

**Edgecombe County Public School  
Local Academically or Intellectually Gifted (AIG) Plan  
Effective 2013-2016**

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Edgecombe County Public School has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). 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 to 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 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

***For 2010-2013, Edgecombe County Public School local AIG plan is as follows:***

**Edgecombe County Public School Vision for local AIG program:** The vision of the Academically/Intellectually Gifted (AIG) Program is to advocate for gifted students and enhance the development of learners through an environment that rigorously challenges, nurtures, and promotes self-directed life-long learning.

**Sources of funding for local AIG program (as of 2013)**

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$340398.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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## **Standard 1: Student Identification**

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

### **Practice A**

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

### **This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools will meet the needs of all students. Edgecombe County Public Schools has developed a clear and comprehensive process for the identification of Gifted Learners in grades 4-12. (High achieving students in grades K-3 will not be formally identified; however, the individual learning needs of these students will be met within the regular classroom.) AIG Specialists will work with teachers within their classrooms, in PLCs, and other settings to provide coaching on extending learning for high achievers. Based on a community survey during the spring of 2013 47% of the respondents indicated that they understood the criteria used for identification. Edgecombe County Public Schools will seek to develop better communication with all stakeholders to provide them with information regarding this Practice.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** The 2013-2016 plan will strengthen the partnership between parents, businesses, and community leaders through:

- Parent brochure/communication (for example: school system level and school level) will be distributed jointly  
on a quarterly basis.
- Inclusion of AIG plan and AIG parent handbook on the Edgecombe County Public Schools website
- Translation of relevant documents/information in appropriate languages when needed
- Yearly presentations during a school-wide staff meeting by AIG specialist at each school to inform the school  
community about the AIG program.

**Planned Sources of Evidence:** • Edgecombe County Public Schools website

- AIG Parent brochures/communication
- Agendas from school staff meetings

### **Other Comments:**

### **Practice B**

Employs multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures

that are based current theory and research.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools employs multiple criteria for student identification, including measures that reveal student aptitude, student achievement or potential to achieve in order to develop a comprehensive profile for each student based on current theory and research. In addition, Edgecombe County Public Schools utilizes Scales for Identifying Gifted Students (SIGS) and classroom performance. Edgecombe County will be researching various identification methods for serving students under the Intellectually Gifted criteria during the 2013-2016 plan period.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** Referral to the Program:

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

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

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

All third and sixth graders are screened for gifted education services each spring using the Cognitive Abilities Test. (CogAT) Annually AIG Specialist screen all students system-wide after analyzing the results from the North Carolina End of Grade Tests.

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

#### Mass Search

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

Aptitude = 85%ile or above for Verbal (Reading) and/or Quantitative (Math) or Nonverbal (Math) on the Cognitive Abilities Test

(System-wide testing at Grades 3 and 6)

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

## Nominations

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

## Student Transfers

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

### Step 2: Indicators of Giftedness

Indicators of a student's need for differentiation may be shown through a student's aptitude, achievement, performance, and observable behaviors. If a student has met the criteria for both Aptitude and Achievement, the child will be identified in the same area (reading and/or math). If the student has not met the criteria for both Aptitude and Achievement, then the student must meet 3 out of 4 of the following indicators in order to be identified as AIG in reading and/or math.

### Aptitude

Aptitude is an indicator of a student's capacity for learning. Scores from IQ/Aptitude tests [85th percentile and above for Verbal (Reading) and/or Quantitative (Math) or Nonverbal (Math)], given at grades 3 and 6, will be considered for identification. Nonverbal scores must be from testing in 2010 through 2016. The Cognitive Abilities Test, CogAT, will be administered at grades 3 and 6. The nonverbal test on the CogAT has been included in the identification process to identify underrepresented populations of Intellectually Gifted students.

### Achievement

Achievement is an indicator of a student's knowledge. This may be shown through a standardized test score or an End of Grade/End of Course test score that is at the 85th percentile or above for Reading, English, and/or Math.

### Performance

Performance is an indicator of a student's demonstrated mastery of skills. This may be shown through work samples, portfolios, grades, or other authentic assessment strategies. A copy of the student's academic grades is needed. Most recent yearly averages are considered. English/Language Arts and/or Math averages of 93% or above are required for identification.

