and highly gifted.

#### Talent Development -

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

The goal of GO GROW is to find students that have exhibited behaviors that are associated with traits of giftedness and/or have demonstrated the potential to achieve within our underrepresented populations, as outlined in the North

Carolina Academically or Intellectually Gifted Program Standards. These students may or may not be performing at the top levels academically. However, through a body of evidence that demonstrates attributes of giftedness, these students warrant opportunities outside of the academic classroom to develop their gifted potential through inquiry based learning that magnifies the social behaviors of giftedness. The goal of this type of service is to draw out and nurture the students' intellectual and/or academic potential so eventually they will meet one of the above gifted criteria.

**\* Practice D**

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

All Pitt County Schools follow the same procedure for screening, referrals, and identification and are accounted for on each school's AIG Identification and Watchlist Headcount Spreadsheet.

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

AIG teachers will share screening, referral, and identification procedures with the school staff to ensure consistent implementation across the district through AIG teacher-led professional development, as well as offering the digital professional development through the ABC's of AIG Canvas course. The AIG coordinator will attend regularly scheduled principal's leadership meetings to share AIG screening, referral, and/or screened.

The AIG coordinator twice a year, typically in the fall and spring, will monitor documentation for students in the AIG process. At the conclusion of each school year, AIG teachers review and transfer documentation for students in the AIG process transitioning from Elementary to Middle school and Middle to High school by using Form 21

**\* Practice E**

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

The AIG Teacher will conference with guardians regularly throughout the year. Information is communicated to parents (provided in English and Spanish) explaining the screening, referral, and identification process may be provided by:

- Distributing the MCI as well as an informational letter and video to explain the MCI process.
- Home call alert systems
- Informational Meetings about AIG information (Open House, Curriculum Nights, etc.)
- PCS AIG Website
- Parent Letters
- Parent meetings both face to face and/or Zoom Meetings

At the beginning of each school year, AIG teachers will hold Open House meetings for guardians and students new to the AIG program. Information regarding the AIG identification process can be found on the district's AIG website for review by the public. At the end of each school year and in the event of service or identification being reconsidered, the AIG teacher will conference with the guardian to discuss student needs for the following school year.

During the course of the year, PCS will provide Professional Development to district and school employees to increase understanding of gifted processes that include, screening, referral, and identification. AIG teachers will serve as the facilitators of these Canvas courses. These courses will be offered several times over the course of the school year to provide teachers multiple opportunities to grow in their knowledge of gifted students, strategies, and programming.

**\* 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.

Once a student has been identified as gifted, all associated paperwork is maintained by the AIG teacher and

kept in a yellow folder. The paperwork includes how the student was identified, what area of giftedness they are identified, and parent recognition of the student's identification. A yellow folder review is completed at the end of every school year and services for the following year are updated. Yearly performance of identified AIG students will be documented on the Student Data Record (Form 2) annually. Service mode will be documented on the Differentiated Education Plan (Form 1) and maintained in the student's yellow AIG folder. The student's DEP will match the service options with their identification annually. Annual reviews will be conducted to ensure the appropriate educational setting is being provided to match the student's academic performance. The identification is inputted into PowerSchool to include the date of service, identification, and school. To ensure the proper documentation is being kept and aligns to district guidelines and standards, all students transitioning into grades 6 and 9 have their yellow folders reviewed. A transfer of records form accompanies the folders, Form 21. A form (Form 8A/8B) is also sent home to explain services in transition years, such as middle school and high school. This helps explain to parents how services will look in these appropriate years. Spot checks are also completed for compliance by the district coordinator. In addition, parents are made aware of all paperwork and identification for their child through annual conferencing, as needed if the student's identification changes.

**\* Ideas for Strengthening the Standard**

- Develop an identification process for students excelling in GO GROW enrichment opportunities and demonstrate outstanding potential but currently do not meet the MCI criteria for identification.
- Grow the number of AIG certified regular education classroom teachers to serve the AIG clustering groups
- Offer parent information sessions at all levels

Provide school level information sessions for teachers through building PD, staff meetings, or grade level/subject level PLC's. This can be through the AIG 101 Canvas Course. Provide slideshow(s) for teachers to use for these sessions.

**Planned Sources of Evidence**

\* Reconsideration Forms

\* AIG Headcount and Watchlist

\* AIG forms and yellow folders

**Documents**

<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
AIG Standard 1 Additional Resources	N/A	 <a href="#">AIG Forms 22-25</a>

Standard 2: Comprehensive Programming within a Total School Community

**Pitt County Schools (740) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 2: Comprehensive Programming within a Total School Community**

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

**\* Practice A**

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

Direct services by the AIG teacher come in the form of a district-created gifted curriculum for AIG students in grades 4-8. This curriculum is very well developed and will continue to be delivered in the same format as in years past. The AIG Curriculum will focus on a two-year curriculum for 4th and 5th-grade students based on themes (Structures and Influences). IG Curriculum, Go Global, is also a district-created curriculum for grades 4-5 that is on a two-year rotation. Middle Schools will rotate a three-year thematic AIG curriculum (Change, Patterns, and Conflict). IG Curriculum for grades 6-8 has been developed with the same themes aligned with the AIGC. These curriculum services encourage the development of critical thinking, collaboration, creative thinking, communication, leadership, problem-solving, and future-ready skills.

**Grades K-2**

Students that are identified as gifted in K-2 are guaranteed regular pullout service provided by the AIG Teacher. Otherwise, the GO GROW coach provides mostly push-in service to all classrooms in an effort to work with all students, to recognize students that demonstrate gifted potential.

AI = Gifted Enrichment by the AIG Teacher

AG = Gifted Enrichment by the AIG Teacher

IG = Gifted Enrichment by the AIG Teacher

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

### **Grades 3**

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

Direct AIG services occur in grades 4-8 and are provided as an academic enrichment learning opportunity.

Pitt County Schools creates a gifted curriculum for grades 4-8 that aligns with the CC/ES and appropriately meets the needs of gifted students. The needs of the advanced learners are met through research-based strategies adopted by the local LEA and other best practices.

### **Grades 4-5**

AI and AG = AIG Curriculum (5 hours of service a week)

IG = IG Curriculum (2 hours of service a week)-IGC-2

GO GROW Schools (< 1% identified gifted populations)

All identified gifted students = (3 hours of service a week)-IGC-3

AM AND AR =

- Cluster grouping with the subject acceleration course by the regular education teacher for any student that scores a level 5 on the previous years EOG test.
- If not available at a school, students will receive the IG Curriculum (2 hours of service a week)

■ Elementary IGC Curriculum Service Guidelines

- a 5 hour uninterrupted instructional day.
  - This service will be a blend of identified (AI and AG) 4th and 5th graders.
  - This service will not exceed more than 20 students per 1 AIG teacher and 30 students per 2 AIG teachers.
  - The classroom will not exceed more than 30 students regardless of the number of AIG teachers.
  - Students will not be required to make up regular classroom assignments missed during the ES Curriculum day.
  - Students will not be required to complete regular classroom homework that is assigned on the Curriculum day.
  - In the interest of fostering academic risk-taking, Curriculum students' performance will be evaluated, but not graded.
  - Curriculum will begin the week of Labor Day and end the week before End of Grade Testing.
  - Curriculum will be held on the same day each week throughout the year. Schools should try to avoid scheduling school-wide or grade level events on a Curriculum day. In the event there is a scheduling conflict, Curriculum must be rescheduled so that day's service is not lost.
  - Any Curriculum day missed will be made up, preferably the same week if possible.
  - Curriculum make-up days are built into the schedule and will be done the weeks of Thanksgiving and/or the Martin Luther King Jr. Holiday. (Regular Curriculum will not be scheduled during these two weeks.)
- Elementary IGC Curriculum Service Guidelines
- Grades 4-5 will receive IG-Curriculum service once a week.
1. IGC is a 2 hour uninterrupted instructional day.

2. IGC Class will be a blend of 4th and 5th grade IG identified students
  3. An IGC Class will not exceed more than 20 students.
  4. Students will not be required to make up regular classroom assignments missed during the IGC service.
  5. Students will not be required to complete regular classroom homework that is assigned on the IGC day.
  6. In the interest of fostering academic risk-taking, IGC students' performance will be evaluated, but not graded.
  7. IGC will begin the week of Labor Day and end the week before End of Grade Testing.
  8. IGC will be held on the same day each week throughout the year. Schools should try to avoid scheduling school-wide or grade-level events on an IGC day.
  9. In the event there is a scheduling conflict, IGC must be rescheduled so that day's service is not lost.
  10. Any IGC day missed will be made up, preferably in the same week if possible.
  11. IGC make-up days are built into the schedule and will be done during the weeks of Thanksgiving and/or the Martin Luther King Jr. Holiday. (Regular IGC will not be scheduled during these two weeks.)
    - GO GROW - "Growing Our Genius Reaching Our Wonders" Curriculum Service Guidelines
      - This service is only offered at a GO GROW designated school. (< 1% identified gifted population)
      - Grades 4-5 will receive a half-day of GO GROW (GG) support once a week.
1. GO GROW is a 3-hour uninterrupted instructional day.
  2. GO GROW Class will be a blend of 4th and 5th graders identified students and students that demonstrate gifted potential.
  3. A GG Class will not exceed more than 20 students.
  4. Students will not be required to make up regular classroom assignments missed during the GG service.

5. Students will not be required to complete regular classroom homework that is assigned on the GG day.
6. In the interest of fostering academic risk-taking, GG students' performance will be evaluated, but not graded.
7. GG will begin the week of Labor Day and end the week before End of Grade Testing.
8. GG will be held on the same day each week throughout the year. Schools should try to avoid scheduling school-wide or grade-level events on a GG day. In the event there is a scheduling conflict, GG must be rescheduled so that day's service is not lost.
9. Any GG day missed will be made up, preferably the same week if possible.
10. GG makeup days are built into the schedule and will be done during the weeks of Thanksgiving and/or the Martin Luther King Jr. Holiday. (Regular GG will not be scheduled during these two weeks.)

### **Grades 6-8**

All identified AIG students are eligible for service that aligns with their identified area. This service may be offered through pull-out or elective options. The following are eligible services by identification:

- AI and AG - AIGC Curriculum during a year-long elective class. In a school where there is not an AIG teacher there all year, then there will be a virtual learning option for those students who want to participate. If students take all year with year-long elective students (band, orchestra, chorus), then they will have the option of opting out of PE. See [PE Waiver \(Form 19\)](#)
- AM and AR - Accelerated math or reading class all year (for students with a Level 5 on their math and/or reading EOG). For identified students who don't score a level 5 on their EOG, then the AIG teacher would provide IGC services.
- IG, AM, and AR - IGC during a semester-long elective class.
  - IGC can include (AI and AG) identified students that are unable to participate in the year-long elective class.

### **Talent Development**

- GO GROW: There should only be one GO GROW section offered for each grade level per semester in order to incorporate more students reached at the school who have a higher potential. GO GROW services will be provided based on the subgroup needs of individual schools' underrepresented populations.

### High School

Any identified gifted student in HS is monitored by the district Acceleration Advisor (AA). These students are encouraged to take honors courses, as well as, Advanced Placement (AP) and College Career Promise (CCP). Students will receive an AIG folder to build a high school resume, course plan, and receive resources from the College Foundation high school timeline. This will help the student keep track of classes and extracurriculars to use when applying to colleges. Students also have access to a Canvas course titled, AIG High School Resources, where they can access the information from the CFNC timeline and a plethora of other resources related to each grade level. Monthly discussion boards are also posted as a way for students to network with other gifted high school students across the county. The AA will hold HS informational meetings for both students and parents as well as individual conferences with students that ensure the student's needs are being met, both academic and social/emotional. A monthly newsletter is shared with parents and students that covers topics such as College Prep, Test prep, organizational skills and more. The summer of 2022 will be the first gifted study abroad opportunity for students. This will be an experience that may inspire college essays and so much more.

- All identified students will receive the Acceleration Advisor consulting services.
- AI & AG - may qualify for Career & College Promise (CCP) at the local community college in 9th and 10th grade. Students must be identified as AI or AG plus other requirements to be eligible for these courses.
- AM & AR- Encouraged to take honors/AP courses.

