Pitt County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 03-JUN-19
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Pitt County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

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

For 2019-2022, Pitt County Schools local AIG plan is as follows:

Pitt County Schools Vision for local AIG program: The North Carolina Department of Public Instruction commissioned the Task Force on Academically Gifted Education in November 1993 at the direction of the General Assembly. The Task Force published its recommendations in March 1994 and nine model sites were chosen to pilot proposed changes. In January 1996 the Department of Public Instruction reported the progress of the model sites to the Education Oversight Committee of the General Assembly.

In July 1996 the General Assembly passed Article 9B effectively recreating gifted education in North Carolina to reflect the recommendations in the Task Force Report and the planning process developed by the nine model sites. The 1996 legislation removed gifted education from the law governing children with special needs

Each school system must develop a local plan for the education of academically or intellectually gifted students. The plan should be a comprehensive description of the services available to the students in the local school system and align to the new Gifted Standards approved by the State School Board in 2018. Although the plan should govern the programs for academically or intellectually gifted students, it should be dynamic and flexible in order to meet the changing circumstances in the school system.
The AIG Leadership Team will include key stakeholders in the development of the local AIG plan. The plan may be developed by or in conjunction with other committees. Each local board of education shall approve a three-year plan designed to identify and establish a procedure for providing appropriate education services to each academically or intellectually gifted student.

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

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

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. In an effort to focus the goals and vision of the PCS AIG Program, the AIG teachers during the AIG Plan reflection process, developed 5 program anchors. These anchors serve as a means to create a foundation for how the AIG Program will represent the stakeholders in which they serve.

The 5 Anchors of PCS AIG Programming are:

1. Advocate for AIG students and program.
2. Provide engaging and rigorous curriculum that is differentiated.
3. Build rapport and relationships with students to assist with their social and emotional needs while finding their passion and developing lifelong learners.
4. Identify students who demonstrate giftedness and nurture those with potential.
5. Collaborate with stakeholders to monitor students and provide support so that gifted learners can be served all day, every day.

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

<table>
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<tr>
<th>State Funding</th>
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<th>Grant Funding</th>
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</tbody>
</table>
Table of Contents

Standard 1: Student Identification ........................................................................................................... 4
Standard 2: Comprehensive Programming within a Total School Community .............................................. 13
Standard 3: Differentiated Curriculum and Instruction ............................................................................. 27
Standard 4: Personnel and Professional Development ............................................................................. 40
Standard 5: Partnerships ......................................................................................................................... 48
Standard 6: Program Accountability ....................................................................................................... 52
Standard 1: Student Identification

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

Practice A

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

District Response: 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 Language Learners (ELL), 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.

During a student's third grade year, PCS provides aptitude screening which can be used for referral to the AIG Program.

Any of the following indicators may be used to allow for a student's participation in 3rd grade aptitude screening using the Cognitive Abilities Test (CogAT):

50% or higher on Beginning of Year (BOY) testing
Advanced performance on district benchmarks and/or assessments
Teacher or parent/guardian recommendation

Any student in 4th grade or higher may be referred for screening for gifted services if all of the following criteria are met:

The prior year's EOG/EOC score is 83% or higher in either math or reading AND
Based on a body of evidence, the Needs Determination Team (NDT) recommends testing AND
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 AIG Program will offer up to two aptitude tests for a student if the above criteria is met for rescreening.

The NDT can decide to use either the CogAT or Naglieri as a second 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 off of a body of academic evidence and characteristics of giftedness.

The AIG Program will post AIG Program Brochures and AIG Program Guides on the public AIG PCS website and will have print copies available for families with no Internet access. These guides outline gifted screening, referral, and identification processes and procedures for school personnel, parents/guardians and students to communicate effectively with these stakeholders. The AIG Program Guide is available for any interested family. The AIG Program will also post on the Pitt County Schools website the AIG screening, referral, and identification information. In addition, the
AIG Program will compile a list of "Frequently Asked Questions and Responses" (FAQ) for parents/guardians seeking information regarding the PCS AIG Program and disseminate to stakeholders.

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

District Response: K-3
Using the Acceleration Procedure (see 2G) K-3 students can be identified 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).
A criteria is in place for service options by the AIG Teacher (see 2c) for students not seeking grade or subject acceleration.

Grades 4-8
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 x 3 = 12 (4 As x 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 study course work. 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 possess high aptitude and demonstrate 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 possess high aptitude and demonstrate 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

Additional Scoring Opportunities  
Based on quantitative gifted characteristic 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 evidence that focuses on students' extracurricular activities, academic portfolio 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.
Historically, Pitt County has not made an assertive effort to identify HS students. The 2019-2022 AIG Plan will serve as a baseline to help create a local norm for what is an appropriate criteria for identification. The following criteria will be used to identified students as gifted in the following areas:

AI - A standardized score ≥ 95% in all 3 EOC test: biology, math, and reading AND a weighted GPA of 3.75  
AG - A standardized score of ≥ 95% in 2 of the 3 content EOC test: math, reading, and/or biology AND a weighted GPA of 3.75  
AM - A standardized math score ≥ 95% 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 ≥ 95% and a final course grade in English 2 of an A  
IG - A total composite score of ≥ 95% on a nationally norm aptitude test.

Reconsideration for AIG Identification

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.

The prior year's EOG score is 83% or higher in either math or reading AND  
Based on a body of evidence the NDT recommends testing AND  
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 parent'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 of 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).

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

**District Response:** Although the CogAT is used during the initial 3rd grade efforts to identify students for gifted services, this will not be the case for rescreening. Instead of conducting another broad sweep with the CogAT, PCS will provide the option of either the CogAT or the Naglieri (NNAT2) for students who are referred for testing. Collaboration with ELL and EC teachers coupled with professional development for regular education teachers aimed at understanding gifted characteristics and tackling misconceptions will ensure diversity in the screening, referral, and identification process.

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 NNAT2 Directions for Administering Guide gives an explanation of why this test should be an option for students in PCS: "The NNAT2 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 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 NNAT2 in the past as a means to identify a culturally/ethnically diverse group of students. Using the NNAT2, we hope to also have the same success by identify ELL 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: GO GROW - Growing Our Genius by Reaching Our Wonders program. The goal of GO GROW is to find students that demonstrate behaviors that are associated with traits of giftedness and/or with potential to achieve in 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 demonstrate 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**
Implements screening, referral, and identification processes consistently within the LEA.

**District Response:** 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)
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). 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.)
Transfer students who have been previously identified in another system or another state will be reviewed for differentiated services upon entering Pitt County Schools, utilizing the criteria in place for identifying students in the district. Also, if EOG scores are not available, then scores from an approved achievement test may be substituted (see Form 13).
Steps in the screening and placement process:
Step 1: Screening
Step 2: Assessment and Review
Step 3: Decision for Instruction
Step 4: Yearly Review

Step 1: Screening
The initial step in the decision-making process is screening. This phase represents efforts designed to review all students to determine which students may need differentiated services. Ongoing staff development and monitoring will be utilized to ensure that students from populations that have been traditionally under-represented are included in the screening process. (These groups may include students from diverse cultures and socioeconomic backgrounds or students with disabilities that may affect their learning.) The School-Level AIG Team will carefully monitor these students in each school. Though equitable representation and diversity are goals of the Plan for Academically and Intellectually Gifted (AIG) students, any student who receives services must meet the eligibility standards.
Screening Pool Indicators
Each school site will develop a local pool of students who may be in need of differentiated services. The following criteria will be used for determining which students are in the pool:
Aptitude Testing (Spring of 3rd Grade Year)
EOG/Achievement Testing
Body of Evidence
1) The following indicators will be used for an ongoing, year-round effort to identify students to be reviewed for differentiated services:
   Teacher recommendations and classroom academic performance data
   Parent, student or community referral
   Standardized test results
   Student has been identified in another school system
   Work Samples
Screening strategies should lead to a determination that a student either:

a) Is in need of differentiated services by the regular classroom teacher or the AIG teacher when appropriate

or

b) Is already in a learning environment that is appropriate.