### Observable Behaviors

Observable behaviors are an indicator of a student's interest, attitudes, learning strengths, and potential. Observable behaviors are documented through inventories and surveys. Observable behavior checklists (SIGS) are given to the teacher(s) and/or parent(s) to complete. The criterion used is 90%ile or higher on SIGS Observable Behavior Scales for Reading and/or Math for identification.

### Step 3: Needs Determination Team Review

The responsibility of the Needs Determination Team is to determine whether a student demonstrates a need for differentiated services beyond what is available in the regular education program. Students who have a strong need for further differentiated services will be identified as AIG students. The Needs Determination Team is based at each school.

At the high school level, it will consist of an LEA designee, the AIG Specialist, a counselor, and one or more Honors or AP teachers.

At the elementary and middle school levels, the team will consist of an LEA designee, the AIG Specialist, a counselor, and one or more classroom teachers.

If a teacher has nominated the student, he or she will need to be present during the Needs Determination Team Review meeting. The team will be chaired by the AIG Specialist and will review the data collected for the purpose of identification. Parents will be notified after the team has reached a decision, as noted below. The time line of 60 school days begins on the day the Needs Determination Team meets to review the data.

The steps for data review are:

Step 1: A review of existing data. This will include scores from aptitude, achievement, performance, and observable behaviors. The Needs Determination Team may recommend that further assessment is needed.

Step 2: The Needs Determination Team makes their decision and records it on the Student Identification Record. The decision options are:

- Identify the student as Academically and/or Intellectually Gifted: Complete a Differentiated Education Plan (DEP) or an Individual Differentiated Education Plan (IDEP). Parental permission is obtained to identify and serve the student.
- Watch for further indications of need: Nurturing/Discovery Program.
- No services recommended at this time: The Needs Determination Team has decided that the child's needs will be best served in the regular education program.

**Planned Sources of Evidence:** Student AIG records  
AIG plan and surveys  
Edgecombe County Public Schools Testing Calendar

**Other Comments:** Edgecombe County Public Schools is currently collecting data in relation to identifying students with Intellectual Giftedness.

### **Practice C**

Ensures AIG screening, referral, and identification procedures respond to traditionally 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.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools recognizes a disproportionate representation of various subgroups within the gifted population in relationship to the general student population. In an effort to address this issue, the gifted program has initiated several programs and trainings that target diverse cultures. The gifted program has also researched and implemented procedures within the

identification process to be more inclusive of the underserved population. Currently the AIG Population includes 496 students (60% white, 33% black, 5% Hispanic, and 2% other), while currently the County student population includes 6555 students (31% white, 58% black, 9% Hispanic, and 2% other). This headcount demonstrates the need for exploring diversity issues surrounding gifted education and services within Edgecombe County Public Schools.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** Edgecombe County Public Schools recognizes that many children with potential will not qualify for Academically/Intellectually Gifted Identification. In an effort to broaden service delivery options and include students from underserved populations, Edgecombe County Public Schools has established a Discovery Program through the utilization of PLCs (Professional Learning Communities) and RTI (Response to Intervention). The Edgecombe County Public Schools Discovery Program applies to the group of students who are not identified as Academically/Intellectually Gifted but have some gifted characteristics. The Edgecombe County Public Schools Discovery Program answers the PLC Questions:

- How do we respond when they already know it?
- What does the data tell us?
- What does the data not tell us?
- What will our focus be?

Edgecombe County Public Schools enriches students who have not been identified, paying special attention to students who have been traditionally under-represented.

ECPS utilizes PLCs and RTI in order to effectively serve students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, intellectually gifted and twice-exceptional. Edgecombe County Public Schools will continue the utilization of EVAAS data system to place students into more advanced mathematics sequences in 8th grade and in high school and expanding opportunities for under-represented populations. Edgecombe County Public Schools will use multiple criteria to identify and enrich high potential among students across all ethnic, geographic, and socioeconomic groups.

**Planned Sources of Evidence:** Student AIG folders containing information on measures  
Edgecombe County Public Schools Testing Calendar  
LEA AIG Plan and surveys  
PLC minutes/agenda

**Other Comments:** Continue to look at CogAT Nonverbal scores for identifying under-represented populations, which includes Intellectually gifted students. Also, continue to explore other researched based options for identifying under-represented populations.