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

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

K-2	* Gifted Enrichment by the AIG Teacher	* Gifted Enrichment by the AIG Teacher	* Gifted Enrichment by the AIG Teacher	* AM and AR = Cluster Grouping, Enrichment, and/or Resource Support
3-5	* Students that are identified as gifted in 3rd grade will receive weekly pullout enrichment service for 45 minutes provided by the AIG teacher. 4-5: AIG Curriculum (5 hours of service a week)	* Students that are identified as gifted in 3rd grade will receive weekly pullout enrichment service for 45 minutes provided by the AIG teacher. IG Curriculum (2 hours of service a week)	* Students that are identified as gifted in 3rd grade will receive weekly pullout enrichment service for 45 minutes provided by the AIG teacher. 4-5: AIG Curriculum (5 hours of service a week)	* 4-5: Cluster grouping with the subject acceleration course by the regular education teacher for any student that scores a level 5 on the previous years EOG test. If not available at a school, students will receive the IG Curriculum (2 hours of service a week)
6-8	* AIGC Curriculum during a year-long elective class. In a school where there is not an AIG teacher there all year, then there will be a virtual learning option for those students who want to participate.	* IGC during a semester-long elective class.	* AIGC Curriculum during a year-long elective class. In a school where there is not an AIG teacher there all year, then there will be a virtual learning option for those students who want to participate.	* AM and AR - Accelerated math or reading class all year (for students with a Level 5 on their math and/or reading EOG). For identified students who don't score a level 5 on their EOG, then the AIG teacher would provide IGC services.

9-12	<p>* All identified students will receive the Acceleration Advisor consulting services. may qualify for Career &amp; College Promise (CCP) at the local community college in 9th and 10th grade. Students must be identified as AI or AG plus other requirements to be eligible for these courses.</p>	<p>* All identified students will receive the Acceleration Advisor consulting services.</p>	<p>* All identified students will receive the Acceleration Advisor consulting services. may qualify for Career &amp; College Promise (CCP) at the local community college in 9th and 10th grade. Students must be identified as AI or AG plus other requirements to be eligible for these courses.</p>	<p>* AM &amp; AR- Encouraged to take honors/AP courses.</p>
------	--	---	--	---

**\* Practice B**

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

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

The Acceleration Advisor will help focus on high school gifted learners. In an effort to meet gifted learners in high school, PCS will continue to track high school gifted learners in their courses and academic performance, as well as, meet with high school students periodically to have “check-in” sessions to monitor how each student is performing, as

well as check their level of rigor in course selection. The AA regularly attends high school counselor meetings to stay abreast on topics that pertain to the high school gifted students.

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

**\* Practice C**

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

As outlined in our county's strategic plan and the portrait of a learner, a big focus in the district is equity and how this affects learners. As DPI is providing staff development on the science of reading to support students at their point of need, PCS is using that as an emphasis for students who are accelerating to meet their needs as well. Using the research provided by Saiying Steenbergen-Hu, Matthew Makel, and Paula Olszewski-Kubilius, in their study "What One Hundred Years of Research Say About the Effects of Ability Grouping and Acceleration of K-12 Students' Academic Achievement: Findings of Two Second-Order Meta-Analyses", PCS is working with administrators to provide homogenous (like-ability) grouping in reading and math to better focus instruction on growing ALL students. Our AIG curriculum, instruction, resources, and professional development align with our LEA and local AIG goals. AIG program goals and services are aligned with NC Teaching Standards and provide rigor and challenge based on individual needs. In working with federal programs, we are in the process of hiring 3 GO GROW teachers and over the course of this plan, we will gather data with the expectation that the data will support moving those teachers into Title 1 funded positions.

**Grades K-3**

GO GROW coaches will work with all K-3 classrooms regularly. PETS curriculum will be used as a base curriculum and, over the next three years, PCS will work to build on the PETS foundation and expand learning activities to better align with district policies and practices.

## **Grades 4-5**

In an effort to maximize the use of the AIG teacher in all classrooms, both math and reading enrichment resources were created during the 2019-22 AIG Plan cycle. These resources are available at all schools and for all teachers to support differentiation within the elementary classroom. These lessons align to the Learning Focus standards the district expects in the regular classroom and have flexible activities and options that will fit various classroom situations.

## **Grades 6-8**

All identified gifted learners are able to participate in services provided by the AIG teacher. Services may be semester only or year-long depending on student identification. Outside of this guaranteed service, students are able to stretch their learning. The Acceleration Advisor will be in close communication and collaboration with MS AIG teachers to ensure that curriculum options are aligned with the total instructional program. Students who are performing at a Level 5 on EOG testing will have the opportunity to be accelerated in math and/or reading subject areas. As 8th graders, students may have the opportunity to take the following HS courses: Earth Environmental, Math 1, and World History. These course offerings may be offered face to face at schools where there are enough students to create a course section. In schools where face-to-face is not possible, students will have those same options delivered online (outside of school) through Pitt County Virtual Academy and provided support from the AIG teacher and/or Acceleration Advisor.

Through the Pitt County Virtual Academy Summer Acceleration program, as a rising 9th grader, students can take one additional course in the summer.

## **High School**

The AIG department continues to work closely with high school programming to ensure opportunities outside of just honors, AP courses, and Career and College Promise are made available. Online learning is one effort that provides the same course options regardless of the size of the school a student attends and the funding that it receives. Also to ensure equity, PCS will now provide transportation, in a limited capacity, to the community college so even students without a car can attend PCC and earn college credit.

The Health Science Academy (HSA) is a well-established opportunity for students interested in pursuing a career in the medical field. Students that apply and are accepted into this program must maintain a high academic portfolio and meet program requirements for community involvement through volunteering to remain part of the HSA.

AIG also partners with the AVID Program to provide a list of names of students that have participated in the GO GROW program.

**\* Practice D**

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

For identified students, procedures are developed by the AIG Advisory Board and shared by the AIG Coordinator at the district-wide AIG meetings. The AIG teachers return to their schools and work to provide intentional and flexible groups for the identified students based on their identification and service. The needs of the advanced learner are best met when the AIG program and services are integral and connected to the total instructional program of the LEA. AIG teachers will inform regular education teachers and administration of AIG identified students and their matching service needs, as well as “watch list” students. The AIG coordinator meets with the district EPS team (Educational Programs and Services) to represent AIG at local leadership meetings. The Advisory Group and Coordinator along with the AIG Staff serve as advocates for change for the needs of AIG students through local and state decision making.

The following criteria shall be used when grouping advanced learners for enrichment opportunities.

**Criteria for Receiving GO GROW Enrichment**

- GO-GROW (Academic Enrichment)
- K-3: If a student is working two grade levels or above, the AIG teacher will meet with these students.
- As outlined in 1C, teachers will look at school data to break down the student population and intentionally work with subgroups that are below 4% for their school. All schools are encouraged to use local norms when providing these enrichment opportunities. Then, teachers will work with students who are in the top 5-10% of their grade level peers or subgroup.
- Grades 4-8:

- Only students with a Level 5 on the math and/or Reading EOG, regardless of gifted identification, will automatically have the opportunity to participate in course acceleration opportunities. Even though a student is identified as AM/AR, this does not guarantee they will receive math/reading acceleration. If a school has a large enough cohort, a separate class must be provided. In the event, a smaller group of level 5 students are in a grade level and it is not feasible for a class to be offered, the school must provide an alternative means for math or reading acceleration. This may include but is not limited to,
  - cluster grouping with pull-out services by the AIG teacher OR
  - a blend of face-to-face and virtual learning by a highly qualified math teacher.
- Students with an 81% or higher on Math and/or Reading Achievement tests will be added to the watch list. These students are documented on the watchlist sheet and may receive academic enrichment services based on demonstrated content mastery. Services provided for enrichment and acceleration in these cases are a school-based decision.

The procedures for grouping students in K-8 are based on the above criteria and are outlined during the district-wide AIG PD by the AIG Coordinator. AIG teachers collaborate with other school personnel to identify the students who meet the criteria and group them for direct service by the AIG teacher.

- High School

All gifted learners are encouraged to challenge themselves academically through advanced courses, such as honors and AP, and Career and College Promise or Early College. The Acceleration Advisor will monitor AIG students and what courses they are taking to ensure students are challenging themselves. This advisor will also schedule at least one meeting a year with HS AIG students to conference with them face to face to determine what additional support may be needed.

**\* Practice E**

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

AIG teachers will inform regular education teachers, administration, and support staff of AIG identified students and their matching service needs, as well as “watch list” students. These school personnel will have access to student DEPs, local AIG programs and plans, and other legislation and regulations related to gifted education. All of this information is held by the AIG teacher and maintained in the student’s yellow identification folder. Upon request, this information can be requested for review by stakeholders that have a need to know this documentation.

General identification and service information is accessible in a variety of formats.

Formats may include:

- Newsletters
- Websites (County and individual schools)
- Emails
- Meetings
- Staff Development (FAQ/Quick guide)

Google Drive

Notification of AIG Students form ([Form 9](#))

Parent Nights: Live and On Demand options

At the beginning of each school year, classroom teachers are provided with a list that notifies them of the gifted learners in their classroom. Any additional information is available upon request to the AIG teacher.

**\* Practice F**

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

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

AIG teachers have more direct involvement with the AIG student at key transition points.

- From the elementary school to middle school transition, AIG teachers will work with the regular education teacher and help students select the appropriate grade level math to advanced math placement, such as 7th grade Accelerated Math and Math I classes. Also, Form 8a is sent home to parents and explained to students how services will change in middle school.
- From the middle school to high school transition, AIG teachers will work with the high school counselors and Acceleration Advisor by providing the list of AIG students and their identifications. AIG teachers will also help ensure students select the appropriate courses in high school during registration with the aid of the Acceleration Advisor. The Acceleration Advisor will discuss with AIG students the appropriate courses for the corresponding college pathways. The high school counselors will ensure the Middle School AIG teacher is also a key contact with counselors before 8th-grade visits. Parent meetings are also set up for rising 9th grade AIG students to review services in high school and to help look at overall course selection in 9th grade.

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

- AIG Student Records,
- End of Year Record Transfer ([Form 21](#)),
- Aptitude Testing Data Sheet ([Form 1: MCI pgs 1-2](#)).

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

**\* Practice G**

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

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

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

### **Early Kindergarten Entrance Procedure**

The Pitt County Board Policy 4100 States:

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

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

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

4. the child resides with an adult who is a domiciliary of a local school administrative unit in North Carolina as a result of the parent's deployment away from the permanent duty station.

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

1. The child is presented for enrollment after the first 120 days of a school year and meets one of the circumstances specified above for entitlement to initial entry.

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

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

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

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

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

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

## **Compacting Content**

Every elementary and middle school has an AIG specialist who provides weekly service.

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

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

## **Credit-by-Demonstrated Mastery**

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

Students in grades 9-12, who are able to show a deep understanding of the content without seat-time and classroom learning experience are eligible. It is also open to students in grades 6-8, but only for certain high school courses offered at the school. Earning Credit by Demonstrated Mastery requires students to complete a multi-phase assessment process that includes an examination and an artifact. The Phase I assessment process focuses on the examination which establishes that a student has a strong foundational understanding of the course material. The Phase II process focuses on the artifact and establishes a student's ability to apply knowledge to show deep understanding.

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

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

### **Dual Enrollment**

Students can take Career and College Promise (CCP) courses through the local community college, Pitt Community College. Any student can take a CCP course in 11th-12th grade. If a student wants to take a CCP course in 9th or 10th grade, they must meet the following criteria below. Click [HERE](#) for the full CCP Agreement Form.

### **Eligibility for Career and College Promise Participation**

The below criteria is provided by the Department of Public Instruction in collaboration with the NC Community College System as outlined in state legislation: Session Law 2011-145, the Appropriations Act of 2011 and revised May 21, 2020.

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

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

\*CCP Program Eligibility Benchmarks on Approved Diagnostic Assessment Tests

Test	PSAT 10 and PSAT/NMSQT	*SAT (March 2016 and Future)	*Pre-ACT and ACT	*NC DAP	*RISE Placement Test
------	---------------------------	------------------------------------	---------------------	---------	----------------------

(2015 and Future)

(NCCCS Cut Score)

Eng.	26 or a composite score of 460 for Evidenced-Based Reading and Writing	480 composite score for Evidenced Based Reading and Writing	18	75 or higher on Tier 1 and Tier 2 (See RISE placement Guide)
Reading			22	
Math	24.5 or 510	530	22	75 or higher on Tier 1 and Tier 2 and Tier 3 (See RISE placement Guide)

\*above testing is at parent expense

1. Receive recommendation verifying the student has maturity to enroll from high school principal or equivalent administrator; and recommendation of AIG Coordinator and
  2. Receive approval of college president or the college's chief student development administrator or the college's chief academic officer; and
  1. Receive written consent of the student's parent/guardian; and
  2. Receive academic advising prior to enrollment in the program.
- To maintain eligibility for continued enrollment, a student must:
1. Continue to make progress toward high school graduation, and

2. Maintain a 2.0 GPA in college coursework after completing two courses.

A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress

### **Subject and Grade Acceleration**

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

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

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

Social and emotional maturity is defined as:

- Social maturity involves learning to properly relate to acquaintances, family, neighbors, friends, and any relationships in general. It involves understanding how to honor and respect those in authority.
- Emotional maturity involves how well one is able to respond to situations, control emotions and behave in a mature manner when dealing with others.