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

Step 2: Assessment/Review
The next phase of the decision-making process involves assessment. All documentation must be in place by the end of the third marking period in order for students to receive AIG services during the current school year.

The most recent achievement (within a year) and aptitude scores will be used to determine eligibility. Assessment tools used as multiple indicators will come from the following categories:

A. Achievement measures – an indicator of a student's knowledge – NC End of Grade/Achievement Tests. If EOG scores are not available, then other standardized achievement scores may be used (Form 13).

B. Aptitude measures – an indicator of a student's potential for learning – All students will be given a standardized aptitude test in third grade. See Standard 1-B for other reconsideration for aptitude testing.

C. Grades - Student academic performance in the areas of: English Language Arts, Math, Science and Social Studies.

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

If the School-Level NDT determines that a student does demonstrate a need for differentiation, differentiated instruction will be provided within the regular classroom by the regular classroom teacher with resource support as needed from the AIG teacher. Students who are achieving above the level of most of their peers in reading or math will be flexibly grouped together for instruction in the respective classes:

Minimum of 4 to 12 identified AIG students should be placed together in the same classroom (by identified ability) and with a teacher that has demonstrated the ability to effectively differentiate for gifted learners.

If a grade level contains fewer than 4 AIG students then these students will be grouped together in
the same instructional classroom environment.

Step 4: Yearly Review
The final step will include a yearly review. This review will be addressed on Form 4 "Annual Review and Reconsideration of AIG Services". Services may be reconsidered if:
The student's EOG score falls below a Level 4 in either math or reading.
The student does not maintain a yearly average of "B" in each of the 4 core-curriculum subjects (reading, math, science, and social studies).
The MCI score falls below the total needed for the aligned service
Services will be re-evaluated annually and adjusted as needed
The goal for reconsideration of services is to ensure students are meeting basic grade level requirements as outlined in the Standard Course of Study and monitored by End of Grade testing. In the event an AIG student is not maintaining academic excellence and if the school's Needs Determination Team (NDT) concludes AIG enrichment opportunities are the cause of gaps in a student's academic performance, services may be reconsidered for a period of time so the student can again adequately demonstrate he/she is performing above that of his peer group. Under no circumstances shall a student lose his/her identification as a gifted learner. Only the services provided are reconsidered.

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

District Response: All Pitt County Schools utilize the AIG Headcount and Watchlist to document student data (aptitude, grades and NC EOG scores) each school year. Information is communicated to parents using the MCI. A copy is kept in the student's yellow AIG folder. Yearly performance of identified AIG students will be documented on the Student Data Record (Form 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 AIG Teacher will conference with parents regularly throughout the year. At the end of each school year and in the event of service or identification is being reconsidered, the AIG teacher will conference with the parent to discuss student needs for the following school year. At the beginning of each school year, teachers who teach AIG curriculum will hold Open House meetings for parents 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.
In an effort to increase all aspects of giftedness and the AIG program, Professional Development (PD) modules will be created in the districts LMS and provided to teachers and other district employees. AIG teachers will serve as the facilitators of these 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.

**District Response:** 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 student's identification. A yellow folder review is completed at the end of every school year and services for the following year are updated. 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. 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.

**Ideas for Strengthen the Standard:** Develop an identification process for students excelling in GO GROW enrichment opportunities and demonstrate outstanding potential but currently do not meet the MCI criteria for identification.
Grow the number of AIG certified regular education classroom teachers to serve the AIG clustering groups
Incorporating more information about K-2 nurturing and 9-12 Acceleration Advisor ideas
Offer parent information sessions
Provide school level information sessions for teachers through building PD, staff meetings, or grade level/subject level PLC's.

**Sources of Evidence:** Reconsideration Forms
MCI
AIG Headcount and Watchlist
Quick Service Guide
Screening and Identification Process
AIG forms and yellow folders
AIG website
Standard 2: Comprehensive Programming within a Total School Community

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

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

District Response: Direct services by the AIG teacher come in the form of 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 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 for grades 4-5 is also on a two year rotation and based on themes (GO Global and GO Grow). Middle Schools will rotate a three year thematic curriculum (Change, Patterns and Conflict). These curriculum services encourage the development of critical thinking, collaboration, creative thinking, communication, leadership, problem solving, and future ready skills.

Grades K-3
AI = GO GROW Enrichment
AG = GO GROW Enrichment
IG = GO GROW Enrichment
AM and AR = Cluster Grouping, Enrichment, and/or Resource Support

Grades 4-5
AI = AIG Curriculum (5 hours of service a week)
AG = AIG Curriculum (5 hours of service a week)
IG = IG Curriculum (2 hours of service a week)
AM AND AR = IG Curriculum (2 hours of service a week)
Either AM or AR = Course Acceleration, Cluster Grouping, Enrichment, and/or Resource Support as appropriate (this service must be documented on the DEP)

Grades 6-8
All identified AIG students are eligible to participate in the MS AIG Curriculum. This service is provided as part of the students elective course options.

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). 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.

Talent Development

Please refer to 3a for detailed service options.

All teachers, specialists, and guidance counselors will have access to the student’s DEP. PCS has identified a need to better serve both the K-3 students and those AIG students now in High School. K-8 service will also focus on nurturing potential through GO GROW learning activities. Schools with a smaller population 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 provide nurturing services for K - 3 as best fits their schedule, whether it be through course acceleration, cluster grouping, enrichment, resource support and/or direct service from the AIG teacher themselves.

GO GROW is a service opportunity by the AIG Teacher 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 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 now 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 B

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

District Response: To ensure gifted students having opportunities to be challenged everyday and not just by the AIG teacher, PCS is in the early stages of providing instructional support outside of just a pullout and direct service. During this AIG Plan cycle, a group of AIG Teachers will meet once a week to create reading and math enrichment materials that can be used by the regular classroom teacher to support differentiation in the classroom.

Grades K-5

In an effort to maximize the use impact of the AIG teacher in all classrooms. Once a week, a group of elementary AIG teachers will meet to create or gather, and align enrichment resources for reading and math classrooms. These materials will provide enrichment resources across the district and not just at the school where the AIG teacher serves. This cohort of teachers will team up with a group of classroom teachers to pilot the differentiated materials. Through this partnership, the AIG team and the classroom teachers can reflect about what is working and what needs to be changed to create the best possible enrichment materials to better meet the needs of the students. In addition, the
 partnership will foster more ownership from classroom teachers thereby supporting the goal of AIG all day, everyday. These resources will be made available at all schools and for all teachers to support differentiation within the elementary classroom. These lessons will align to the Learning Focus standards the district expects in the regular classroom and will have flexible activities and options that will fit various classroom situations. These resources will be made available as part of our district’s LMS as part of an open source library.

Grades 6-8
All identified gifted learners are able to participate in the AIG curriculum through an elective course. 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 that are performing at a Level 5 level on EOG testing will have the opportunity to be accelerated in math and/or reading subject areas. As an 8th grader, these students will also have the opportunity to take the following HS courses: Earth Environmental, Math 1, and World History. These course offerings will be offered face to face at schools where there are enough students to create a course section. In schools were that is not an option, students will have those same options delivered online 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 College and Career Promise are made available. Online learning is one effort that provides the same course options regardless of the size of a 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 for students that have participated in the GO GROW program.

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

District Response: Using the research provided by Saiying Steenbergen-Hu, Matthew Makel, and Paula Olszewski-Kubilius, in their study "What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration of K-12 Students’ Academic Achievement: Findings of Two Second-Order Meta-Analyses" Pitt County recognizes the need to group students with advanced abilities. In order to disseminate information about clustering gifted students in the regular classroom, the AIG Coordinator attends principal's meetings and Educational Programs and Services meetings update administrators on the recommended grouping practices that facilitate the growth of gifted
learners.