#### **Practice D**

Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools ensures consistency in implementation of screening, referral, and identification processes within the LEA through the District AIG Coordinator organizing a review team made up of the current AIG Specialists within the LEA (District Review Team). ECPS uses a research based identification tool: Scales for Identifying Gifted Students (SIGS). ECPS also uses The Cognitive Abilities Test (CogAT) Form 7 as a means to measure students' verbal, quantitative, and nonverbal reasoning abilities.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** The District AIG Coordinator will coordinate the District Review Team meeting times in which to review records for accuracy. All AIG Specialists will be involved in:

Last month of school calendar:

Data collection begins from EOG (End of Grade Tests) and CogAT (Cognitive Abilities Test)

First month of school calendar:

Review records of newly identified students by the District Review Team

Parent and teacher meetings to sign new DEPs

Quarterly:

AIG Specialists will review records of transfer students and/or students who have been added to the AIG headcount.

**Planned Sources of Evidence:** Eligibility Records

IDEPs

DEPs

District Review Team meeting minutes

Timeline of the identification process

**Other Comments:**

### **Practice E**

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools has a due process within the gifted education program for resolving disagreements, transferring students from other LEAs, and informing parents of their rights during the identification process.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** In the case of disagreement between the parents and the Needs Determination Team, the following four steps should be taken in order to resolve the disagreement.

#### Level I - School-based Meeting – Appeal to Principal

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

#### Level II - Administrative-based Meeting – Appeal to Superintendent

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

#### Level III - School Board Review

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

#### Level IV - Administrative Law Hearing

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

**Planned Sources of Evidence:** Parent handbook  
AIG folders with written consent for services LEA's AIG Plan, including procedures to resolve disagreements  
On going staff meetings (AIG PLCs meet monthly)  
Review of documentation of process completed  
PowerSchool Headcount accuracy

**Other Comments:**

**Practice F**

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools maintains documentation that explains the identification process and service options for individual AIG students which is reviewed with the parents annually. AIG Specialists meet annually with the Needs Determination Team to review service delivery options for individual AIG students.

**Goals:** To be more consistent with meeting annually with parents/families  
Documentation of signed IDEPs and DEPs will be reviewed by the District AIG Coordinator in October of each school year to ensure the review process has taken place.

**Description:** The ECPS Needs Determination Team will review identification Records, DEPs, and current test scores in order to make service delivery decisions for individual students.

AIG Specialist will collaborate annually with teachers and parents in August and September to determine the best service options for individual identified gifted students. Through this process an IDEP or DEP will be developed. Students will receive in-class differentiation in classrooms in the area(s) of identification with the support of the AIG specialist. The DEP serves as a minimum guide of classroom differentiation. Parents will receive a copy of the DEP or IDEP at the annual meeting in September.

All high school AIG students will have a DEP or IDEP included in their AIG records transferred from middle school. A generalized four-year plan of possible coursework will indicate students' proposed secondary course of study. Course selection in high school should match students' needs and is determined collaboratively by the student, the parent, the school administration, and the high school guidance counselor. The District AIG Coordinator will review the progress of high school identified gifted students collaboratively with the high school guidance counselor every report card period.

**Planned Sources of Evidence:** Parent handbook  
AIG folders with written consent for services  
LEA's AIG Plan, including procedures to resolve disagreements  
DEPs with signatures and dates

Student test data

**Other Comments:**

## Standard 2: 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.

### **This practice is a Focused Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools believes Gifted Education is an integral component of the total educational environment, which promotes academic excellence for all students. Gifted students are unique and have learning needs different from others of their age, experience, or environment. Their curriculum must be enriched, extended, and accelerated to address a range of ability levels in language arts, math, and other content areas as appropriate. To reach their potential these students must attain the basic curriculum while participating in differentiated experiences that are rigorous and challenging.

**Goals:** The LEA's goal is to provide professional development and subsequent support that will produce highly trained and skilled teachers in differentiated instruction. Both AIG specialists and regular classroom teachers must provide extension and enrichment of the North Carolina Standard Course of Study to ensure the needs of all students are met. AIG specialist will provide materials and expertise to teachers to assist in reaching the potential growth of high achieving students as well as addressing the needs of gifted learners.