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

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

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

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

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

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

#### 1. Subject Acceleration Procedure

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

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

#### Procedure

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

1. The School-Level AIG Team, including the principal, meets with the parent/guardian to evaluate the need for subject acceleration. The classroom teacher must provide a documented "body of evidence" to show that the

student is working two years above grade level in the subject being considered.

- a. If the body of evidence does not demonstrate that the student is working two years above the current grade, the subject acceleration process should stop. The Team should discuss ways the classroom teacher is differentiating for this student and offer suggestions as appropriate.
- b. If the body of evidence demonstrates that the student meets the criteria, the team should continue the process with Step 2.

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

Reading Evidence(s):

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

Math Evidence(s):

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

## Social and Emotional maturity Evidence(s):

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

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

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

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

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

1. If the initial “body of evidence” provided in Step 1 is met, the NDT should discuss differentiated strategies the current teacher can use to meet the advanced needs of the students.
  - During the next 4 weeks, the current teacher should implement those strategies into the learning environment with the help of the AIG teacher.
  - A second meeting should be scheduled to evaluate how the student is responding to these strategies.

If the student is responding to these strategies and the student’s needs are being met, the process may stop.

In cases where the student appears to need more support, the NDT should move forward in considering subject acceleration and begin to collect more evidence.

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

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

- The student should be placed in the subject grade they are being considered for acceleration.

And also collect further evidence:

- EOG Released tests for the current grade and the grade above in the subject being considered
- Schoolnet Assessments-EOY Test
- Other assessment data as appropriate

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

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

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

NOTE:

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

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

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

Test should be administered by a trained certified professional

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

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

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

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

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

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

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

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

## 2. Grade Acceleration Procedure

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

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

Parent should sign Parent Handbook pg. 7 as acknowledgement of receiving Parent Handbook.

When considering a student for grade acceleration, the School-Level AIG Team, including the principal must be present at all Acceleration Team meetings. It is highly recommended, the school psychologist participate in meetings

when available. Document Grade Acceleration Procedures on Form 11 and on the Iowa Acceleration Scale (IAS) as appropriate. The IAS can be requested from the district AIG Coordinator.

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

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

Procedure:

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

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

- The student would be accelerated into the same grade as (or a higher grade than) a sibling.
- The student currently has a sibling in the same grade.

- The student indicates that he/she does not want to be whole-grade accelerated.
- 1. The School-Level AIG Team meets with the parent/guardian to discuss the need for grade acceleration. The classroom teacher must provide a documented “body of evidence” that the student is working more than two years above grade level.
- 1. If the body of evidence does not demonstrate that the student is working more than two years above the current grade, the grade acceleration process should STOP. The Team should discuss ways the classroom teacher is differentiating for this student and offer suggestions as appropriate.
- 2. If the body of evidence(s) demonstrates that the student meets the criteria, the Team should continue the process with Step 2.

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

Reading Evidence(s):

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

Math Evidence(s):

- Summative Assessments: Minimally, the student should be given the EOY assessment for the current grade and the grade above
- End of Nine Weeks Assessments- should be scoring 95% or higher

- Weekly Assessments - 95% or higher or content correct

- Pre and Post unit/lesson assessment data

- Other assessment data and work samples either from district or school purchased digital content specific resources that are diagnostic tools to support student learning.

Social and Emotional maturity Evidence(s):

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

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

Additionally, for third grade or higher:

- 3rd Grade: BOY EOG - Must score 90%ile in reading for the student to be considered for the acceleration process to move forward.

- Grades of 98 or higher in all core content subjects to be considered for acceleration.

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

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

- During the next 4 weeks, the current teacher should implement those strategies into the learning environment with the help of the AIG teacher.

- A second meeting should be scheduled to evaluate how those strategies benefitted the student.

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

- If those strategies are successfully meeting the needs of the students, the acceleration process should be stopped.

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

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

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

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

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

1. Aptitude/ability Testing (Step 4) - This is the student's Intellectual Quotient (IQ) score. The student's ability is measured using an individually administered intelligence test given by a trained certified professional. If the student's ability is less than one standard deviation above the mean, whole-grade acceleration is NOT recommended and the acceleration process should stop.
  - a. Most nationally normed intelligence tests are acceptable.
    - i. This test must use multiple data points and provide a total composite to be accepted. (for example, verbal, non verbal, and quantitative with a total composite score of all 3 areas)
    - b. If this criterion is met, proceed to Achievement Testing.
  1. Achievement Testing (Step 5) - This identifies the student's current grade level of academic performance and the predicted performance in the grade being considered. The student's aptitude and achievement are measured by tests administered by trained certified professional.
    - a. Most nationally normed achievement tests are acceptable

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

conferences will be scheduled by the AIG teacher as needed.

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

**\* Practice H**

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

Over the past 6 years the district has implemented a GO GROW program in an attempt to offer opportunities for advanced learning opportunities and enrichment to diverse learners in underrepresented AIG populations. PCS will continue to identify schools that have traditionally low numbers of identified AIG students, combined with high populations of underrepresented populations, and develop a service program to help nurture and hopefully grow the gifted populations in these categories. The GO GROW curriculum will serve as academic enrichment services based on demonstrated content mastery and/or interest-based inquiry learning. Services provided for enrichment and acceleration in these cases are a school based decision.

As part of GO GROW Exploratory services, students that demonstrate gifted potential can receive services provided by the AIG teacher. GO GROW services are not the same as services provided for students who are already identified as gifted. These services are based on schedule availability and other "GO GROW" efforts within the school. In GO GROW designated schools, AIG teachers evaluate various data to determine how to best match students' needs with various service delivery options. K-3 students may have a GO GROW coach to help grow and identify gifted students in these grade levels. Qualifying 4th and 5th graders are provided with a half-day of direct service from the AIG teachers in which they are exposed to interdisciplinary thematic units and integrate 21st-century skills by intentionally using technologies that they would not traditionally be exposed to. Qualifying 6 - 8 students are provided with direct service from the AIG teacher, as well as, opportunities for enrichment within the regular classroom that have been shared with partnered teachers. Feedback from students and classroom teachers are used to inform service options outside of traditional services that are needed.

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

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

### **Talent Development**

All teachers, specialists, and guidance counselors will have access to the student's DEP. PCS has identified a need to better serve both the K-3 students. K-8 service will also focus on nurturing potential through GO GROW learning activities. Schools with a smaller population (<1%) of AIG identified students that have been designated as GO GROW schools will provide K - 3 students with nurturing services through the AIG teacher in order to best help these students reach their academic and intellectual potential. Schools with a large population of identified AIG students will have a K-3 GO GROW coach who will provide nurturing services for K - 3.

GO GROW is a service opportunity by the AIG Teacher or the GO GROW Coach but outside of gifted identification. The goal of GO GROW is to find students who demonstrate behaviors that are associated with traits of giftedness. These students may or may not be performing well academically. However, through a body of evidence, these students warrant opportunities outside of the academic classroom to develop their gifted potential through inquiry based learning that magnifies the social behaviors of giftedness. The goal of this type of service is to draw out and nurture the students' intellectual and/or academic potential.

GO GROW Service is NOT Gifted Identification. Students must meet the gifted ID criteria to be formally identified as gifted. The GO GROW program is a flexible service program that supports the district vision for providing opportunities for every child to demonstrate areas of giftedness.

GO GROW will provide services for students which focus on the development of interests and special talents.

The district employs a HS Acceleration Advisor, to assist with developing and maintaining an AIG HS program. The Acceleration Advisor (AA) will track and support AIG students in HS by monitoring course choice, provide parent nights to better inform parents about college and career opportunities, and meet the social emotional needs of gifted learners.

### **\* Practice I**

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

PCS continues to provide extra-curricular opportunities for advanced learners. These opportunities are based on student interest that are available to develop talents, reinforce interest, and provide extra-curricular programming. However, not all schools participate in every opportunity. There are varying factors of why this is the case but a lot of this is dependent on student and adult interest. The below options are a general list of options that have been offered by most schools.

- Battle of the Books
- Math Masters
- Math Olympiad
- MATHCOUNTS
- Robotics (First Lego League)
- Science Olympiad
- Spelling and Geography Bees
- Beta Club or Honor Society

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

**\* Ideas for Strengthening the Standard**

- Develop a common powerpoint when sharing about AIG programs and services with all schools. PCS will create talking points/instructional materials to help communicate the needs of the gifted learners.
- AIG staff will develop an “AIG Quick Guide” to help with frequently asked questions and contact information for classroom teachers, administration, and parents.

- Create a systematic way to ensure all aspects of student development (academic, intellectual, social, and emotional needs) are addressed within each grade level, classroom environment, and setting.
- Incorporate social and emotional needs into the student's DEP (Form 2).
- Promote PD for regular classroom teachers on recognizing and providing services that respond to the traditionally underrepresented populations through the AIG Canvas Course.
- Develop a resource guide for extra-curricular programs, as well as a timeline of programs and camp offerings (in February/March).
- Provide an opportunity for students to demonstrate some of the interests explored during the school year.
- Provide professional development for administrators and teachers (including regular education and AIG Specialists) and counselors to understand the following: data analysis, grouping practices for growth of students, and instructional strategies that are effective with groups of advanced learners.
- Have AIG specialists work with the top 10% of the student body (regardless of pre-screenings such as Aptitude and Achievement test).
- Provide AIG licensure for regular education teachers through the Canvas course, AIG 101, where teachers can earn DLCs.
- District newsletter with an SEL topic or trait of gifted learner for each month and then the AIG teacher puts monthly updates for what is coming up in the curriculum or a parent night.
- Discuss SEL at PD or PLCs to see how to help students or target a group of students

**Planned Sources of Evidence**

\* AIG curriculum Conference schedule Social Emotional Lesson Collection AIG student folder Electronic portfolio (Multiple Criteria Indicator) DEPs (Form 2) IDEPs (Form 6) Notification of AIG Students f

\*

\*

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

Standard 3: Differentiated Curriculum and Instruction

**Pitt County Schools (740) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

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

District Expectations for Supporting the Needs of Learners

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

Available Opportunities to extend learning:

- Teachers will meet in PLCs and work to review data and regroup students as needed
- Teachers can work with the AIG teachers to provide enrichment opportunities in the classroom, such as co-teaching, or pull out services
- Teachers can incorporate blended learning with the enrichment rooms, developed by the AIG teachers, that students can access when finished in the classroom.
- PCS provides a consistent pacing guide in core content areas (ELA, Math, SS, and Science)

AIG teachers have created enrichment and extension activities for 4-5th grade math and ELA and provided these activities to the regular classroom teachers to use with the students who excel in those objectives or units.

#### Support Staff in Differentiating the NCSCOS

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

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

PCS will employ a multi-level process for service that supports all gifted learners and those that demonstrate potential at all grade levels.

In an effort to expand the gifted talent pool and maximize the district and state AIG Teacher allotment, PCS will provide 5 major areas of service to meet both the gifted learner and those that demonstrate gifted potential.

Those areas of service are:

1. Differentiation Support
2. AIG Curriculum (Grades 3-8)
3. Academic Enrichment Math and/or Reading (K-8)
4. GO GROW - Servicing students that demonstrate gifted potential (K-8)

## Academic Pathway

### Exploratory Non-Traditional Pathway

#### 5. High School Acceleration Advisor Support

##### 1. Differentiation Support

As part of this AIG Plan cycle a group of AIG teachers will meet centrally once a week to develop and revise gifted curriculum to support the learning needs of gifted students in a Blended Learning environment. This will be a multi-year process that will take time to create and develop. However, it is the belief of principals and district leadership that providing this indirect service to students and teachers will have a direct impact on the everyday challenge that advanced learners need to support growing academically. It is the expectation that the regular classroom teachers will utilize the enrichment lessons written by the AIG teachers so that students can receive challenging and extended learning opportunities throughout the entirety of the school day. During this AIG Plan cycle, AIG teachers will also be creating and offering professional development sessions on gifted education. Because the AIG staff and regular classroom teachers do not always share common planning times, Professional development may be offered as part of whole school staff training or as online courses. The goal of the professional development is to provide non-AIG teachers with the strategies, support, and resources they need to meet the needs of gifted and potentially gifted learners in the regular classroom setting.