For identified students, procedures are developed by the AIG Steering Committee 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. 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. AIG teachers will inform regular education teachers and administration of AIG identified students and their matching service needs, as well as "watch list" students. The AIG coordinator meets with county EPS team (Educational Programs and Services) to represent AIG at local leadership meetings. The steering committee and Coordinator along with the AIG Staff serve as advocates for change for the needs of AIG students through local and state decision making.

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:

Math Service
Be working at least 2 grade levels above using the i-Ready Math Diagnostic

Reading Service
Be working at least 2 grade levels above using the i-Ready Reading Diagnostic

OR

Kindergarten Eligibility (based on Read 3D Text Reading and Comprehension)
First Semester service- must score "D" or above at the beginning of the year assessment
Second Semester service- must score "E" or above on mid-year assessment

1st Grade Eligibility (based on Read 3D Text Reading and Comprehension)
First Semester service- must score "I" or above at the beginning of the year assessment
Second Semester service- must score "L" or above on mid-year assessment

2nd Grade Eligibility (based on Read 3D Text Reading and Comprehension)
First Semester service- must score "M" or above at the beginning of the year assessment
Second Semester service- must score "O" or above on mid-year assessment

3rd Grade Eligibility (based on Read 3D Text Reading and Comprehension)
First Semester Service- must score "P" or above at the beginning of the year assessment
Second Semester Service- must score "R" or above on mid-year assessment

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

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

Grades 4-8:

Students with a Level 5 on the math EOG will automatically have the opportunity to participate in math 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 be offered, the school must provide an alternative means for math 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 HQ math teacher. Students with an 81% on Math and/or Reading Achievement Test will be added to the watch list. These students are documented on the watchlist sheet and may receive academic enrichment services based on demonstrated content mastery. Services provided for enrichment and acceleration in these cases are a school based decision.

The procedures for grouping students in K-8 are based on the above criteria and is outlined during the district-wide AIG PD by the AIG Coordinator. AIG teachers collaborate with other school personnel to identify the students who met 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 course, such as honors and AP, and Challenge and Career 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 1 meeting a year with HS AIG students to conference with them face to face to determine what additional support may be needed.

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

**District Response:** LEA Response:
AIG teachers will inform regular education teachers, administration, and support staff of AIG identified students and their matching service needs, as well as "watch list" students. These school personnel will have access to student DEPs, local AIG program and plan, and other legislation and regulations related to gifted education. 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. Examples may include:
- Newsletters
- Websites (County and individual schools)
- Emails
- Meetings
- Staff Development
- Google Drive
- Notification of AIG Students form (Form 9)

At the beginning of each school year, classroom teachers are provided a list of gifted learners in their classroom. Any additional information is available upon request to the AIG teacher.
**Practice E**
Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

**District Response:** The AIG teacher will communicate with teachers, counselors, and schools to ensure effective continuation of K-12 services continue, especially during key transition points. AIG teachers will send a yearly notification of 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 a 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 Pre-algebra and Math I classes. From the middle school to high school transition, AIG teachers will work with the high school counselors and Acceleration Advisor by providing the list of AIG students and their identifications. AIG teachers will also help ensure students select the appropriate courses in high school during registration with the aid of the Acceleration Advisor. The Acceleration Advisor will discuss with AIG students the appropriate courses for the corresponding college pathways. The high school counselors will ensure the Middle School AIG teacher is also a key contact with counselors before 8th grade visits.

When transitioning between elementary to middle school or middle school to high school, the following paperwork will be transferred for the AIG student:
- AIG Student Records,
- End of Year Record Transfer,
- Notification of AIG Students (Form 9), and
- Aptitude Testing Data Sheet (Form 1: MCI pgs 1-2).

The (Aptitude Testing AIG spreadsheet (Headcount Spreadsheet) will also be sent to the AIG middle and high school contact. A copy of Form 9 and the Aptitude Testing AIG spreadsheet (Headcount Spreadsheet) should be kept by the transferring AIG teacher and a copy sent to the AIG Coordinator. The high school contact ensures the high school's data manager is informed of incoming AIG students so they can be maintained in the state's data system.

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

**District Response:** Both elementary school and middle school AIG teachers will provide district created gifted curriculum that focuses on the social and emotional needs of gifted learners. The AIG teachers use lessons they have created that focus on the social and emotional needs of the gifted learners. Topics include, but are not limited to, bullying, brain development, 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 about 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 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.

As a new initiative, Digital Learning will utilize Canvas, the district Learning Management System (LMS) to create online learning professional development opportunities that will be made available for all stakeholders to address social emotional needs of gifted learners. These type of online course will be created and taught by an AIG teacher and made available to any Pitt County employee. Participants will also earn Digital Learning Credits (DLC) for completing these AIG PD courses.

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

District Response: 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:
   a. 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; 
b. the child's parent is the sole legal custodian of the child; 
c. the child's parent is deployed for duty away from the permanent duty station; and 
d. 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 school. The board regards 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 at least 1 day per week. At each elementary and middle school, AIG teachers work to ensure all identified students are connected with coursework opportunities, or opportunities that match their needs, whether academic, social and/or emotional.

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

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

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

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

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

Subject and Grade Acceleration

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:

Form 16 - PCS AIG Grievance Form
Form 17 - Parent/Guardian Appeal to PCS AIG Program Administration
Form 18 - Parent /Guardian Second Appeal to Office of the Superintendent

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.

Parent 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.

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.

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.

If the body of evidence demonstrates that the student meets the criteria, the team should continue.

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

Reading Evidence(s):
READ 3D 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
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 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.

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 evidences:
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
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 supports 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.
A nationally normed achievement test is administered in the areas of reading or math achievement.
Test should be administered by a trained

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

**District Response:** Over the past 3 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 service provided by the AIG teacher. In GO GROW designated schools, AIG teachers evaluate various data to determine how to best match students' needs with various service delivery options. Qualifying 4th and 5th graders are provided with a half day of direct service from the AIG teachers in which they are exposed to multi-curricular thematic units, as well as technologies that they would not traditionally be exposed to. Qualifying K-3, and 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. 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.

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

**District Response:** PCS continues to provide extra-curricular opportunities for advanced learners. Over the past few year PCS has used AIG funds to cover NCASA membership. This organization hosts several middle school and high school events. AIG students will have the opportunity to compete in those competitions, as well as, but not limited to:
12 - NCASA Hosted
Quiz Bowl - NCASA Hosted
Show Choir - NCASA Hosted
Battle of the Books
Math Masters
Science Olympiad
Math Olympiad
Environthon
Spelling and Geography Bees
Robotics (First Lego League and Robox)
MATHCOUNTS
Beta Club or Honor Society

PCS will continue to collaborate with Parents for Public Schools, a local advocacy group, to provide events that appeal to the interests of gifted learners. The AIG students will also be provided with summer camp opportunities, as provided by AIG teachers.

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

**Sources of Evidence:** AIG curriculum
Conference schedule
Social Emotional Lesson Collection
AIG student folder
Electronic portfolio (Multiple Criteria Indicator)
DEPs (Form 2)
IDEPs (Form 6)
Notification of AIG Students form (Form 9)
AIG Plan
Record review
EOY Survey
Curriculum Nights (elementary, middle, and high school)
AIG Headcount Spreadsheet
Social and emotional needs lessons
Subject and grade acceleration procedures and forms
Virtual Academy Courses
Websites (County and School)
Standard 3: Differentiated Curriculum and Instruction

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

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

District Response: Historically, PCS has focused the majority of service toward identified gifted learners in grades 4-8. PCS will now employ a multi-level process for service that supports all gifted learners and those that demonstrate potential at all grade levels.
In an effort to expand the gifted talent pool and maximize the district and state AIG Teacher allotment, PCS will provide 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 4-8)
3. Academic Enrichment Math and/or Reading (K-8)
4. GO GROW - Servicing students that demonstrate gifted potential (K-8)
a. Academic Pathway
b. 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 be meet centrally once a week to develop enrichment lessons that align to our district curriculum pacing guides and made available to all teachers to use within the classroom. 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 them 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, the 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.
Curriculum Service (blue area)- This level of service is provided as an academic enrichment learning opportunity
2. Curriculum service spans over grades 4-8.
Pitt County Schools creates curriculum for grades 4-8 that aligns to the CC/ES and appropriately meets the needs of gifted students. The needs of the advanced learners are met through research-
based strategies adopted by the local LEA and other best practices. The AIG Curriculum has been developed by district AIG teachers and uses the thematic approach introduced by Sandra Kaplan which integrates all areas of the curriculum.