**Description:** Edgecombe County Public Schools believes in providing differentiated instructional practices for all of its students. Regular classroom teachers will be provided professional development using Carol Ann Tomlinson's model for differentiated instruction. To further enhance the education of their gifted students, teachers may use the following practices:

Accelerated/Remediation Services within a grade level curriculum or across grade level Curricula:

- Provide opportunities for students to achieve educational goals at a more rapid pace
- Provide for rapid achievement of educational goals (tiered assignments)
- RTI (Response to Intervention)
- PLC's (Professional Learning Communities)
- Data analysis & data driven instruction

Advanced Content:

- Provide researched-based materials that will provide rigor and relevancy to AIG students such as Mentoring Mathematical Minds, Jacob's Ladder and Patterns of Change, which are part of the College of William and Mary Academically Gifted Curriculum.

#### Contracts:

- One-on-one or individualized enhancement activities in which the student(s) are responsible for completing Curriculum Compacting is a strategy for differentiating instruction that provides a three-step process which:
  - Assesses what a student knows about material to be studied and what the student still needs to master
  - Plans for learning what is not known and excuses student from what is known, and
  - Plans for time to be spent in enriched or accelerated study

#### Differentiated Units:

- Addresses the individual learning styles and needs of the students with regards to content and skill

#### Enrichment:

- The use of instructional materials and/or activities that are an extension of the North Carolina Standard Course of Study (NCSCOS)

#### Flexible Skill Grouping with Increased Pace of Instruction Option:

- Teacher should assign groups when the task is matched to individual readiness or students may need work with a variety of classmates
- Groups can be designed by the teacher with a strategic instructional plan
- All students should learn to work cooperatively, collaboratively, and independently
- Based on data, it allows ample opportunities for students to engage in various types of rigor – when they have met criteria beyond the minimum standards
- The level and pace of instruction is increased as the students master the content

#### Independent Study/Individualized Program:

- Builds on student interest, satisfies curiosity, requires student planning and research, and encourages independence
- Contingent upon Interest Surveys, students are allowed to work in environments other than the classrooms on personal interests and produce some type of end-product
- Program geared towards the students interests with accountability
- Offers a variety of specialized opportunities for acceleration and enrichment
- Self-directed with clear ideas and strong interests

#### Learning Centers:

- Provides for centers/stations or collections of materials that learners use to explore topics or practice skills
- Designed around the development of multiple intelligences, learning styles, and content to reinforce teacher-taught concepts
- Designed for individual or group work

#### Technology-Based Instruction:

- Opportunities for students to engage in technological tools that reinforce or enhance content

mastery

Tiered Assignments:

- Assignments designed to evoke higher order critical thinking skills

Further explanations can be found in the Glossary

**Planned Sources of Evidence:** • DEPs or IDEPs

- Supplemental instructional resources, pacing guides, enhanced framework, etc.
- LEA's AIG Plan and surveys
- Sample curriculum units, lessons, and activities
- Supplementary instructional resources
- Sample curriculum units, lessons, and activities
- Student work samples

**Other Comments:**

### **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.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools is committed to providing diverse and effective instructional practices to advanced and gifted students. Edgecombe County Public Schools also sees instruction of potentially gifted students critical to the success of its Academically and Intellectually Gifted Program. A working partnership of school personnel, students, parents, and the community is necessary to meet the diverse needs of these students.

**Goals:** Regular classroom teachers, as well as AIG specialists, will implement differentiation strategies to enrich, extend, and accelerate the curriculum to address the range of ability levels of students as appropriate.

**Description:** Edgecombe County Public Schools believes in providing differentiated instructional practices for all of its students. To further enhance the education of their gifted students, teachers and AIG specialists may use the following practices:

Accelerated/Remediation Services

- Provide opportunities for students to achieve educational goals at a more rapid pace
- Provide for rapid achievement of educational goals
- Can be within a grade level curriculum or across grade level curricula
- RTI (Response to Intervention)
- PLC's (Professional Learning Communities)
- Data analysis & data driven instruction

#### Advanced Content

- Providing materials that will provide rigor and relevancy to AIG students

#### Contracts

- One-on-one or individualized enhancement activities in which the student(s) are responsible for completing