1. Curriculum Service- PCS provides opportunities for students in 3rd-8th grades to work together with students of similar needs, abilities, and interests through the A/IAG and IG curriculum programs. The A/IAG and IG Curriculum has been developed by district AIG teachers and uses the thematic approach introduced by Sandra Kaplan which integrates all areas of the curriculum. Whole and half-day experiences are provided for acceleration and extension/enrichment opportunities for students. All 4th-8th grade curriculums implement a consistent plan (standard curriculum) of concept-based units for each grade level, using extension and enrichment opportunities throughout by utilizing blended learning by using 1:1 technology to create personalized learning environments through accelerated pacing and differentiation.

##### ▪ Grades K-3

- GO GROW Grades K-3 will receive push-in and/or pull-out service with the GO GROW Coach or AIG teacher as time permits during the school year.

■ Grades 4-5 Elementary AIG Curriculum

- The ES Curriculum are thematic units that cover all the core areas of the curriculum, the arts, and the social and emotional needs of learners.
- Grades 6-8 Middle School Curriculum (All AI and AG middle school students will receive the AIG curriculum.)
  - This base curriculum is outlined in the 90-day syllabus provided at the beginning of each school year. Sixth through 8th grade AIG teachers have identified key objectives to be taught in a semester. However, there are many enrichment activities that are extensions of this curriculum that provide educational opportunities for an entire year of everyday service.

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

Academic Competitions CANNOT replace Direct Curriculum Service as service by the AIG Teacher. However, Competitions can be a part of the Math or Reading Enrichment or GO GROW Exploratory program.

- K-8 AM and AR Support - Students who qualify in areas of math and reading will be clustered together to support the differentiated needs of these advanced learners. If AM or AR acceleration is not a service option at a school due to a lack of numbers, these students can be a part of the IG Curriculum group.
- Academic Enrichment (Math and/or Reading) - Students in grades 4-8 who demonstrate advanced knowledge and understanding (Level 5 on EOG) of math and/or reading objectives may receive additional support through course acceleration or by the AIG teacher.

Additional considerations for 4-8 Services:

- Students in grades 3-8 will be identified for appropriate enrollment in advanced ELA and/or math and/or Math 1. This placement is based on a prerequisite of content mastery through EOG scores from the previous school year (or other districts/state-wide benchmarks). The AIG teacher will collaborate with the regular education math teacher, the student, and the parent to advocate for the appropriate math placement for the following school year.
- 8th-grade students that demonstrate academic performance will have the opportunity to enroll in either World History and/or Earth Environmental HS courses. When possible, MS should try to offer these courses face to

face. If there are not enough students to make up a class, schools can request for those students to take one of these classes through Pitt County Virtual Academy.

- K-8 IG Support - Students that are identified as Intellectually Gifted will receive GO GROW support.

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

1. Academic Nurturing - These students have demonstrated content mastery in specific areas of grade-level math and reading concepts. These students may receive differentiated support when appropriate and provided by a variety of school personnel as outlined by the school's service plan. These students will not be identified as AIG but may receive academic enrichment services in reading and/or math.
2. Exploratory Non-Traditional - These K-8 students may work with the AIG Teacher to receive high-quality inquiry-based instruction, based on student interest, as a platform to recognize and respond to their intellectual and academic potential. Enrichment and acceleration services provided by the AIG teacher are a school-based decision.

Over the past 4 years, PCS has focused on creating GO GROW Nurturing Curriculum for K-3 learners that have demonstrated academic potential.

3. High School -

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

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

Students may be unsure of their continued AIG identification when they leave the direct service models and individual support provided to them through elementary and middle school. In the high school setting, there are no specifically

identified "AIG teachers" or courses. AIG students' need for acceleration, compacting, personal drive, and challenge is met in high school through Honors level courses, Advanced Placement, Pitt County Virtual Academy (PCVA), and Early College high schools via Pitt Community College and East Carolina University. PCS is becoming increasingly sensitive to the broad range of interest and achievement demonstrated by the AIG population and is extending its curriculum offerings accordingly. We encourage gifted students to challenge themselves and extend their reach by taking these advanced courses. Students are made aware of the potential for broader opportunities post-HS graduation when applying to colleges and universities after successful completion of these higher-level courses. Direct services for HS gifted students are provided by the Acceleration Advisor in the form of one-on-one or small group settings. The focus of these meetings is to discuss class schedules and choosing appropriate challenging courses, as well as skills to help students be successful throughout high school and with their plans for post-high school. The Acceleration Advisor also meets with counselors on providing appropriate acceleration course options for students. The instructional coach at the high school level works with all teachers to make sure they are embedding rigor and challenge.

In the 22-25 AIG plan cycle, the AA would like to focus on data on all students, especially the AIG identified students, on looking at students and class choices to make sure students are challenging themselves with the appropriate classes. The AA will work with the ICs, teachers, and counselors on providing this data so all stakeholders are helping the students be successful.

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

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

- Pages 1 & 4

- Pages 2 & 3

**\* 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.

Pitt County Schools utilizes the Learning Focus framework to build complexity in lesson planning and

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

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

When students have demonstrated their understanding of the core material several options are available for the PLC.

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

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

Strategies Consistently Used in PLC and Planning Sessions with Teachers

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

### \* Practice C

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

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

The AIG teachers have created a Math (3-5) and ELA (K-3) Enrichment spreadsheet, to provide opportunities for teachers to enhance student learning in the traditional and AIG classroom. AIG and regular classroom teachers also have access to an Enrichment Drive with printable and digital resources shared with the classroom teachers.

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

Materials or Teaching Resources Promoted

- Learning Focused Lesson Planning
- Mystery Science and LearnEd + Studies Weekly
- Study Island, Schoolnet, Canvas
- [ck-12](#)
- PhET Simulations
- ECU Center for STEM Education Resource Library
- SciNet Links and CPalms Science Lessons
- Thinking Maps
- Cognitive Coaching

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

- STEM Activities
- Little Bits
- LEGO educational software and materials
- Coding and computer programming
- Robotics (Sphero, Osmo, etc..)

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

**\* Practice D**

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

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

Masters, National Elementary Honor Society/BETA club, Battle of the Books, Math Counts, STEM, Theater-arts/Drama Class, and Quiz Bowl. High school students have opportunities to enroll in traditional AP courses and PCVA online courses which allow for the integration of digital communication and collaboration skills. At the end of the eighth-grade year, students may apply for admission to one of Pitt County's Early College high schools via Pitt Community College or East Carolina University. These specialized schools provide students with the opportunity to earn up to two years of college credits while attending high school and therefore learning advanced critical thinking skills at the college level. Middle and high school students involved in honor societies and groups (National Junior Honor Society, National Honor Society, Beta Club, etc.) will have opportunities to engage in leadership roles and community service projects during their duration as a member.

**\* Practice E**

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

All students are taught in the curriculum framework of state teaching requirements. As students move through those standards, students may be accelerated or enriched as they demonstrate content understanding.

PCS complies with state requirements for NC Check-ins, as well as, requiring Common Formative Assessments (CFA) and District Common Assessments (DCA). Both CFA and DCA are aligned to district pacing guides and delivered regularly throughout the school year.

PCS is heavily invested in the Multi-Tiered System of Support (MTSS). The strategy serves as a means to provide tiered support for learners. With the main focus being on students that have yet to master the core content. However, PCS is also utilizing MTSS to create discussions around advanced learners. It is the goal of the AIG Plan committee to be able to utilize MTSS as a way to identify students for gifted services. The plan is to use the 22-25 AIG Plan cycle to establish a deep level of understanding on how to provide differentiated instructional support for tier 2 and 3 learners before using the school level Problem-Solving Team to identify gifted learners.

The data collected from these assessments allow for teachers to work within their PLC to determine grouping options and any student in need of differentiation and enrichment opportunities. After each assessment cycle, the PLC should meet to review results and make adjustments to flexible groups.

AIG teachers will work through their grade level PLCs to determine the needs of students and what additional services, if any, are needed to provide the educational opportunity that child needs to reach their potential. Regular classroom teachers can use curriculum compacting to help identify the students the AIG teacher can work with in flexible groups. The GO GROW model of service is more open to any child that demonstrates an understanding and mastery of the grade-level curriculum standards and in return receives enrichment service during that instructional period. Students that already qualify for gifted services will be reviewed annually to ensure the proper services are provided for the following year.

**\* Practice F**

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

**K-8**

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

**High School**

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

**Teachers**

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

### \* **Practice G**

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

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

PCS is in the process of hiring 3 K-3 GO GROW coaches to specifically work with ALL K-3 students to provide early intervention and development opportunities to maximize potential through critical-thinking STEM activities. Services provided by the GO GROW Coach include :

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

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

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

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

### **Talent Development**

Pitt County Schools is committed to providing an AIG licensed teacher per school based on the total number of AIG students identified. In addition to directly serving identified AIG students, it is the role of the AIG teacher to collaborate when necessary with the regular classroom teacher to provide resource support for students who are high achievers but are not formally identified as AIG. These services will be provided through the GO GROW program.

GO GROW K-3 teachers will work with all students in the K-3. Classrooms to help provide enrichment activities and seek out talent development among these students. This will help the GO GROW coaches work with the AIG teacher at the school to help identify these students.

**\* Practice H**

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

Although AIG teachers have the primary responsibility for ensuring the needs of gifted learners are met, a process is in place to maintain a collaborative effort by all stakeholders to provide a challenging learning environment for students identified as gifted. AIG teachers work collaboratively with each other on a weekly basis to ensure as a group they are providing consistent challenge and rigor to the gifted students. The weekly time is also used to discuss differentiation ideas for the regular classroom environment. In return, the AIG teachers collaborate with the regular education teachers to meet the goals of the gifted students all day, every day. This can be done throughout PLC planning time. AIG teachers and counselors can work together to meet the social and emotional needs of the students.

The AIG director works with the principals to collaborate about best practices to meet the needs of gifted learners to include cluster grouping and acceleration. The principals support the AIG teachers by helping support their schedule to meet the needs of the gifted learners in all grade levels.

During the 2022-25 Plan cycle, we would like to connect blended learning, Mastery Paths, and Canvas to support the regular classroom teacher in providing enrichment opportunities for students who have demonstrated content mastery in the unit of study.

**\* Practice I**

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

All identified students have a documented plan that is reviewed annually. All documentation is maintained in the student's yellow folder and will be reviewed with the students and parents/guardians at the end of each year. This review can be through a letter of notification if services stay the same. If services change, the AIG team should meet and record the changes on the AIG Service Determination Meetings (Form 5). The AIG team consists of the AIG teacher, parent/guardian, administrator, and regular education teacher. The student can attend the meeting as well to review the data and discuss the changes that occurred. Below are the forms that the information is recorded on each year:

- Form 1 - Student Info and Annual Student Data Report
- Form 2 - DEP
- Form 3 - Conference Record
- Form 4 - Annual Review and Reconsideration

In addition, AIG teachers help support school transitions by providing parents and students with a letter to address the changes from elementary to middle school, as well as, middle to high school. A goal for the next plan is for middle school AIG teachers to provide parent nights with their feeder elementary schools to help parents understand the changes within this transitional year. Currently, the Acceleration Advisor meets with students at all middle schools to prepare them for the changes in high school and help them develop a plan through a high school resume builder and course outline. The AA also provides parent nights (virtually and face to face) to help explain the transition process for parents as well. The AA attends high school registration meetings to ensure appropriate services are provided for students in high school.

**\* Ideas for Strengthening the Standard**

AIG Teachers will:

- use the NCDPI Gifted Curriculum as a support to help meet the needs of gifted students in the regular education classroom

- work with the regular education teachers to help incorporate strategies that strengthen and challenge the gifted students
- Utilize Canvas to create enrichment rooms and incorporate Mastery Paths
- update current curriculum, if needed, to be more relevant and incorporate the changing 21st century skills, but within the same framework of Sandra Kaplan's work
- develop curriculum for K-3 nurturing groups
- accumulate books and other mini lessons that address topics for the social and emotional challenges of gifted learners- for example having a growth mindset
- revise and share lessons with middle school teachers so they can address these needs with middle school AIG learners
- middle school teachers create lessons which address the social and emotional needs specific for middle years students

**Planned Sources of Evidence**

\* AIG Curriculum and Alignment EOG Scores and AIG student growth AIG curriculum and website AIG Staff Development Sign In and Exit Tickets Constant revision and updating of the AIG Elementary School and

\*  
\*

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

Standard 4: Personnel and Professional Development

**Pitt County Schools (740) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 4: Personnel and Professional Development**

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

**\* Practice A**

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

Pitt County Schools currently employs an AIG licensed district support person to develop, guide, and monitor all aspects of AIG Programming as outlined in this AIG Plan. In the event the current AIG Coordinator leaves the district, PCS will continue to support AIG specialists and learners by appointing district support, AIG licensed coordinator of gifted education through the Educational Program and Services Division.