A) Grades 4-5 Elementary AIG Curriculum (For students identified AI and AG)
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. Elementary School students will receive 5 hours of one day pull-out services in ES Curriculum each week by AIG teacher over the course of the entire year.

Elementary AIG Curriculum Guidelines
a. a 5 hour uninterrupted instructional day.
b. This service will be a blend of identified (AI and AG) 4th and 5th graders.
c. This service will not exceed more than 20 students per 1 AIG teacher and 30 students per 2 AIG teachers.
d. The classroom will not exceed more than 30 students regardless of number of AIG teachers.
e. Students will not be required to make up regular classroom assignments missed during the ES Curriculum day.
f. Students will not be required to complete regular classroom homework that is assigned on the Curriculum day.
g. In the interest of fostering academic risk taking, Curriculum students' performance will be evaluated, but not graded.

h. Curriculum will begin the week of Labor Day and end the week before End of Grade Testing.
i. 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.
j. Any Curriculum day missed will be made up, preferably the same week if possible.
k. 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.)

B) K-8 AM and AR Support - Students that qualify in areas of math and reading will be clustered together to support the differentiated needs of these advanced learners.

C) K-8 IG Support - Students that are identified Intellectually Gifted will receive GO GROW support. GO GROW is an acronym for "Growing Our Genius Reaching Our Wonders."
This support is tiered by grade level.
GO GROW Grades K-3 will receive regular pull out service with the AIG teacher as time permits during the school year.
Grades 4-5 will receive a half day of GO GROW (GG) support once a week.
a. GG is a 2 hour uninterrupted instructional day.
b. GG Class will be a blend of 4th and 5th graders IG students and students that demonstrate gifted potential.
c. A GG Class will not exceed more than 20 students.
d. Students will not be required to make up regular classroom assignments missed during the GG service.
e. Students will not be required to complete regular classroom homework that is assigned on the GG day.
f. In the interest of fostering academic risk taking, GG students' performance will be evaluated, but not graded.

g. GG will begin the week of Labor Day and end the week before End of Grade Testing.

h. 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.

i. Any GG day missed will be made up, preferably the same week if possible.

j. GG 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 GG will not be scheduled during these two weeks.)

D) Grades 6-8 Middle School Curriculum

All middle school AIG students will receive the base curriculum. This base curriculum is outlined in the 90 day syllabus provided at the beginning of each school year. Typically, it should take a minimum of 90 minutes a week over the course of the year to cover the minimum curriculum. However, there are many enrichment activities that are extensions of this curriculum that provide educational opportunities for an entire year of everyday service.

Middle School AIG Curriculum Guidelines

a. Curriculum service is a minimum of 90 minutes a week for the entire year.

b. Curriculum should span a minimum of 90 days out of the entire year.

c. Curriculum service can be delivered in one of the following ways:

1. An encore class OR elective time
   a. Every day (for a semester of the entire year OR all year with year long elective students (band, orchestra, chorus) with the option of opting out of PE. See PE Waiver (Form 19)
   b. Twice a week (depending on the school's elective schedule)

2. A core content pull out

If pulled from either math or reading, the AIG teacher must document that time and record it for EVAAS purposes.

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

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

3. Academic Enrichment (Math and/or Reading) (orange area) - Students in grades 3-8 that demonstrate advanced knowledge and understanding of math and 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 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 district/state wide benchmarks). The AIG teacher will collaborate with the regular education math teacher, the student, and parent to advocate for the appropriate math placement for the following school year.
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 is 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.

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

A. Academic Nurturing - These students have demonstrated content mastery in specific areas of grade level math and reading concepts. These students may receive differentiated support when appropriate and provided by a variety of school personnel as outlined by the school's service plan. These students will not be identified AIG but may receive academic enrichment services in reading and/or math.

B. Exploratory Non-Traditional - These K-8 students may work with the AIG Teacher to receive high-quality inquiry based instruction, based on student interest, as a platform to recognize and respond to their intellectual and academic potential. Enrichment and acceleration services provided by the AIG teacher are a school based decision.

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

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

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

Students may be unsure of their continued AIG identification when they leave the direct service models and individual support provided to them through elementary and middle school. In the high school setting, there are no specifically identified "AIG teachers" or courses. AIG students' need for acceleration, compacting, personal drive and challenge are met in high school through Honors level courses, Advanced Placement, 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.

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 course road map for any HS student that will help guide them toward college plans.

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

**District Response:** 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.

Another strategy PCS is heavily invested in is 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 next three years 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 Professional Learning Communities (PLC) is another strategy PCS utilizes to determine 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.

a. Direct service by the AIG teacher (push in or pull out)

b. Enrichment content that aligns and extends a students understanding of content objectives.

1. A group of AIG teachers will be meet once a week throughout the school year to create math and reading enrichment materials for classroom teacher use. This will start during the 2019-20 SY.

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**

a. Using small and whole group protocols to structure student work time.

b. Writing to Learn as opposed to Writing to Demonstrate Learning

c. Paired and small group Classroom Talk using roles and Literacy Group strategies

d. Use of discrepant events to drive inquiry-based learning

e. 4 Levels of Inquiry - examples and understanding of each

f. Use and implementation of Formative Assessment and FA Probes
Practice C
Incorporates a variety of evidence-based resources that enhance student learning.

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

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
a. Learning Focused Lesson Planning
b. Mystery Science and LearnEd + Studies Weekly
c. Study Island, Schoolnet, Canvas
d. ck-12.org
e. PhET Simulations
f. ECU Center for STEM Education Resource Library
g. SciNet Links and CPalms Science Lessons
h. Thinking Maps
i. 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:

a. STEM Activities
b. Little Bits
c. LEGO educational software and materials
d. Coding and computer programming
e. 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, and leadership.
**District Response:** Advanced learners explore real world problems, while incorporating 21st Century skills and technology. Over the past several years, the AIG program has continued to add LEGO's, Spheros, iPods, iPads, ChromeBooks, and laptops to the AIG classroom, as well as updating SMART Technologies software as needed. The district will continue to add technology to the program to ensure students are exposed to the newest devices that meet the academic needs of the classroom. There will be training on any new devices and current twenty-first century skills and technology. PCS will continue to develop and update curriculum that focuses on 21st Century skills. This could include makerspace, coding, and STEM related activities. Curriculum will be culled and revised each year to ensure that content and materials are on par with 21st century technologies and advancements. Students will also have many opportunities to explore these 21st century skills through after-school programs, such as, robotics and knowledge-based competitions. 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 on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

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

**District Response: K-8**
Lessons have been created which address the social and emotional needs of AIG learners. Schools will cluster group (at least 4-12 AIG students together in a classroom, based on the student's identified area of need) at each grade level. If a grade level does not have at least 4 identified students, the students that are identified must be placed together in the same classroom. Summer camp opportunities exist for AIG identified students; through these camps students can engage in social learning with AIG peers from across the district.

High School
Pitt County currently 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 GO series (Gifted Online) AIG teachers will provide 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 through purposeful and intentional differentiated curriculum and instruction.

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

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

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

Strong: Students who demonstrate through informal assessment that they may have a strong need for differentiation may be referred to the School-Level AIG Team for review. Indicators of a strong need for differentiation include the following:
Schools may provide flexible nurturing service for students in Grades K-3 under the Go Grow Academic Enrichment model. Eligibility for service varies by school population and availability of the AIG teacher.