#### Curriculum Compacting

- Assesses what a student knows about material to be studied and what the student still needs to master
- Plans for learning what is not known and excuses a student from what is known
- Plans for freed-up time to be spent in enriched or accelerated study
- Teachers administer pre-test(s) to determine skill-specific student mastery whereby the AIG Specialist designs curriculum extension activities based on data collected from the pre-test(s)

#### Differentiated Units

- Not more work, but addresses the individual learning styles and needs of the students with regards to content and skill

#### Enrichment

- The use of instructional materials and/or activities that are an extension of the regular classroom material

#### Flexible Skill Grouping with Increased Pace of Instruction Option

- Teacher should assign groups when the task is matched to individual readiness or students may need work with a variety of classmates
- Groups can be designed by the teacher with a strategic instructional plan
- All students should learn to work cooperatively, collaboratively, and independently
- Based on data, schedule friendly, allows ample opportunities for students to engage in various types of rigor – when they have met criteria beyond the minimum standards
- The level and pace of instruction is increased as the students master the content

#### Independent Study/Individualized Program

- Builds on student interest, satisfies curiosity, requires student planning and research, and encourages independence
- Contingent upon Interest Surveys, students are allowed to work in environments other than the classrooms on personal interests and produce some type of end-product
- Program geared towards the students interests with accountability
- Offers a variety of specialized opportunities for acceleration and enrichment
- Self-directed with clear ideas and strong interests

#### Learning Centers

- Provides for centers/stations or collections of materials that learners use to explore topics or practice skills

- Designed around the development of multiple intelligences, learning styles, and content to reinforce teacher-taught concepts
- Designed for individual or group work

#### Mastery Learning Units

- Enrichment activities pursued after demonstration of content mastery (90 – 95%)

#### Technology-Based Instruction

- Opportunities for students to engage in technological tools that reinforce or enhance content mastery

#### Tiered Assignments

- Assignments designed to evoke higher order critical thinking skills

Further explanations can be found in the Glossary

In addition to the above practices the AIG Department will:

- \* Collaborate with the Curriculum and Instruction Department to plan and provide professional development regarding differentiated practices for high ability/gifted students.
- \* Will collaborate with teachers working with cluster-grouped classrooms

#### **Planned Sources of Evidence:** Supplementary instructional resources

Sample curriculum units, lessons, and activities

Student work samples

DEPs and/or IDEPs

Copy of agenda(s) from professional development session(s)

#### **Other Comments:**

#### **Practice C**

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

#### **This practice is a Maintained Practice for 2013-2016.**

**Rationale:** AIG specialist and regular classroom teachers have been provided with researched based best practice materials/resources to meet the needs of gifted students. Materials are also available through an on-loan process from the AIG Department. The use of the materials is structured through PLCs and collaboration between the AIG specialist and regular classroom teacher.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** Regular education teachers, as well as AIG specialists, will work/teach collaboratively to

employ diverse and effective instructional practices that may include:

- Mastery Learning Units
- Learning Centers
- Technology-Based Instruction
- Differentiated Units
- Accelerated/Remediation Services
- School-wide Enrichment (Type I, II, and III)
- Curriculum Compacting
- Tiered Assignments
- Contracts
- Independent Study
- Advanced Content
- Technology-Based Instruction
- Accelerated/Remediation Services
- Individualized Program

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

- Selected Advanced Courses
- Technology-Based Instruction
- Differentiated Units
- Distance Learning Education
- Special Course Curriculum (AP)
- Special Electives
- Independent Study Contracts
- Curriculum Compacting (Honors)
- Advanced Content
- College Courses

In addition the following supplemental resources are available to AIG specialists:

- \* William & Mary curriculum units
- \* Jacob's Ladder Reading Comprehension Program Levels 1-5
- \* Differentiating Instruction with Menus Advance Levels Reading and Math
- \* Challenge Math (Primary, Elementary, and Middle)
- \* Math Olympiads

**Planned Sources of Evidence:** DEPs and IDEPs  
Supplemental instructional resources, pacing guides, etc.  
Enrollment in advanced courses or AP courses  
Samples of student work products and assignments

**Other Comments:**

**Practice D**

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** All teachers of Edgecombe County Public Schools foster the development of 21st century content and skills. AIG Specialist will focus on the affective areas of 21st century skills and content at an advanced/higher level to include global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility. AIG Specialist will help students recognize and focus on these affective areas through the use of various learning styles, problem-based learning, flexible grouping, Socratic seminars, etc.