**Roles & Responsibilities of AIG Coordinator:**

- Provides leadership in the implementation of the program
- Monitors screening, referral, and identification process at district level
- Maintains and distributes appropriate documentation of student identification as evidence of service
- Clarifies roles and responsibilities of key personnel involved in the program
- Provides in-service opportunities for administrators and AIG teachers
- Conducts educational awareness sessions for parents whose children are involved in the program

- Communicates the goals and objectives of the program to parents and the community
- Maintains the AIG Advisory Group to monitor program progress, community acceptance, and formulate recommendations
- Is a standing member of PCS Educational Programs and Standards committee to disseminate information and elicit collaboration from various stakeholders
- Directs AIG Advisory Group consisting of the coordinator, a minimum of 3 AIG teachers (K-5, 6-8, GoGrow specialist), acceleration advisor, parent, and other specialists that can provide insight and direction to guide, develop, implement, revise and monitor the local AIG program to move the program forward
- Holds an NC AIG licensure in order to understand the needs of the AIG students and the importance of quality, differentiated curriculum, as well as how to communicate with parents and provide support for the AIG teachers
- Continues to pursue professional development and participate in conferences in the field of AIG.
- Continues to attend state, regional and local AIG meetings
- Supports professional training for new AIG teachers when hired
- Ensures that experienced AIG teachers will be paired with new AIG teachers for support throughout the first year as an AIG teacher in Pitt County Schools
- Sends AIG teachers to state conferences on a rotational cycle that promotes best practices as funding allows
- Sends PCS AIG Teacher of the Year to attend state NCAGT conference as funding allows
- Will oversee AIG professional development written by PCS AIG teachers that is designed for regular education teachers
- Will oversee curriculum writing teams: 4th and 5th grade curriculum for identified students, enrichment lessons for K-5, and middle school curriculum for identified students
- Oversees online coursework for gifted students in middle and high school

**\* Practice B**

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

Pitt County Schools employs 26 full-time AIG specialists, as well as 3 GO GROW educators. All PCS schools are served by at least one of these specialists, in either elementary or middle school. Additionally, there is 1 full-time Acceleration Advisor who serves the students in high school.

PCS will continue to provide at least 10 hours of AIG professional development for the AIG specialists to ensure that quality, rigorous, and current research-based instruction for AIG students is consistent across the district. As part of the AIG influence outside of serving gifted learners, online professional development will be provided to classroom teachers to support their understanding of what gifted students need in an everyday classroom learning environment.

**Roles & Responsibilities of AIG Teachers of Grades K-5:**

**Knowledge and Skills:**

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

## **Term of Employment: Ten months**

### **Responsibilities:**

- Maintains records for every identified student in a yellow folder as well as a districtwide spreadsheet and follows PCS procedures related to state requirements for gifted students – testing, identification, placement, annual reviews
- Provides direct service to identified AIG students based on identification
- Teaches the AIG Curriculum to qualified students
- Seeks GO GROW activities for students that demonstrate gifted potential but currently do not qualify for AIG services to provide a stimulating, rigorous, and nurturing atmosphere for students who show gifted potential
- Develops lesson plans for any direct service provided by the AIG teacher
- Informs the regular classroom teacher(s) of any identified AIG students that they serve, as well as, students that demonstrate gifted potential and are on the “watchlist” that have scored on or above the 86%ile on a standardized aptitude test, but have not yet been identified. This watchlist will be placed in a green folder and documented on the districtwide spreadsheet. See “Notification of AIG Students” ([Form 9](#))
- Meets with individual parents and parent groups when applicable
- Serves as a resource to the cluster teacher when applicable
- Advocates for AIG students and program
- Demonstrates best practices for AIG students
- Conferences with students as needed
- Makes students aware of opportunities outside of the regular curriculum
- Collaborates regularly with other AIG teachers for the purpose of strengthening services, to share materials and ideas, to develop instructional materials, and to engage with others in continued adult learning regarding gifted

learners

- Communicates and disseminates information about the program to parents and the community
- Maintains a record of all services provided during the year
- Assists in the evaluation of the program
- Monitors the progress of individual students working on advanced projects or independent studies
- Sends data reports and paperwork to AIG Coordinator upon request
- Creates a menu of effective instructional strategies that current AIG teachers can share with other AIG teachers through staff development and through our district's google drive.
- Participates in monthly AIG staff development
- Attends local, state, and national staff development opportunities as funding allows.
- Programming efforts for each year's curriculum are supported by lead teachers representing both elementary and middle schools
- Writes and incorporates lessons and activities that address the social and emotional needs of gifted students

### **Roles & Responsibilities of AIG Teachers of Grades 6-8:**

#### **Knowledge and Skills:**

- Knowledge of appropriate content, methods and strategies for the education of academically or intellectually gifted students
- Knowledge of curriculum development and implementation, particularly differentiation of instruction
- Knowledge of the 6-8 grade Common Core Standards

- Knowledge of effective communication strategies and skills in team teaching, planning and demonstration teaching
- Knowledge of emotional and social needs of intellectually gifted students to support academics
- Demonstrated excellent skills in teaching and communication with parents
- Education /Training Required: Bachelor’s degree from a four-year college, licensure as a teacher in NC, licensure as a teacher of the Academically Gifted or progress toward AIG licensure and at least three years successful experience as a classroom teacher

**Term of Employment: Ten months**

**Responsibilities:**

- Maintains records for every identified student in a yellow folder as well as a districtwide spreadsheet and follows PCS procedures related to state requirements for gifted students – testing, identification, placement, annual reviews
- Provides direct service to identified AIG students based on identification
- Teaches the AIG Curriculum to qualified students
- Seeks GO GROW activities for students that demonstrate gifted potential but currently do not qualify for AIG services to provide a stimulating, rigorous, and nurturing atmosphere for students who show gifted potential
- Develops lesson plans for any direct service provided by the AIG teacher
- Informs the regular classroom teacher(s) of any identified AIG students that they serve, as well as, students that demonstrate gifted potential and are on the “watchlist” that have scored on or above the 81%ile on a standardized aptitude test, but have not yet been identified. This watchlist will be placed in a green folder and documented on the districtwide spreadsheet. See “Notification of AIG Students” ([Form 9](#))
- Meets with individual parents and parent groups when applicable

- Serves as a resource to the cluster teacher when applicable
- Advocates for AIG students and program
- Demonstrates best practices for AIG students
- Conferences with students as needed
- Makes students aware of opportunities outside of the regular curriculum
- Collaborates regularly with other AIG teachers for the purpose of strengthening services, sharing materials and ideas, developing instructional materials, and engaging with others in continued adult learning regarding gifted learners
- Communicates and disseminates information about the program to parents and the community
- Maintains a record of all services provided during the year
- Assists in the evaluation of the program
- Monitors the progress of individual students working on advanced projects or independent studies
- Sends data reports and paperwork to AIG Coordinator upon request
- Creates a menu of effective instructional strategies that current AIG teachers can share with other AIG teachers through staff development and through our district's google drive.
- Participates in monthly AIG staff development
- Attends local, state, and national staff development opportunities as funding allow.
- Programming efforts for each year's curriculum are supported by lead teachers representing both elementary and middle schools
- Writes and incorporates lessons and activities that address the social and emotional needs of gifted students

- Collaborate with school-level leadership to ensure the AIG specialist is integrated with school level MTSS team(s) (e.g., grade-level and/or subject area teams, professional learning communities, school MTSS teams, etc) in order to effectively represent, provide information about, advocate for, and serve gifted students within an MTSS context.

### **Roles & Responsibilities of the Acceleration Advisor for Grades 9-12:**

#### **Qualifications:**

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

#### **Responsibilities:**

- Support HS AIG students and programming
- To assist all PCVA students that participate in online courses to ensure learning goals are met and course success is accomplished.
- Work with PCVA Data Manager to enroll students and maintain grades and schedules.
- Collect data and monitor Honors and Advanced Placement course offerings, student participation, and academic program success.
- Collaborate with the Curriculum Development Team to ensure online course offerings are rigorous and meet graduation requirements.

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

### **Academic Development**

Student Acceleration Advisor shall:

- Monitor and meet with HS AIG students to provide all levels of support needed to ensure successful completion of HS and entrance post-secondary pathways.
- Meet with school guidance counselors prior to and during the registration process, to inform the students of classes relative to course selection and assist the administration in the registration and scheduling process.
- Conduct follow-up meetings with students to monitor course progress and ensure course success. Coordinate and conduct PCVA open house student/parent meetings at each participating site.
- Conduct orientation meetings with all eighth-grade middle school students to provide information regarding class offerings and registration procedures.
- Provide individual counseling for PCVA students regarding scheduling upon request of the student or his/her parent/guardian.
- Provide written contact and telephone calls to parents/guardians of PCVA students who are at risk of not successfully passing the PCVA course.
- Create and maintain a database that tracks potential students that could be eligible for advanced courses (honors and AP) and provide that information to schools to assist the HS in accelerated course placement.
- Work with school testing coordinators on EOC testing for PCVA students and compile and disseminate test results to appropriate personnel, students and parents/guardians.
- Be responsible for assisting the administration in the compilation and distribution of the HS course description.

- Be available for parent conferences about student performance in PCVA courses.
- Collaborate with the Curriculum Development Team to ensure online course offerings are rigorous and meet graduation requirements.

**C. Other**

Student Acceleration Advisors shall:

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

**Roles & Responsibilities of the K-3 GO GROW Coach:**

**Knowledge and Skills:**

- Knowledge of appropriate content, methods, and strategies for the education of academically or intellectually gifted students
- Knowledge of curriculum development and implementation, particularly differentiation of instruction
- Knowledge of the K- 2nd grade Common Core Standards
- Knowledge of effective communication strategies and skills in team teaching, planning and demonstration teaching
- Knowledge of emotional and social needs of intellectually gifted students to support academics
- Demonstrated excellent skills in teaching and communication with parents
- Education /Training Required: Bachelor’s degree from a four-year college, licensure as a teacher in NC and at least three years successful experience as a classroom teacher

Term of Employment: Ten months

**Responsibilities:**

- Maintains records for students served in through the GO GROW program on a district-wide spreadsheet.
- Seeks GO GROW activities for students that demonstrate gifted potential by providing a stimulating, rigorous, and nurturing atmosphere.
- Develops Learning-Focused Lesson Plans for any service provided by the GO GROW Coach.
- Collaborates with classroom teachers to create a list of students with gifted potential to participate in the GO GROW program.
- Serves as a resource to the classroom teacher when applicable
- Advocates for K-2 students with gifted potential
- Makes students aware of opportunities outside of the regular curriculum
- Collaborates regularly with other GO GROW coaches for the purpose of strengthening services, sharing materials and ideas, to develop instructional materials, and to engage with others in continued adult learning regarding gifted learners
- Maintains a record of all services provided during the year
- Assists in the evaluation of the program
- Monitors the progress of individual students working on advanced projects or independent studies when applicable
- Sends data reports to AIG Coordinator upon request
- Participates in AIG staff development
- Attends local, state, and national staff development opportunities as funding allows.
- Writes and incorporates lessons and activities that address the social and emotional needs of gifted students

### **Roles & Responsibilities of the AIG Coordinator:**

- Provides leadership in the implementation of the program
- Clarifies roles and responsibilities of key personnel involved in the program
- Provides in-service opportunities for administrators and AIG teachers
- Conducts educational awareness sessions for parents whose children are involved in the program
- Develops an evaluation design to measure the effectiveness of the program
- Communicates the goals and objectives of the program to parents and the community
- Maintains the AIG Advisory Group to monitor program progress, community acceptance, and formulate recommendations
- Is a standing member of PCS's Educational Programs and Services committee to disseminate information and elicit collaboration from various stakeholders

### **Roles & Responsibilities of the Principal**

- Works with the AIG Coordinator to select the AIG teacher
- Selects the cluster teachers and establishes the cluster groups
- Develops criteria for flexible grouping and establishes groups
- Monitors the performance of the classroom teachers
- Monitors the progress of the individual students assigned to the program
- Coordinates schedules and provides time for the AIG teacher and the cluster teacher to meet on regular basis where applicable
- Is knowledgeable of content and strategies appropriate for advanced learners

- Helps cluster teachers understand and utilize “compacting” with gifted students when appropriate
- Provides materials and resources needed by personnel involved in the AIG program
- With the assistance of the ES/MS AIG teacher, communicates the program to parents and the community
- Assists in the collection of evaluation data
- Serves on the School-Level AIG Team if possible (or other school administrator)
- Follows and supports the PCS AIG Plan

**Roles & Responsibilities of the Regular Education Cluster Teacher of AIG Students**

- Exposes all students to a wide variety of enrichment activities
- Provides appropriate differentiation for the gifted students assigned to the classroom when students are not with the AIG teacher (Differentiation is not using the gifted student as a tutor for peers.)
- Examines the existing curriculum and determines where additional content material is needed
- Knows and utilizes appropriate instructional strategies for gifted students
- Compacts the curriculum for gifted students when appropriate and will be documented on a student's DEP
- Helps identify students with “gifted potential” and develops strategies to address their needs
- Monitors the progress of each gifted student to pursue investigation based on their individual interests
- Communicates the program to parents and the community

**\* Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs

and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

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

**AIG Teachers:**

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

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

**PCS Employees**

PCS will also offer specific and appropriate professional development to all personnel involved in AIG programs and services in 2 parts:

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

- AIG 101
- Social-Emotional Needs of Gifted Learners
- Differentiating for the Gifted Learner

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

**Part 2:** PCS AIG staff members will meet with school PLCs and/or present regularly at school staff meetings to school personnel and provide differentiation strategies, SEL support, and other strategies to support gifted students in the regular learning environment.