Students must meet the Go Grow Academic Eligibility Criteria:
Math Service
a. Be working at least 2 grade levels above using the i-Ready Math Diagnostic

Reading Service
a. Be working at least 2 grade levels above using the i-Ready Reading Diagnostic
OR
a. Kindergarten Eligibility (based on Read 3D Text Reading and Comprehension)
   1. First semester service- must score "D" or above at the beginning of the year assessment
   2. Second Semester service- must score "E" or above on mid-year assessment
b. 1st Grade Eligibility (based on Read 3D Text Reading and Comprehension)
   1. First semester service- must score "I" or above at the beginning of the year assessment
   2. Second Semester service- must score "L" or above on mid-year assessment
c. 2nd Grade Eligibility (based on Read 3D Text Reading and Comprehension)
   1. First semester service- must score "M" or above at the beginning of the year assessment
   2. Second Semester service- must score "O" or above on mid-year assessment
d. 3rd Grade Eligibility (based on Read 3D Text Reading and Comprehension)
   1. First Semester Service- must score "P" or above at the beginning of the year assessment
   2. Second Semester Service- must score "R" or above on mid-year assessment

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

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

Differentiated Instruction
- Flexible Grouping
- Cluster Grouping
- Compacting
- Resource Support to the regular classroom teacher
- Independent Study
- Subject Acceleration (Form 10)
- Grade Acceleration (Form 11)

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

Nurturing Component

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

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

**District Response:** Although AIG teachers have the primary responsibility for ensuring the needs of gifted learners are met, a process is in place to maintain a collaborative effort by all stakeholders to provide a challenging learning environment for students identified as gifted. During the 2019-22 Plan cycle, a group of AIG teachers will meet once a week to create and implement differentiated math and reading enrichment lessons to support teachers in the regular classroom. The goal is to expand those enrichment content offerings to cover all core subject areas. The Phase 1 main weekly focus will be on K-5 resources. As part of monthly staff development, MS AIG teachers will work on math and reading enrichment lessons.

Roles and Responsibilities:
1. **The Role of the AIG Coordinator**
   a. Provides leadership in the implementation of the program
   b. Clarifies roles and responsibilities of key personnel involved in the program
   c. Provides in-service opportunities for administrators and AIG teachers
   d. Conducts educational awareness sessions for parents whose children are involved in the program
   e. Develops an evaluation design to measure the effectiveness of the program
   f. Communicates the goals and objectives of the program to parents and the community
   g. Maintains the AIG Steering Committee to monitor program progress, community acceptance, and formulate recommendations
   h. Is a standing member of PCS’s Educational Programs and Services committee to disseminate information and elicit collaboration from various stakeholders

2. **The Role of the Principal**
   a. Works with the AIG Coordinator to select the AIG teacher
   b. Selects the cluster teachers and establishes the cluster groups
   c. Develops criteria for flexible grouping and establishes groups
   d. Monitors the performance of the classroom teachers
   e. Monitors the progress of the individual students assigned to the program
   f. Coordinates schedules and provides time for the AIG teacher and the cluster teacher to meet on regular basis where applicable
   g. Is knowledgeable of content and strategies appropriate for advanced learners
   h. Helps cluster teachers understand and utilize "compacting" with gifted students when appropriate
   i. Provides materials and resources needed by personnel involved in the AIG program
   j. Assists in the collection of evaluation data
   k. Serves on the School-Level AIG Team if possible (or other school administrator)
   l. Follows and supports the PCS AIG Plan
3. The Role of the ES/MS AIG Teacher
AIG Teacher Position Description
   Position Title: AIG Teacher
   Reports to: School Principal

A. Knowledge and Skills:
   a. Knowledge of appropriate content, methods and strategies for education of academically or
      intellectually gifted students
   b. Knowledge of curriculum development and implementation, particularly differentiation of
      instruction
   c. Knowledge of the Common Core Standards
   d. Knowledge of effective communication strategies and skills in team teaching, planning and
      demonstration teaching
   e. Demonstrated excellent skill in teaching and communication with parents
   f. Education /Training Required: Bachelor's degree from a four-year college, licensure as a teacher
      in NC, licensure as a teacher of the Academically Gifted or progress toward AIG licensure and at
      least three years successful experience as a classroom teacher
   Term of Employment: Ten months

B. Responsibilities:
   a. Responsible for all headcount record keeping and procedures related to state requirements for
      gifted students – identification, testing, placement, annual reviews
   b. Maintains all documents and information and places them in the identified student's yellow folder
   c. Provides direct service to identified AIG Students based on identification (reading, math, IG etc)
   d. Teaches the AIG Curriculum to qualified students
   e. Seeks GO GROW activities for students that demonstrate gifted potential that currently do not
      qualify for AIG services
   f. Develops lesson plans for any direct service provided by the AIG teacher
   g. Informs the regular classroom teacher of the specific AIG identification for each student as well as
      any students that are on the "watch list" of students who have scored on or above the 81%ile on a
      standardized aptitude test, but have not yet been identified. (List in green folders) See "Notification of
      AIG Students" (Form 9)
   h. Meets with individual parents and parent groups when applicable
   i. Serves as a resource to the cluster teacher when applicable
   j. Advocates for AIG students and program (i.e. PAGE organization)
   k. Demonstrates best practices for AIG students
   l. Conferences with students as needed
   m. Makes students aware of opportunities outside of the regular curriculum
   n. Meets regularly with other AIG teachers to share materials and ideas and to develop instructional
      materials
   o. Communicates with regular education teachers about AIG identified students, as well as "watch
      list" students assigned to the regular education class. See "Notification of AIG Students" (Form 9)
   p. Communicates and disseminates information about the program to parents and the community
   q. Maintains a record of all services provided during the year
   r. Assists in the evaluation of the program
   s. Monitors the progress of individual students working on advanced projects or independent studies
t. Sends data reports and paperwork to AIG Coordinator upon request

*The AIG teacher is not required to provide lesson plans for students during absences unless a substitute is hired in the AIG teacher's place.

4. The Role of the Regular Education Cluster Teacher of AIG Students
   a. Exposes all students to a wide variety of enrichment activities
   b. 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.)
   c. Examines the existing curriculum and determines where additional content material is needed
   d. Knows and utilizes appropriate instructional strategies for gifted students
   e. Compacts the curriculum for gifted students when appropriate and will be documented on a student's DEP
   f. Helps identify students with "gifted potential" and develops strategies to address their needs
   g. Monitors the progress of each gifted student to pursue investigation based on their individual interests
   h. Communicates the program to parents and the community

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

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

District Response: All identified students have a 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 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, administrator, and a regular education teacher. The student can attend the meeting as well to review the data and discuss the changes that occurred. Below are the forms that the information is recorded on each year:
a. Form 1 - Student Info and Annual Student Data Report  
b. Form 2 - DEP  
c. Form 3 - Conference Record  
d. Form 4 - Annual Review and Reconsideration

**Ideas for Strengthen 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  
- 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  
- create a summer bridge program to help prepare high school students for advanced courses.  
- develop curriculum for K-3 nurturing groups  
- create a high school DEP that integrates the coursework and is reviewed annually with the parents and students  
- 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

The HS Acceleration Advisor will check in with the AIG students once a semester.  
AIG representative at high school registration meetings to ensure appropriate services in high school  
2G - Analyze the data over the next 3 years and use the K-3 criteria for who is served in this plan to consider identifying students (in grades K-3) that meet this criteria before the 4th grade.