**Goals:** Edgecombe County Public Schools' teachers will utilize instructional strategies that nurture advanced levels of 21st century content and skills.

**Description:** AIG Specialist will focus on the affective areas of 21st century skills and content at an advanced/higher level to include global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility. AIG Specialist will help students recognize and focus on these affective areas through the use of various learning styles, problem-based learning, flexible grouping, Socratic seminars, etc.

**Planned Sources of Evidence:** • Student assignments and project rubrics

- Student work products involving 21st century content and skills
- Student involvement in school, community, regional, and global applications of life skills
- Student participation in high school reform initiatives
- Middle school student participation in non-traditional accelerated courses
- Student participation in related extra-curricular opportunities such as Odyssey of the Mind and Quiz Bowl
- Supplemental instructional resources and pacing guides

**Other Comments:** \* AIG specialist will enhance, expand, and strengthen the use of technology  
\* Use technology more effectively to share information and communicate with parents and community

### **Practice E**

Uses on-going assessment to differentiate classroom curriculum and instruction.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** AIG students must have a challenging, rigorous, and relevant curriculum that meets their individual academic and intellectual needs. Using assessment appropriately is essential to differentiate classroom curriculum and instruction for all students. On-going assessment should drive instructional practices and provide teachers with performance information used to differentiate curriculum and instruction.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** On-going assessments that will be used may include: district benchmarks, district Mock EOGs, teacher recommendations, NCDPI released EOG questions, Curriculum compacting, and common formative assessments.

Teachers and AIG Specialists will use pre, post, formative, Curriculum compacting, and summative assessments to monitor student needs and progress after analyzing the data to determine the appropriate curriculum differentiation needs of the student.

**Planned Sources of Evidence:** • Examples of data from on-going assessments administered throughout the academic year

- Use of flexible-grouping
- Minutes from PLCs (Professional Learning Communities)

**Other Comments:**

### **Practice F**

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools believes Gifted Education is an integral component of the total educational environment, which promotes academic excellence for all students to create affective and instructional practices that support the social and emotional needs of gifted learners. Survey results from the spring of 2013 indicates a need for additional professional development of staff to meet the needs of gifted students socially and emotionally.

**Goals:** • Edgecombe County Public Schools will provide staff development in the social and emotional needs of gifted students for AIG Specialists, classroom teachers, and guidance counselors.

- AIG Specialists will create parent resources/host parent meetings in meeting the needs of gifted students socially and emotionally.

**Description:** Edgecombe County Public Schools will communicate the nature and diverse needs of gifted students within the school environment to ensure identified needs are met. Edgecombe County Public Schools will offer on-going professional development addressing rigorous differentiated instruction to meet the social-emotional needs of gifted learners. A strong emphasis will also be placed upon educators working with AIG students to have an appropriate knowledge base, skills, and resources to support the program.

**Planned Sources of Evidence:** • Student/parent/related personnel surveys/data

- Curriculum units/lessons which address the affective domain
- Agendas, minutes from meetings and presentations addressing the social/emotional needs of gifted students
- Clustering of AIG students

**Other Comments:**

### **Practice G**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools recognizes the need to develop the potential of young (K-3) students through purposeful and intentional strategies used to deliver differentiated curriculum and instruction. Based on a survey given in the spring of 2013 there is a need to strengthen nurturing opportunities for K-3 students.

**Goals:** • To encourage a collaborative planning time for the AIG Specialist and the K-3 teachers to create differentiated

instruction and to share resources that can be used in the K-3 classroom

- Provide staff development for AIG Specialist and regular classroom teachers targeting K-3 learners
- The AIG specialist will provide direct and/or indirect services through resources, curriculum, co-teaching, collaborative teaching, or direct teaching via whole class instruction

**Description:** Edgecombe County Public Schools recognizes that many children with potential will not qualify for Academically and/or Intellectually Gifted Identification. In an effort to broaden service delivery options and include students from underserved programs, Edgecombe County Public Schools has established a Nurturing/Discovery Program. AIG Specialists will meet with regular classroom teachers during PLC's to assist in identifying these diverse needs through data disaggregation, sharing of research based-strategies, response to intervention strategies, and designing of quality lessons that impact high student achievement.