**\* Practice D**

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

**Regular Education Teachers**

Regular education teachers with their AIG licensure or an AIG Badge will have first priority to have AIG cluster grouping in their classroom. Clustering is defined as groups of 4-12 advanced students who are assigned, administratively, to the same regular, heterogeneous classes in a grade level to facilitate instruction in their areas of need. The regular education teacher will monitor the progress of individual gifted students using various data points such as benchmark data, NC Check-ins, and Common Formative Assessments.

With the implementation of online AIG PD courses, the AIG Coordinator will provide a list to principals of teachers that have completed these district-created online courses and earned a local endorsement to effectively teach gifted students in a regular classroom setting. An AIG License or an AIG Badge will serve as an indicator to the principal for the potential placement of an AIG cluster into a regular education teacher's classroom.

**Acceleration courses**

**K-8:**

Any regular education teachers who are teaching the accelerated courses (ELA or math) should have either the AIG licensure or the PCS locally endorsed AIG course completed. The students who score a level 5 in math and/or ELA should be clustered together with the teacher that meets the above criteria.

**9-12:**

AP teachers should maintain their AP credentials through the College Board.

**\* Practice E**

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

Using the district's AppliTrack system, any AIG teachers hired must be approved by the district AIG Coordinator prior to teacher placement. It is the responsibility of the AIG Coordinator to ensure proper licensure has been achieved.

In the cases where an AIG License has not been earned, the AIG Coordinator will work with the new hire to ensure licensure is earned over the next two years.

**Start of employment**

- Add an AIG Provisional to teaching License (if not already certified to teach AIG)
- Assigned an AIG mentor teacher:

**By end of Year 1**

- Complete Canvas Module
  - ABCs of AIG Module 1: State & Local Framework for Gifted Identification and Services
  - Make progress toward AIG certification (either through university course work or by taking the AIG Praxis licensure test)

**By end of Year 2**

- Have AIG licensure
  - If not, must complete ONE of the two within 2 years of hire:

- o 4 AIG courses to obtain licensure
- o Take and pass AIG Praxis

Any AIG teacher that does not earn their licensure over that two year period will not be allowed to continue as an AIG teacher and must be moved to another classroom position at the school.

A local AIG Badge does not replace the state's AIG license that is earned through university coursework or passing the AIG Praxis test. All AIG teachers must have a state-certified license.

**Recruitment plan:**

- School-wide leadership will identify teachers with high growth in EVAAS.
- Provide incentives (cluster grouping) for teachers to obtain their AIG add-on license.

**AIG Teacher Retention**

Consider a teacher commitment, through continued professional development, to continue to serve the district after earning an AIG add-on license.

- Send AIG teachers to conferences (once every 3 years)
- Purchase equipment for their room to support teaching
- Purchase instructional materials to support the AIG curriculum

**\* Practice F**

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

PCS is focused on equity for all students. To align with our county's mission and strategic plan, AIG will collaborate with the Department of Equity in Excellence, Equity, and Leadership (DEEL) to provide PD for AIG teachers in regard to equity and excellence from the district level.

The Department of Excellence, Equity, and Leadership (DEEL) offer specific professional learning focused on developing mindsets, attitudes, and behaviors necessary to create a more equitable system and also embeds equity principles into all teacher and school leader training, including beginning teacher orientation. The district's Teacher Leadership Institute (TLI) has a specific strand focused on supporting teacher leaders in addressing issues surrounding educational equity. The district offers training on unconscious bias in an open-enrollment process, as well as specialized training on bias and inclusive language to individual schools and district departments when requested by principals and directors. During 2020-21, DEEL formed an Equity Advisory Council (EAC) that works to ensure all people are represented, valued, and supported while respecting shared beliefs and influencing mindsets, practices, policies, and procedures for equity and inclusion. In the 22-23 school year, DEEL is creating formal Equity Partner leadership positions in schools to support and guide the work at the school level. These new positions are funded through a \$5.4 million Teacher and School Leader (TSL) grant the district received. The primary goal of the grant is to provide direct support and training to teachers around issues of diversity, equity, and inclusion.

**\* Practice G**

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

Pitt County Schools will continue to meet with AIG teachers on a regular basis to provide professional development to advance the program as well as ensure programming consistency across the entire district.

Professional development for AIG specialists will continue to support the local AIG program goals, the district goals, and the best practices in gifted education.

AIG professional development will focus on how to identify students for GO GROW services. GO GROW services will foster students' strengths and potential. AIG teachers will help change these mindsets of growing the underrepresented populations in their schools by looking intentionally at the school's data. AIG teachers will collaborate with the GO GROW coaches to identify and support these students. PCS is making intentional efforts to employ GO GROW coaches who represent the students targeted for GO GROW opportunities.

The district AIG Coordinator will continue to maintain an AIG Advisory Group. This support team will plan the district-wide PD opportunities for the AIG teachers (based on AIG Staff surveys) and will serve as AIG Lead Teachers to support the daily needs of AIG Programming. The AIG Advisory Group will gather regular feedback from AIG teachers

on needed professional development. Structures are in place to facilitate collaboration among AIG teachers that allow the teachers to grow as learners, to help them build capacity for AIG in their schools and communities. A few examples of these structures are as follows:

- AIG teachers will use an “exit survey” following each staff development meeting in order to provide suggestions and feedback on professional development, as well as offer any additional questions and concerns. The data gathered will be used to plan for future staff developments and PD.
- AIG teachers will be provided opportunities to share effective instructional strategies that other AIG teachers can then share and deliver within their school setting.
- AIG teachers share strategies that incorporate technology and the 21st Century Framework monthly during staff development.
- AIG teachers provide feedback on any new/current best practices that support and enhance critical thinking.
- AIG teachers are given time during districtwide AIG PD to work collaboratively to share coaching tips, strategies, and resources that may assist them in working with classroom teachers. AIG teachers support the regular education teachers, check on the progress of gifted learners, and provide differentiated strategies for supporting gifted learners in the regular classroom.
- During the district-wide PD, AIG teachers work collaboratively to develop strategies and resources to work with classroom teachers to promote differentiated lessons and opportunities for GoGrow students in the regular classroom.

**\* Ideas for Strengthening the Standard**

- Provide more professional development in addressing the social-emotional needs of AIG students for classroom teachers, personnel, and administration.
- Survey all certified staff and principals on possible in-service dr topics. Then use this for staff development training with AIG emphasis.
- Implement PD opportunities that are comprehensive and current:

- Determine ways to share resources when designing and delivering PD; include finding ways to collaborate with neighboring school districts, partner across a region, and/or utilize “Booster Shots” and other resources available on DPI AIG wiki site.
- Incorporate time for vertical planning among groups at AIG meetings.

**Planned Sources of Evidence**

\* Yearly calendar of monthly staff development training/opportunities for PCS AIG teachers Lists of paired AIG teachers (Experienced AIG teacher paired with new AIG teacher to provide professional suppo

\*  
\*

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

Standard 5: Partnerships

**Pitt County Schools (740) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

PCS communicates with parents and families in a variety of ways. Schools send home newsletters and emails on a regular basis and host parent nights to provide information to support students' learning goals. AIG teachers conference with parents and students annually. Information is disseminated through the AIG website.

Pitt County Schools AIG Department has developed a two-way partnership with Parents for Public Schools (PPS) to present programming information and keep parents up to date on opportunities available to students. In this partnership, PPS share their thoughts, concerns, and suggestions about the services or programs of gifted learners. In response, the AIG Coordinator has the opportunity to share the many ways the PCS AIG Department works to meet the academic/intellectual and socio/emotional needs of gifted learners. The PPS AIG Subcommittee would collaborate to create both student and parent community learning opportunities about a wide range of gifted topics that include academic and intellectual programming, as well as, social, and emotional needs. PPS will also provide 1 or 2 parents to serve on the AIG Advisory Board to ensure parent voice is included in AIG Programming.

The AIG Coordinator works closely with the AVID Coordinator, PCS Administrators, Counselors, and Media Coordinators to seek out ways to form strong partnerships with families of gifted and underrepresented populations through the AVID, Online Classes, and the GO GROW Program.

**\* Practice B**

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

PCS partners with nearby institutions of higher education to provide enrichment, extension, and acceleration opportunities for students. Two institutes of higher learning in our county are East Carolina University (ECU) and Pitt Community College (PCC). Currently, PCS has partnerships with both of these institutes and have created an early college on both campuses. The AIG Coordinator works closely with stakeholders on both campuses to ensure students are receiving the academic opportunities needed to enrich and grow these learners. AIG teachers are given the opportunity to attend the UNC Wilmington AIG Conference.

Many gifted students take online classes through Pitt County Virtual Academy, and the AIG Coordinator partners with district personnel to provide coursework that meets the academic needs of gifted learners. AIG teachers partner with community members from local businesses, colleges and governments to help create events to enrich the AIG curriculum for the AIG students. For example, Pitt Pirates is a high LEGO robotics program that is coached by an engineer in the county. AIG teachers who coach robotics teams partner with Pitt Pirates to provide opportunities for participation in this program when students leave middle school. Pitt Pirates offer training for teachers and students, and they offer robotics scholarships to purchase materials. In high school, partnerships with Vidant and participation in AVID help provide students with volunteer support and resources for students.

**\* Practice C**

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

## **1. The Role of the AIG Coordinator**

The AIG coordinator will meet with central office administrators, principals, Board of Education members, AIG teachers, regular education teachers, and parent representatives. The purpose is to provide ongoing assessment of the existing programs, gain awareness of the needs of academically and intellectually gifted students (K-12) within Pitt County, and become knowledgeable of best practices that might address these needs. The AIG Coordinator will also be responsible for ensuring input on the evaluation of the plan and its alignment with the state AIG standards.

- Provide ongoing assessment of the existing programs
- Gain awareness of the needs of academically and intellectually gifted students (K-12) within Pitt County
- Become knowledgeable of best practices that might address these needs
- Evaluate the local plan to ensure alignment with the state AIG standards
- Analyze all standard practices and ensure AIG Services as a whole are effectively addressing these areas
- Meet with parents and family members of AIG students at various meetings around the county
- Invite community members, instructional and support staff, and other stakeholders to specific AIG Advisory Group meetings as needed.

## **2. The Role of the AIG Advisory Board**

The success of the Academically and Intellectually Gifted Program will rely on effective program evaluation. The evaluation component of the AIG Program ensures accountability to the designated stakeholders. The AIG Advisory Board reviews progress and monitors the plan to ensure program goals are being met. The AIG Advisory Board will consist of the following members: PCS AIG Coordinator, a minimum of 3 AIG Teachers (K-5, 6-8, and a GO GROW Specialist), the Acceleration Advisor, a parent, and other specialists that can provide insight and direction for moving the gifted program forward.

- Attend regular meetings
- Share the ideas and concerns from the sector they represent

- Ensure AIG Standards are being addressed in the current AIG Document

- Survey stakeholders to monitor program progress

- AIG Plan Writing Committee review, revise and update standards for the new AIG plan

### **AIG Advisory Board Selection Criteria**

- Qualifications:

- Must be a certified AIG Teacher.

- Must be a current AIG teacher in PCS.

- Rotates on the Advisory Group for 2 years.

- PPS will nominate a representative to serve as the parent member and specialist.

### **3. The Role of the School-Level AIG Team**

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

- To implement the Pitt County Schools' gifted child search/referral, screening, identification and instructional placement processes.

- To make decisions based on the demonstrated strength-based needs of the student. (Different options will be appropriate for different students depending on the level of differentiation needed.)

- To receive permission from the parent/guardian for any aptitude or achievement testing that will not be generally administered in the regular school program.

- To record the information used in making the decision.

- To determine the program option(s) the student will access.