**Sources of Evidence**: AIG Curriculum and Alignment  
EOG Scores and AIG student growth  
AIG curriculum and website  
AIG Staff Development Sign In and Exit Tickets  
Constant revision and updating of the AIG Elementary School and Middle School curriculum to infuse more 21st Century Skills  
Benchmark assessment Data (LEA benchmarks, i-Ready)  
Report cards  
Program assessment Data (STAR, READ 3D, RTA, i-Ready)  
Classroom teachers will provide differentiated services to the AIG student in the regular classroom environment.  
AIG Social and Emotional Lesson Collection  
AIG Student Folders  
AIG Student Conferences  
Minutes of AIG Meetings  
DEP (Form 2) and IDEP (Form 6)
Standard 4: Personnel and Professional Development

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

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

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

Roles & Responsibilities of AIG Coordinator:
- Provides leadership in the implementation of the program
- 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 Steering Committee 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 Steering Committee 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 gifted learners.

**District Response:** PCS will continue to provide monthly 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, AIG teachers will facilitate online professional development 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-8:
Knowledge and Skills:

a. Knowledge of appropriate content, methods and strategies for the education of academically or intellectually gifted students

b. Knowledge of curriculum development and implementation, particularly differentiation of instruction

c. Knowledge of the Common Core Standards

d. Knowledge of effective communication strategies and skills in team teaching, planning and demonstration teaching

e. Knowledge of emotional and social needs of intellectually gifted students to support academics

f. Demonstrated excellent skills in teaching and communication with parents

h. 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:

a. 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

b. Provides direct service to identified AIG students based on identification

c. Teaches the AIG Curriculum to qualified students

d. 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

e. Develops lesson plans for any direct service provided by the AIG teacher

f. 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)

h. Meets with individual parents and parent groups when applicable
i. Serves as a resource to the cluster teacher when applicable
   j. Advocates for AIG students and program
   k. Demonstrates best practices for AIG students
   l. Conferences with students as needed
   m. Makes students aware of opportunities outside of the regular curriculum
   n. 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
   o. Communicates and disseminates information about the program to parents and the community
   p. Maintains a record of all services provided during the year
   q. Assists in the evaluation of the program
   r. Monitors the progress of individual students working on advanced projects or independent studies
   s. Sends data reports and paperwork to AIG Coordinator upon request
   t. 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.
   u. Participates in monthly AIG staff development

   v. Attends local, state, and national staff development opportunities as funding allows.
   w. Programming efforts for each year's curriculum are supported by lead teachers representing both
      elementary and middle schools
   x. Writes and incorporates lessons and activities that address the social and emotional needs of
      gifted students

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

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

Job Goal:
   a. Support HS AIG students and programming.
   b. To assist all PCVA students that participate in online courses to ensure learning goals are met
      and course success is accomplished.
   c. Work with PCVA Data Manager to enroll students and maintain grades and schedules.
   d. Collect data and monitor Honors and Advanced Placement course offerings, student participation
      and academic program success.
   e. Collaborate with Curriculum Development Team to ensure online course offerings are rigorous
      and meet graduation requirements.
   f. Support various aspects of marketing & communicating information regarding the digital learning &
      acceleration options to school administrators, staff, students & parents.
   g. Coordinate and conduct MS open house informational student/parent meetings at each
      participating site to provide information about HS course options and prepare for college admission.

Academic Development
a. Student Acceleration Advisor shall:
   b. 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.
   c. 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.
   d. Conduct follow-up meetings with students to monitor course progress and ensure course success.
   e. Coordinate and conduct PCVA open house student/parent meetings at each participating site.
   f. Conduct orientation meetings with all eighth grade middle school students to provide information regarding class offerings and registration procedures.
   g. Provide individual counseling for PCVA students regarding scheduling upon request of the student or his/her parent/guardian.
   h. Provide written contact and telephone calls to parents/guardians of PCVA students who are at risk of not successfully passing the PCVA course.
   i. 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.
   j. Work with school testing coordinators on EOC testing for PCVA students and compile and disseminate test results to appropriate personnel, students and parents/guardians.
   k. Be responsible for assisting the administration in the compilation and distribution of the HS course description.
   l. Be available for parent conferences about student performance in PCVA courses.

Collaborate with Curriculum Development Team to ensure online course offerings are rigorous and meet graduation requirements.

C. Other
Student Acceleration Advisor shall:
   a. Perform other tasks and assume other responsibilities as assigned by their direct supervisor.
   b. Adhere to ethical standards of Pitt County Schools, abiding by the laws, policies, and procedures that govern the schools.

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

**District Response:** AIG teachers will meet routinely for all day district wide AIG professional development consisting of 2 parts:

Part 1: Common Professional Development: Both ES and MS teachers will meet for PD that covers topics such as but not limited to: 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 are licensed AIG staff and work together to create and implement lessons for the benefit of all AIG students.

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

Part 1: AIG teachers will develop online professional development that will be offered to other stakeholders in the following areas
   a. AIG 101
   b. Social Emotional Needs of Gifted Learners
   c. Differentiating for the Gifted Learner

Personnel (regular education teachers, special education teachers, ELL teachers, counselors, specialists, etc.) completing all professional development modules can earn an AIG Badge and can potentially earn technology credits for each module completed. An AIG Badge will serve as an indicator to the principal for potential placement of AIG cluster into a regular education teacher's classroom.

Part 2: AIG teachers will provide professional development in their schools in order to help all personnel understand the needs of gifted learners and the local AIG program.

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

District Response: AIG Teachers
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. 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 course work or passing the AIG Praxis test. All AIG teachers must have a state certified license.

Regular Education Teachers
PCS will continue to provide funds as available for teachers to add AIG licensure to a teaching certificate. Regular education teachers with their AIG licensure 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 districted 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 potential placement of AIG cluster into a regular education teacher’s classroom.

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

**District Response:** Pitt County Schools will continue to meet with AIG teachers on a 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.

Local AIG Program Goals: For each AIG Plan cycle, AIG teachers will collaboratively determine the district AIG Anchors for the program. Professional development will be designed to reflect these AIG Anchors. In addition to the anchors of the program, professional development will also reflect the following program goals:
- Social-Emotional Needs
- Growth Mindset
- AIG Best practices
- Creating lessons that intentionally address rigor, relevance, and learner engagement

District Goals and Initiatives:
- Learning Focus
- Sheltered Instruction Observation Protocol (SIOP) Model
- Thinking Maps
- STEM (Hour of Code)
- Canvas
- MTSS
- School Improvement Plans with a focus on advanced learners

For the 2019-2022 AIG Plan cycle, AIG teachers will assist in sharing information about gifted learners in a variety of ways. AIG teachers will use opportunities such as staff meetings, PLCs, or grade level meetings to present information. In addition, AIG teachers will plan, create, disseminate professional development modules for school personnel. Upon completion, school personnel will have the opportunity to earn AIG Badges. The professional development will be designed to reflect the local AIG goals and district initiatives. AIG teachers will use resources from various gifted sources such as the NCDPI AIG Booster Shots to aid in the creation of the professional development modules. As these modules are being developed, the AIG Coordinator will collaborate with other
districts who are also developing professional development modules in Canvas.

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

**District Response:** The district AIG Coordinator will continue to maintain an AIG Steering Committee. This support team will plan 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 Steering Committee 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:

a. 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.

b. AIG teachers will be provided opportunities to share effective instructional strategies that other teachers can then share and deliver within their school setting.

d. AIG teachers share strategies that incorporate technology and the 21st Century Framework monthly during staff development.

e. AIG teachers provide feedback on any new/current best practices that support and enhance critical thinking.

f. 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.

g. 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 Strengthen the Standard:** Provide more professional development in addressing the social-emotional needs of AIG students for classroom teachers, personnel, and administration. Survey all certified staff and principals on possible in-service training topics. Then use this for staff development trainings with AIG emphasis. Plan and implement PD opportunities that are comprehensive and current: Utilize AIG staff to provide "AIG 101" course that cover topics such as Characteristics of Gifted Learners, Methods and Models for Gifted Instruction and social and emotional needs of gifted learners – using current research and models. Determine ways to share resources when designing and delivering PD; include finding ways to collaborate with neighboring school districts, partner across a region, and/or utilize "Booster Shots" and other resources available on DPI AIG wiki site.
Incorporate time for vertical planning among groups at AIG meetings.

**Sources of Evidence:** Yearly calendar of monthly staff development training/opportunities for PCS AIG teachers
Lists of paired AIG teachers (Experienced AIG teacher paired with new AIG teacher to provide professional support).
List of rotational cycle of state conferences attendees
List of local, state, and national professional development opportunities attended by all AIG teachers.
List of lead teachers for elementary and middle school groups
Cluster group AIG students with an AIG licensed teacher (if available) in their regular classroom.
Conference records with students
AIG Teachers sign-in and exit survey tickets
Standard 5: Partnerships

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

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

District Response: 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 the gifted learners.

The AIG Coordinator and the Acceleration Advisor meet yearly with students and families of 7th and 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, 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 middle school AIG teachers will use a new form with 8th grade gifted students 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.

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

District Response: PCS will present the AIG plan to parents and stakeholders through a variety of ways:
- The PCS AIG Coordinator will collaborate with Parents for Public Schools (PPS) organization
- Parent meetings and conferences
c. Presentations at parent meetings (PPS group)
d. AIG website (links to the plan and identification process)
e. PCS Public Relations weekly "Walking the Halls" website
f. Social Media sites used at the school level
g. AIG Teachers share information through newsletters and websites
h. AIG participation with high school registration for PCS Virtual Academy
i. College guide brochure to aid AIG students in selection of high school courses
j. 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.

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

District Response: 1. The Role of the AIG Coordinator
The AIG coordinator will meet with central office administrators, principals, Board of Education members, AIG teachers, regular education teachers, and parent representatives. The purpose is to provide 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.
   a. Provide ongoing assessment of the existing programs
   b. Gain awareness of the needs of academically and intellectually gifted students (K-12) within Pitt County
   c. Become knowledgeable of best practices that might address these needs
   d. Evaluate the local plan to ensure alignment with the state AIG standards
   e. Analyze all standard practices and ensure AIG Services as a whole are effectively addressing these areas
   f. Meet with parents and family members of AIG students at various meetings around the county
   g. Invite community members, instructional and support staff, and other stakeholders to specific AIG Steering Committee meetings as needed.

2. The Role of the AIG Steering Committee
The success of the Academically and Intellectually Gifted Program will rely on effective program evaluation. The evaluation component of the AIG Program ensures accountability to the designated stakeholders. The AIG Steering Committee reviews progress and monitors the plan to ensure program goals are being met. The AIG Steering Committee will consist of the following members: PCS AIG Coordinator, a minimum of 3 AIG Teachers (K-5, 6-8, and a Go Grow Specialist), the Acceleration Advisor, a parent, and other specialists that can provide insight and direction for moving the gifted program forward.
   a. Attend regular meetings
   b. Share the ideas and concerns from the sector they represent
   c. Ensure AIG Standards are being addressed in the current AIG Document
d. Survey stakeholders to monitor program progress  
e. AIG Plan Writing Committee review, revise and update standards for the new AIG plan

AIG Steering Committee Selection Criteria  
a. Qualifications for the Steering Committee:  
   1. Must be a certified AIG Teacher.  
   2. Must be a current AIG teacher in PCS.  
   3. Rotates on the Steering Committee for 2 years.  
b. 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:  
   a. To implement the Pitt County Schools' gifted child search/referral, screening, identification and instructional placement processes.  
   b. 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.)  
   c. To receive permission from the parent/guardian for any aptitude or achievement testing that will not be generally administered in the regular school program.  
   d. To record the information used in making the decision.  
   e. To determine the program option(s) the student will access.  
   f. To receive permission from the parent/guardian to place the student in the option(s).  
   g. To exhibit sensitivity to cultural, economic and/or linguistic differences that need to be considered in examining information about student's needs.  
   h. To develop and review the DEP or IDEP of current students.

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

District Response: The district website provides language translations for the website and any documents that are available on the LEA website. 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, Duke Tip 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.
**Practice E**

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

**District Response:** 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. The AIG Coordinator partners with the AIG department at ECU to recruit and train AIG teachers and to provide services to identified students such as summer camps. AIG teachers are given the opportunity to attend the ECU or 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 offers 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.

**Ideas for Strengthen 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 communication with students and parents regarding high school opportunities, the AIG plan, and opportunities for gifted.

Incorporate more involvement with the AIG plan by parents and other stakeholders.

**Sources of Evidence:** PPS (Parents for Public Schools) meetings

PCVA (Pitt County Schools Virtual Academy) courses

AIG/PCS Summer Camp

AIG Conferences

Local and state academic competitions

NCAGT membership for all AIG teachers

PCS AIG website

PCS AIG Leadership Flow Map

AIG Events, local and state

High School Registration and college pathway brochure

AIG professional development with trainings on current topics
Standard 6: Program Accountability

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

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

District Response: 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 Steering Committee, 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 Steering Committee 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 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 2019-2022 AIG Plan was presented and approved by the PCS Board of Education on June 3, 2019. The plan will be submitted to SBE for review and feedback in June of 2019.

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

District Response: AIG Steering Committee will continue to meet regularly to reflect on all aspects of the AIG Plan and programming and to ensure that fidelity of implementation for all AIG program components is maintained. AIG Plan Steering Committee 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. 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 of the State AIG website and shares this information with the AIG teachers, and the AIG Steering Committee. 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.

**District Response:** Working with the PCS Finance Office, the district level AIG Coordinator will annually review the AIG budget and ensure that state AIG funds are being used to support district AIG program goals. The AIG 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 to ensure students will benefit from spending decisions. The AIG Coordinator partners with various district leaders such as the Title 1 Director and the EPS Committee to advocate for other funding sources. When applicable, teachers are encouraged to apply for grants to help enrich our curriculum.

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

**District Response:** Student achievement is maintained, analyzed, and shared at the school level. AIG teachers record EOG score and grades to a spreadsheet for all the gifted students and watchlist student in their building. Teachers look for trends and consult with the NDT team or teachers of gifted student 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. Monitored and shared at the school and district level. Annual AIG NCEO 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. Annual review will take place for each AIG student. Appropriate data will be made available on the AIG district website. [www.pittschools.org/aig](http://www.pittschools.org/aig)

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.

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

**District Response:** PCS 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 one 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 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.

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 AIG curriculum is rigorous for the highly gifted students.

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

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

**District Response:** The AIG Coordinator works closely with Human Resources to ensure AIG teacher has proper certification. If an uncertified teacher is hired as an AIG teacher, the teacher will have two years to gain certification.
All certified AIG teachers who are part of the AIG program work directly with the district AIG Coordinator. These teachers work directly with gifted students, but are also responsible for identifying, supporting, and monitoring AIG students and their data to ensure effective programming is in place for these gifted learners.

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, everyday. During the 2019-2022 plan, the AIG teachers 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/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

**District Response:** PCS will survey key stakeholders to ensure the AIG program is effectively meeting the needs of the gifted learner. AIG teachers will survey students to collect feedback on the curriculum resources and materials. AIG teachers will use this data to reflect and re-evaluate curriculum and over-all school programming. Additionally, the AIG Coordinator shall form and lead the AIG Steering Committee which will consist of the following members: PCS AIG Coordinator, a minimum of 3 AIG Teachers (K-5, 6-8, and 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 with Parents of Publics Schools group to receive feedback from families and stakeholders.

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

**District Response:** AIG Steering Committee will review the AIG Plan and program annually using multiple sources of data for continuous program improvement. Reviews may consist of data received from, but are not limited to:
- a. End of Year Surveys
- b. Focus Groups
- c. Parents for Public Schools Meetings
- d. Informal feedback
- e. Formal feedback

See "AIG Plan Evaluation" section in Plan Details
Practice I
Disseminates all data from evaluation of the local AIG program to the public.