- To receive permission from the parent/guardian to place the student in the option(s).

- To exhibit sensitivity to cultural, economic and/or linguistic differences that need to be considered in examining information about a student's needs.
- To develop and review the DEP or IDEP of current students.

**\* Practice D**

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

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

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

The district website provides language translations for the website and any documents that are available on the LEA website. AIG has translated most of our parent letters and forms into Spanish.

There are a variety of ways the district communicates opportunities and events for AIG students with parents and community members. The AIG website lists a multitude of enrichment opportunities that meet students' academic and social/emotional needs such as robotics, Beta Club, NC Scholastic, and many more. Information regarding these opportunities can be distributed and translated if needed to meet the needs of the students. AIG teachers work with students, families, and community members to share academic opportunities such as Math Masters, Battle of Books, NCASA, summer opportunities etc. These teachers share information in a variety of ways such as sending home letters, emailing, and sharing information on their websites. They collaborate with ESL Specialists in the schools to send information in the native language when needed.

AIG teachers will provide a parent night at the beginning and end of each school year. The beginning of the year meeting will highlight units taught throughout the year and beginning of the year paperwork. The end-of-year meeting will include any transition information from elementary to middle school and middle to high school as well as collect any form signatures if a change in the AIG program.

PCS will present the AIG plan to parents and stakeholders in a variety of ways:

- The PCS AIG Coordinator will collaborate with Parents for Public Schools (PPS) organization
- Parent meetings and conferences
- Presentations at parent meetings (PPS group)
- AIG website (links to the plan and identification process)
- Social Media sites used at the school level
- AIG Teachers share information through newsletters and websites
- AIG participation with high school registration for PCS Virtual Academy
- College guide brochure to aid AIG students in the selection of high school courses
- The AIG Coordinator disseminates information about the goals and policies of the local AIG plan and program with PCS Administrators at monthly meetings and with the EPS district team at weekly meetings.

The AIG Coordinator and/or the Acceleration Advisor meet yearly with students and families of 8th-grade gifted students to discuss high school course options and to prepare for college admissions. During these meetings, families are given a pamphlet created by the AIG Department that outlines the various pathways and course offerings for high school. Families are encouraged to ask questions and seek guidance from the AIG Department, school counselors, and PCS staff in order to help guide their children in making high school choices that fit the academic and social needs of the student. In addition, the Acceleration Advisor will meet with 8th grade students and provide a High School AIG folder that helps them explore their high school options and align them to their goals and needs. Parents are also briefed on the PCVA online courses offered that serve as a resource to meet students' academic and social/emotional needs.

**\* Ideas for Strengthening the Standard**

- Develop a more effective means of communicating with stakeholders in their native language.

- Build partnerships with local medical and government agencies and industries to further enrich our curriculum for students.
- Seek to find new and effective ways to communicate with students and parents regarding high school opportunities, the AIG plan, and opportunities for the gifted.
- Incorporate more involvement with the AIG plan by parents and other stakeholders.

**Planned Sources of Evidence**

\* PPS (Parents for Public Schools) meetings PCVA (Pitt County Schools Virtual Academy) courses AIG Conferences  
 Local and state academic competitions NCAGT membership for all AIG teachers PCS AIG website

\*  
\*

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

Standard 6: Program Accountability

**Pitt County Schools (740) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 6: Program Accountability**

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

**\* Practice A**

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

1. The plan Advisory Group helps review and revise the AIG Plan from 19-22 to the new 22-25 plan. This group consists of elementary, middle, high school, and K-8 AIG, GO GROW coaches, Acceleration Advisor (AA), and the AIG Coordinator.
2. To assess the current implementation of program goals and visions, the committee created a survey for students, parents, and teachers/administration to gather feedback on the current state of the program. The surveys were first drafted by the committee, then reviewed and revised by the AIG teachers, and then finalized for the teachers to send out to students, parents, and staff.
3. The committee uses the survey feedback to help address the identification and awareness of the gifted classroom.
4. Plan writing timeline:
  - a. Sept. - Create Surveys to send out to parents and administrators/teachers.
  - b. Oct. - Review and revise Standard 6

c. Nov. - Review and revise Standard 1

d. Dec-Jan. - Review and revise Standard 2; Create and share student surveys after students have a chance to be in the program (post-Covid) for a true evaluation of what they know about the program.

e. Feb. - Review and revise Standard 3

f. March - Review and revise Standard 4

g. April - Review and revise Standard 5

h. May - Review with stakeholders and present to BOE for final approval

5. Throughout the year, opportunities are presented to receive feedback and thoughts from the Parents of Public Schools group.

6. Once the plan has been approved, the plan will be posted on the AIG website for parents, community members, teachers, administrators, and other stakeholders to have access to the updated 22-25 AIG plan.

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

The 2022-2025 AIG Plan was presented and approved by the PCS Board of Education on June 6, 2022. The plan will be submitted to SBE for review and feedback in June of 2022.

**\* Practice B**

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

The AIG Advisory Group will continue to meet regularly to reflect on all aspects of the AIG Plan and programming and to ensure that fidelity of implementation for all AIG program components is maintained. The AIG Advisory Group reviewed, revised, and updated standards for the new AIG plan. The AIG Coordinator meets with all AIG teachers in the county every other month. During these meetings, time is devoted to monitoring the plan implementation and program progress. Beginning AIG teachers are assigned an AIG teacher mentor to help lead and support them in this new role. This helps build capacity and leadership among these lead mentor teachers. Also, there are selected leaders for each group to help meet monthly to discuss the concerns and challenges of the AIG teachers. The AIG Coordinator is a Regional AIG Lead and uses the monthly meetings as a way to network and to gain a deep understanding of the plan. He utilizes the resources and support materials from the State AIG website and shares this information with the AIG teachers and the AIG Advisory Group. The AIG Coordinator is a member of and reports to the EPS (Educational Programs and Services) committee of PCS regarding AIG policies and procedures. In addition, the AIG Coordinator meets monthly with PCS principals and updates them on the progress of AIG plan implementation as needed.

**\* Practice C**

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

Working with the PCS Finance Office, the district-level AIG Coordinator will annually review the AIG budget and ensure that state AIG funds are being used to support district AIG program goals. The AIG Coordinator ensures the budget is aligned with program goals by meeting with the AIG teachers to gather feedback on the materials and learning opportunities provided in the AIG service component to enhance lessons and to build upon student interest. The teachers provide feedback and materials lists to the coordinator of what is needed for plan implementation for identified students and the GO GROW opportunities for underrepresented students. The AIG Coordinator prioritizes resources and personnel based on program needs by partnering with various district leaders such as the Title 1 Director and the EPS Committee to advocate for other funding resources to ensure students will benefit from spending decisions.

When applicable, teachers are encouraged to apply for grants to help enrich our curriculum.

**\* Practice D**

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

Student achievement is maintained, analyzed, and shared at the school level. AIG teachers record EOG scores and final yearly grades to a headcount spreadsheet for all the gifted students and watchlist students in their building at the end of each year. Teachers look for trends and consult with the Needs Determination Team (NDT) or teachers of gifted students as needed. This spreadsheet is monitored at the county level as well. During districtwide AIG meetings, teachers are given time to review, update, and analyze the information in the spreadsheet.

Student growth is maintained and monitored at the school and district level. Annual AIG NCEOG growth reports are provided to each school's AIG teacher and principal so they can assess individual student performance. Folders are maintained for each student that document student performance over time, including identification criteria, service models, and EOG scores. The annual review will take place for each AIG student. Appropriate data will be made available on the AIG district website: <https://www.pitt.k12.nc.us/Page/47> Data will be looked at as a three-year process at the district level by race/ethnicity, percentage growth, to see what trends or patterns are happening to help look at policy and practices for equity and excellence.

Annual drop-out data will be collected by the Acceleration Advisor. Information will be shared with the AIG Coordinator to look for trends that may have led to drop-out. Other trends we are monitoring are the number of advanced classes, such as AP and CCP, that students are successfully taking. The Acceleration Advisor also looks at scholarship information, college acceptance rates, and post-graduation plans for seniors each year.

**\* Practice E**

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

Reviewing 3-year AIG trends, the total AIG population decreased over that time from 2,413 down to 2,245 students. The largest decrease came from our white population while the Hispanic population increased over that same period of time. There was also a drop in our black population by 24 students. Although it is difficult to draw a straight line to the COVID-19 Pandemic, it certainly could be a contributing factor. A thorough data report can be found in the [Yearly Trend Breakdown](#) that can be accessed on the AIG website.

The PCS AIG identification process allows for the identification of students who meet the above practice. An AIG teacher is assigned to every elementary and middle school and an Acceleration Advisor for all high schools. These teachers collect and analyze data on all identified students. Performance is monitored collaboratively by the AIG teacher, the regular education teacher, and the Needs Determination Team when needed. Students who are identified as gifted are never un-identified, but service options may be adjusted to better fit their academic and social needs.

To grow our numbers of underrepresented populations, PCS AIG Department has developed a unique program designed specifically to be inclusive of students who are culturally/ethnically diverse, economically disadvantaged, and/or ELL. The program is called GO GROW, and it is designed to provide an enriching, rigorous, and stimulating atmosphere for this unique population of third, fourth and fifth grade students who have yet to be identified but show gifted potential. GO GROW classes are designed to give access to the underrepresented populations in the school, and their performance is closely monitored by the AIG teacher. AIG teachers create and maintain a watchlist of students and enter data on a spreadsheet for the GO GROW students and track their performance. The watchlist will follow the students when they transition to another school. Data will be collected and recorded in the district-wide spreadsheet to determine the number of GO GROW students who become identified as a result of their participation in GO GROW and the number of years they were served in GO GROW leading up to identification. In addition to the GO GROW program, PCS has added three K-3 GO GROW coaches who will recognize students that show gifted potential from younger grades. Data is tracked from the K-3 GO GROW coaches to the fourth and fifth grade AIG teachers to show growth in identification of all populations, but especially underrepresented subgroups of students.

Over the course of the last AIG Plan, PCS GO GROW has evolved to also include GO GROW Schools. These are schools in the district with low numbers of identified students and high numbers of underrepresented populations. AIG teachers at these schools often combine identified students with GO GROW students for service. In this way, identified students as well as GO GROW students are exposed to a stimulating, enriching, and rigorous curriculum with the expectation that all students have the ability to grow as learners and to be successful in the curriculum.

AIG teachers in each building partner with the counselors and Exceptional Children's teachers to monitor the performance and retention of the twice-exceptional students. AIG teachers collaborate during districtwide AIG meetings and devote time to ensuring that the AIG curriculum is rigorous for the highly gifted students.

**PCS Definitions for Underrepresented Populations:**

- Culturally/ethnically diverse - Students with an ethnicity other than Caucasian
- Economically disadvantaged- Students who are enrolled in Title 1 schools
- English Language Learners - Students who primary/native language is something other than English
- Highly gifted - Identified students who score in the top percentages in the district for achievement and ability
- Twice-exceptional - Students identified as gifted who have an additional identification such as LD or AU

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

**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hispanic %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	30.73%	<5%	<5%	---	8.24%	---	20.55%
<b>Male</b>	33.51%	<5%	6.93%	---	9.62%	---	19.91%
<b>Total</b>	32.16%	<5%	5.85%	---	8.95%	---	20.21%

**Percent of Total AIG Students Identified as Dual Exceptionality**

<5%

**\* Practice F**

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

The AIG Coordinator works closely with Human Resources who maintain teacher certification information to ensure AIG teachers have proper AIG certification. If an uncertified teacher is hired as an AIG teacher, the teacher will have two years to gain certification.

Currently, PCS has 26 allotted AIG teacher positions where all but 2 currently have their AIG certification. There are an additional 32 teachers, 3 Media Coordinators, 2 principals, and 2 district office personnel that also hold their AIG certification.

Any newly hired AIG teacher has 2 years to complete local and state requirements to ensure they can remain an AIG teacher. Those requirements are:

1. Year 1: Complete the local Introduction to AIG 101 Canvas course (10 hours)
2. Year 2: Earn AIG licensure to their professional certificate as outlined by state guidelines (either through University accredited course work or by passing the AIG Praxis exam).

All teachers who are part of the AIG program work directly with the district AIG Coordinator. These teachers work directly with gifted students, and are also responsible for identifying, supporting, and monitoring AIG students and their data to ensure effective programming is in place for these gifted learners. The PCS AIG Department strongly encourages administrators to place AIG students in classrooms with regular education teachers that hold AIG licensure to more effectively serve the gifted learners all day, every day. During the 2022-2025 plan, the AIG department will create professional development modules for regular education teachers that cover a variety of topics about gifted learners. Teachers will receive technology CEU's for completing the modules, and they will be more prepared to meet the needs of gifted learners in their classroom.

**\* Practice G**

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

PCS will survey key stakeholders to ensure the AIG program is effectively meeting the needs of the gifted learner. AIG teachers will survey parents and regular education teachers to collect feedback on the implementation and effectiveness of the local AIG program. AIG teachers will survey students to collect feedback on the curriculum resources and materials. AIG teachers will use this data to reflect and re-evaluate curriculum and overall school programming. Additionally, the AIG Coordinator shall form and lead the AIG Advisory Group which will consist of the following members: PCS AIG Coordinator, a minimum of 3 AIG Teachers (K-5, 6-8, and the Acceleration Advisor), and potentially other specialists that can provide insight and direction for moving the gifted program forward. This committee will meet regularly with the AIG Coordinator to provide ongoing assessment of the existing programs, gain awareness of the needs of academically and intellectually gifted students (K-12) within Pitt County, and become knowledgeable of best practices that might address these needs. Committee members will gather feedback from AIG teachers and other stakeholders. The committee will also be responsible for evaluating the local plan to ensure effectiveness and alignment with the state AIG standards. The AIG Coordinator meets regularly as needed with the Parents of Public Schools group to receive feedback from families and stakeholders.

**\* Practice H**

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

The AIG Advisory Group will meet regularly throughout the school year to discuss the AIG program using multiple sources of data for continuous program improvement. Reviews may consist of data received from, but are not limited to:

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

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

Depending on the topic, the principals, parents, and other stakeholders are included in the program discussion. This is through principal meetings and small groups with Parents for Public Schools.

The **Advisory Group** consists of community stakeholders which include AIG teachers, parents, community members, and administrators. This group of stakeholders works together to collaborate and communicate needs of the group and address concerns regarding the AIG plan.

The **Steering Committee** is made up of lead AIG Teachers who help plan PD, bring concerns from the AIG teachers, and provide direction with day-to-day program planning

AIG Teachers will provide surveys to students, parents, and teachers/admin to analyze the AIG program and teacher impact. AIG teachers also meet weekly (monthly) to discuss successes and challenges of program implementation and effectiveness. Student, parent, teacher/admin survey feedback will be reviewed and analyzed for data trends and patterns to inform program improvement efforts.

The AIG Coordinator reflects on the local AIG plan to align with the district's vision through EPS meetings, director's meetings, and principal meetings.

Use the process in the chart below to review and make changes to the local AIG plan.

## Decision Making Process for 22-25 AIG Plan



The above stakeholders may be represented through either committee.

## Community Stakeholders

### Advisory Committee

- Meets as needed
- Survey stakeholders to monitor program progress.
- Review and collaborate during the AIG plan writing years.
- Share ideas and concerns from the areas they represent.
- Help the AIG program to integrate with the community.

## Lead AIG Teachers

### Steering Committee

- Meets monthly
- Attend regular meetings.
- Share ideas and concerns from the areas they represent.
- Help plan staff development.
- Lead curriculum discussions.
- Share informal feedback.

### AIG Coordinator

- Provide ongoing assessment of the existing programs.
- Gain awareness of the needs of academically and intellectually gifted students K-12 within Pitt County.
- Become knowledgeable of best practices that might address these needs.
- Evaluate the local plan to ensure alignment with the state AIG standards.
- Analyze all standard practices and ensure AIG services as a whole are effectively addressing these areas.

### PCS School Board

- Approve any necessary changes to the AIG plan

**\* Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

AIG Coordinator will annually review all aspects of the AIG program with AIG teachers, school administrators, the local school board, and parents. The AIG Plan, gifted data and other essential information is made available for any interested person on the district AIG website. <https://www.pitt.k12.nc.us/Page/47>

To further engage community stakeholders, an AIG survey will be provided to parents in English and Spanish. The AIG survey results and how we used the results will be provided on the website and teachers can share this feedback with parents. The results from the teacher/administrator survey will be shared with schools.

AIG teachers send monthly newsletters to parents and students pertaining to topics of interest for gifted students and highlight upcoming curriculum. Parents and students are also invited to attend parent nights and student workshops that feature a topic of interest, such as College Admissions Night and Student Essay Workshop.

**\* Practice J**

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

**Consent for testing and placement in gifted programming**

Once a student has met the criteria for identification in the gifted program, the identification and service process must be documented, signed by the guardian, and maintained in the student's yellow gifted folder.

The following forms must be used to document the identification and service process:

- Form 1 - Identification and Consent for Placement - (Mandatory Form with guardian signature)
- Form 2 - DEP (Mandatory Form)
- When a student is being considered for reconsideration for AIG identification or subject/grade acceleration, the AIG teacher must get parent permission for testing before testing can occur.
  - This consent for testing must be documented on Form 7
  - Form 7 - Parent Consent for Evaluation - (Used when it applies- if tested separately)

### **Reconsideration for AIG Identification**

1. Any student at any grade level may be referred for gifted services if each of the following criteria is met. This information should be documented on Form 15.
  1. The prior year's EOG score is 83% or higher in either math or reading AND
  2. Based on a body of evidence the NDT recommends testing AND
  3. No previous aptitude score is available or current score is in question

The AIG teachers will document those students who meet the above criteria and submit this information on the Aptitude Testing Request Form (Form 15). The new aptitude score will be entered into the MCI to determine if a child qualifies for any of the defined areas of giftedness for Pitt County Schools.

\*At any time, and at the guardian's expense, additional testing may be done in the private sector using most nationally normed aptitude or achievement tests. Those results may be presented to the school's NDT and used to determine a student's eligibility for gifted services.

2. If a student enrolls in Pitt County Schools and does not have an aptitude test, the NDT may consider the student for aptitude testing based on the same body of evidence used to determine if a second aptitude test is needed as outlined above.

Once the testing has been administered the aptitude score with the student's most current achievement scores (within one year) will be entered into the MCI to determine if the student qualifies for gifted services.

Pitt County Schools will re-administer a standardized aptitude test only once per student. The School-Level NDT will reconvene once the testing is complete to determine the need for differentiated service and document the recommendation on the AIG Needs Determination Team Meeting form (Form 5).

### **AIG Transfer Process: Reciprocity**

Students who transfer from other districts and were previously identified as AIG/gifted will receive AIG services in their area of identification/strength for the first year they are enrolled in PCS. After the first year, students must meet the PCS AIG identification criteria to continue receiving gifted services. However, in some cases the PCS criteria may be waived without further testing if a body of evidence that strongly indicates the student's gifted ability is presented, and a recommendation to continue service is made by the NDT. In these cases, this decision would be noted in the student's gifted folder as part of the AIG documentation.

Students who transfer from other states, North Carolina school districts, or other PCS schools with no prior gifted (AIG) identification must be enrolled and attend a Pitt County Public School before a nomination may be submitted. The AIG nomination/referral procedures will then be followed.

### **Resolution of Disagreements**

Currently the PCS procedures and practices are in place within the AIG Plan. The Resolution of Disagreements procedure outlined below should be used to resolve any disagreement concerning gifted identification or service placement, reassessment and service, or new transfers from other LEAs.

- District policies exist that protect all students and their rights as outlined in the AIG Handbook on Guardian rights as stated elsewhere in this AIG Plan.
- In the event of a disagreement of AIG identification and/or services between guardians and Pitt County Schools, guardians have access to a step-by-step Resolution of Disagreements procedure.

A hierarchical procedure will be utilized to resolve disagreements that may arise between the guardian of a student and Pitt County Schools regarding identification as Academically or Intellectually Gifted and/or the appropriateness of educational services offered.

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

<b>Process</b>	<b>Procedure</b>
Informed consent for identification	<p data-bbox="381 1680 406 1701">*</p> <p data-bbox="414 115 544 1711">Once a student has met the criteria for identification in the gifted program, the identification and service process must be documented, signed by the guardian, and maintained in the student's yellow gifted folder.</p> <p data-bbox="576 115 625 1711">The following forms must be used to document the identification and service process:</p> <ul data-bbox="657 115 1193 1711" style="list-style-type: none"><li data-bbox="657 115 738 1711">▪ <u>Form 1</u> - Identification and Consent for Placement - (Mandatory Form with guardian signature)</li><li data-bbox="779 115 820 1711">▪ <u>Form 2</u> - DEP (Mandatory Form)</li><li data-bbox="860 115 982 1711">▪ When a student is being considered for reconsideration for AIG identification or subject/grade acceleration, the AIG teacher must get parent permission for testing before testing can occur.<ul data-bbox="1023 115 1193 1711" style="list-style-type: none"><li data-bbox="1023 115 1063 1711">• This consent for testing must be documented on <u>Form 7</u></li><li data-bbox="1104 115 1193 1711">• <u>Form 7</u> - Parent Consent for Evaluation - (Used when it applies- if tested separately)</li></ul></li></ul>

**Informed consent for placement**

\*

Once a student has met the criteria for identification in the gifted program, the identification and service process must be documented, signed by the guardian, and maintained in the student's yellow gifted folder.

The following forms must be used to document the identification and service process:

- Form 1 - Identification and Consent for Placement - (Mandatory Form with guardian signature)
- Form 2 - DEP (Mandatory Form)
- When a student is being considered for reconsideration for AIG identification or subject/grade acceleration, the AIG teacher must get parent permission for testing before testing can occur.
  - This consent for testing must be documented on Form 7
  - Form 7 - Parent Consent for Evaluation - (Used when it applies- if tested separately)

**Transfer procedures**

\*

Students who transfer from other districts and were previously identified as AIG/gifted will receive AIG services in their area of identification/strength for the first year they are enrolled in PCS. After the first year, students must meet the PCS AIG identification criteria to continue receiving gifted services. However, in some cases the PCS criteria may be waived without further testing if a body of evidence that strongly indicates the student's gifted ability is presented, and a recommendation to continue service is made by the NDT. In these cases, this decision would be noted in the student's gifted folder as part of the AIG documentation.

Students who transfer from other states, North Carolina school districts, or other PCS schools with no prior gifted (AIG) identification must be enrolled and attend a Pitt County Public School before a nomination may be submitted. The AIG nomination/referral procedures will then be followed.

**Reassessment procedures**

1. Any student at any grade level may be referred for gifted services if each of the following criteria is met. This information should be documented on Form 15.

1. The prior year's EOG score is 83% or higher in either math or reading AND
2. Based on a body of evidence the NDT recommends testing AND
3. No previous aptitude score is available or current score is in question

The AIG teachers will document those students who meet the above criteria and submit this information on the Aptitude Testing Request Form (**Form 15**). The new aptitude score will be entered into the MCI to determine if a child qualifies for any of the defined areas of giftedness for Pitt County Schools.

\*At any time, and at the guardian's expense, additional testing may be done in the private sector using most nationally normed aptitude or achievement tests. Those results may be presented to the school's NDT and used to determine a student's eligibility for gifted services.

2. If a student enrolls in Pitt County Schools and does not have an aptitude test, the NDT may consider the student for aptitude testing based on the same body of evidence used to determine if a second aptitude test is needed as outlined above.

Once the testing has been administered the aptitude score with the student's most current achievement scores (within one year) will be entered into the MCI to determine if the student qualifies for gifted services.

Pitt County Schools will re-administer a standardized aptitude test only once per student. The School-Level NDT will reconvene once the testing is complete to determine the need for differentiated service and document the recommendation on the AIG Needs Determination Team Meeting form (**Form 5**).

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

**Procedures to resolve disagreement**

submitted to the school

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

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

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

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

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

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

**\*MEDIATION MAY OCCUR AT ANY POINT DURING THIS PROCESS**

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

Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties and is not subject to further review under Article 4 Chapter 150B of the General Statutes.

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

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

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

Resolution of Disagreements Procedure

Form 16 - PCS AIG Grievance Form

Form 17 - Guardian Appeal to PCS AIG Program Administration

Form 18 - Guardian Second Appeal to Office of the Superintendent

**\* Ideas for Strengthening the Standard**

- Solicit more parent feedback through end of year surveys for AIG service/identification.

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

**Planned Sources of Evidence**

\* AIG Advisory Group Minutes AIG Plan Surveys AIG Headcount Spreadsheet

\*  
\*

Documents		
Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	

Local Board of Education Approval

**Pitt County Schools (740) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

06/06/2022 

Original Application Submission Date: 06/21/2022

**Documents**

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

AIG Related Documents

**Pitt County Schools (740) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Required Documents**

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">AIG Plan Board Approved</a>

**Optional Documents**

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 <a href="#">PCS AIG Glossary 22-25</a>
AIG Standard 1 Additional Resources	N/A	 <a href="#">AIG Forms 22-25</a>
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

**Pitt County Schools (740) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

Phrase	Definition
--------	------------

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