**District Response:** AIG Coordinator will annually review all aspects of the AIG program with AIG teachers, school administrators, the local school board, and parents. The AIG Plan is made available for any interested person on the district AIG website.  www.pittschools.org/aig

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

**District Response:** 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 parent or 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 parent 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.
   a. The prior year's EOG score is 83% or higher in either math or reading AND
   b. Based on a body of evidence the NDT recommends testing AND
   c. 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 parent'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 attending a Pitt County Public School before a nomination may be submitted. The AIG nomination/referral procedures will then be followed. 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.

a. District policies exist that protect all students and their rights as outlined in the AIG Handbook on Parent rights as stated elsewhere in this AIG Plan.

b. In the event of a disagreement of AIG identification and/or services between parents and Pitt County Schools, parents have access to a step by step Resolution of Disagreements procedure.

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

PROCEDURES TO RESOLVE CONFLICTS RELATED TO IDENTIFICATION/SERVICES

Step 1: If a parent/guardian disagrees with AIG identification/services, a grievance form may be 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 parent/guardian. Members of the School-Level AIG Team will include the school principal, parent/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 parent/guardian at the conclusion of the meeting.
Step 2: If the parent/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 parent/guardian and school principal.*

Step 3: If the parent/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 parent's/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 parent/guardian, Coordinator of Academically and Intellectually Gifted programs, and school principal within 30 working days from the receipt of the second appeal.*

*MEDICATION MAY OCCUR AT ANY POINT DURING THIS PROCESS

Step 4: If the parent/guardian and Pitt County Schools fail to resolve a disagreement, the parent/guardian may file 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 parent/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, parents should contact the Office of Hearings at 919-733-2698

Resolution of Disagreements procedure
Form 16 - PCS AIG Grievance Form
Form 17 - Parent/Guardian Appeal to PCS AIG Program Administration
Form 18 - Parent/Guardian Second Appeal to Office of the Superintendent

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

**Sources of Evidence:** AIG Steering Committee Minutes
AIG Plan
Surveys
AIG Headcount Spreadsheet
**Glossary (optional):**

AIG Program: Program of instruction for Academically or Intellectually Gifted students

AIG Teacher: Teacher of the Academically and Intellectually Gifted

AIG Leadership Team: A twelve member AIG Leadership Team composed of central office administrators, principals, Board of Education members, AIG teachers, regular education teachers, and parent representatives. The purpose of this committee is to meet regularly with the AIG Coordinator, provide ongoing assessment of the existing programs, and evaluate the local plan to ensure alignment with the state AIG standards.

AIG Steering Committee: A committee to monitor the AIG plan and ensure AIG Standards are being addressed and progress is being made.

Acceleration: A flexible pacing strategy, which places students at an appropriate instructional level (regardless of age).

Achievement Testing: Instruments that measure what a child knows academically and what he/she can do academically.

Aptitude Testing: Instruments that measure a child's mental ability.

Blocking: Teachers teach an integrated curriculum by teaming together for a longer block of time (Example: ELA/Social Studies or Math/Science).

Body of Evidence: Refers to work samples, achievement both formal and informal), grades, students' critical thinking and problem-solving skills.

Centers: Classroom work stations, based on skill and/or interests, which provide for a variety of learning styles and levels, meeting individual student needs.

Cluster Grouping: The cluster group of 4-12 like ability gifted students are placed in a classroom with the designated gifted cluster teacher for that grade level. Narrowing the range of achievement levels in every class allows teachers to focus their efforts more productively.

Curriculum Compacting: Adapts the regular curriculum to meet the needs of advanced students by eliminating work that has already been mastered or condensing work that may be mastered at a pace more appropriate for the student's ability level.

DEP: Differentiated Education Plan; outlines the program services which a students will receive.

Differentiated Instruction: Modifying instructional strategies, complexity, and activities to match the learning needs of the student.

Direct Service: Instruction delivered directly by the AIG Teacher.

Enrichment - A program that is designed to enrich students who demonstrate advanced reading and/or math abilities for their age. This program addresses the needs of children who are early bloomers, but it does not necessarily mean that they are 'gifted'.

EOG: End-of-Grade test of North Carolina

Flexible Grouping: Students are grouped and/or re-grouped for instruction differentiation. Grouping patterns may include:

- ability/skill level - students are grouped for instruction based on their ability or level of skill
- by interests - students are grouped with other students without regard for Age or grade level.
- subject grouping - students are grouped for instruction based upon need in a specific subject area.

** Note: Flexible grouping is not tracking, or assigning a student to a fixed group for long periods without reassessing needs.

Flexible Pacing: allowing students to move ahead, based upon mastery, to appropriate instructional levels.

Focused Practice: Practices that PCS has identified as priorities during the 2010-2013 AIG Plan implementation.

Future Practice: Practices that PCS will address during the 2013-2016 AIG Plan implementation.
GO GROW: Is a Talent Development opportunity geared toward the underrepresented populations to provide service to students that currently do not meet the AIG criteria but demonstrate gifted characteristics.

Growing Our Genius Reaching Our Wonders
Grade Acceleration: Allows a student to proceed to an advanced grade level in all subject areas to meet the student's ability and performance needs.

Higher Levels Thinking Skills: Activities that promote thinking levels such as application, analysis, evaluation, and synthesis

IDEP: Individualized Differentiated Education Plan
Independent Investigation: May be used for acceleration or enrichment. Student displaying content mastery gathers information on a topic of interest. Teacher meets periodically with the student and serves as a resource. Resulting product may be a report, etc.

Independent Study: Students take Independent Investigation to the next step by creating a real life product and becoming an "expert", develop their own research, etc.

Interdisciplinary Unit: Unifying a common theme across the disciplines with the use of themes and generalizations.
Learning Contracts: Individual or group agreements, between teacher and student, outlining content to be learned, options for the learner and the time frame for completion.
Maintained Practices: Practices that PCS has identified as areas where gifted services are implemented successfully.

Mastery Learning: Teacher designed units that have enrichment and activities that students might pursue, once they have demonstrated content mastery.

Mentoring: Student, with the support of an "expert", is involved in investigative activities, inquiries and productions in which the learner attempts to think, feel and act like a practicing professional.

NCWISE: State Data Reporting Software that houses all student information and data associated with student records.

NDT: The Needs Determination Team at each school meets to address identification and / or service needs for AIG identified or potentially gifted students

PCVA: Pitt County Virtual Academy
Portfolio/Specified Work Sample: A collection of specific samples of a student's work which make up part of the "profile" for that student.
Profile: All collected information, about a given student, which is taken into consideration when making a committee decision about whether the student needs differentiated services.

Problem-Based Learning: Enrichment and Extension units that focus on a problem. They involve research skills, group dynamics, and problem solving, and operating like a practicing professional in related fields.
Product Modification: To keep expectations high, products developed by gifted students should approximate, to the extent possible, those of creative, productive professionals. The products of these students should have an identified purpose and represent a transformation or synthesis of existing information rather than only a summary.
Resource Service: Setting, usually apart from the regular classroom, in which eligible students are homogeneously grouped to receive differentiated services offered by a certified specialist.

· Pull-out: Homogeneously grouped instruction provided in a separate setting for reading and/or math.

· AIG Elementary or Middle School Curriculum Service Homogeneously grouped instruction for one day per week for elementary students and 90 minutes a week for middle school students in a separate setting or school.
Resource Support: The regular classroom teacher and the AIG teacher collaborate on differentiated strategies for instruction.

School-Level AIG Team: A committee to review student eligibility, determine if further assessment is needed and/or to refer for appropriate services.

Seminar: Increased understanding of ideas by means of Socratic questioning using active participation in group discussion in order to generate, articulate, justify and clarify the student's own ideas.

Separate Setting: Used for intensive differentiation, in core areas of the curriculum and in homogeneous settings, provided to students for whom it is appropriate.

**Appendix (optional):**

- AIG Forms 2019-2022.pdf *(Appendix)*
- AIG Handbook on Parents' Rights.pdf *(Appendix)*
- ID - Service FlowChart.pdf *(Appendix)*
- AIG Plan 2019-22.pdf *(Other Forms)*