**Planned Sources of Evidence:** • Data on students being served

- Curriculum units/lessons
- Agendas. minutes from meetings and presentations

**Other Comments:** During the 2013-2016 Plan implementation ECPS AIG department will be exploring use of USTARS (Using Science Talents and Abilities to Recognize Students - Promoting Learning for Under-Represented Students) and PETS (Primary Education Thinking Skills).

**Practice H**

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools has implemented Professional Learning Communities and Response to Intervention. Professional Learning Communities provides the opportunity for collaboration between AIG personnel, regular classroom teachers, exceptional children teachers, and others related to AIG students to develop and implement differentiated curriculum and instruction by answering the question of "How do we respond when they already know it?"

**Goals:** This section does not need to be completed based on the chosen category of the practice.

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

**Planned Sources of Evidence:** Planning notes, agendas, minutes from school and district meetings and PLC meetings

**Other Comments:**

**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 students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions.

**This practice is a Maintained Practice for 2013-2016.**

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

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** The AIG Specialist completes the Differentiation Plan (DEP) or the Individual Differentiation Plan (IDEP) annually. Parents are invited by the AIG Specialist to attend a meeting to review, add input, and sign the DEP or IDEP.  
See forms in the Appendix

**Planned Sources of Evidence:** • DEPS/IDEPS/etc.

- Agenda and minutes from annual review meetings
- Other communications to various stakeholders

**Other Comments:**

### **Standard 3: 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.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools has a full-time AIG-Licensed educator who guides, plans, develops, implements, revises, and monitors the local AIG program and plan.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** The Edgecombe County Public Schools District AIG Coordinator's role includes but is not limited to, the following best practices:

- Ensures system-wide implementation of the Local Plan and accountability of the AIG Program
- Communicates with schools, parents, outside agencies, and others regarding AIG Program policies, procedures, and concerns
- Serves as liaison between the AIG Program and Central Services
- Represents the AIG Program at local, regional, state and/or national meetings and LEA functions, to include online meetings, teleconferences, and webinars
- Initiates and coordinates with the Exceptional Children's Director to monitor the development of the AIG curriculum
- Maintains electronic and hard copy data on identified AIG students to include accurate Child Count data
- Monitors the development of all AIG protocol, guidelines, and procedures
  
- Monitors all AIG personnel (meets monthly with AIG personnel to ensure consistency with district AIG programming)
  
- Conducts or coordinates professional development for AIG staff and other personnel involved in the education of gifted students (i.e. local endorsement coursework, embedded AIG professional development and conduct county-wide professional development days, etc.)
  
- Coordinates with administrators and Human Resources in the hiring of AIG personnel and evaluation of AIG personnel
- Facilitates the AIG Parent Advisory Board

- Chairs the Oversight Review Committee
- Prepares AIG Allotments for review and approval
- Coordinates the purchasing of all AIG equipment, curriculum materials, office supplies, etc.
- Monitors and assists with the AIG budget
- Monitors compliance of the AIG Plan
- Ensures that the AIG populations receive differentiated and appropriate services at school site
- Ensures the intentional programming for cultivating and developing the potential of young (K-3) students
- Assist school data managers in ensuring the accuracy of AIG rosters in Power School
- Pulling mid-term failure reports for identified students and facilitating counseling for those students (high school students only)
- Has a minimum of 3 years teaching experience, and has the AIG add-on license, recommended but not required Masters Degree in School Administration or Curriculum Instruction

**Planned Sources of Evidence:** District AIG Coordinator job description  
District AIG Coordinator qualifications/license

**Other Comments:**

**Practice B**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** To ensure student growth AIG-licensed specialists and classroom teachers must be engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners. AIG Specialists in Edgecombe County are fully licensed. The primary responsibility of AIG personnel is to ensure that AIG students receive services that meet the students' academic, intellectual, social, and emotional needs. Classroom teachers are provided professional development on best practices for gifted students.

**Goals:** • Elementary AIG specialists and middle school AIG specialists will collaborate monthly with the AIG Coordinator to plan differentiated units of instructions for gifted learners.

- AIG specialists will collaborate daily/weekly with regular classroom teachers to ensure the academic, intellectual, social, and emotional needs of gifted learners are met.

**Description:** AIG Specialists are responsible for:

- Demonstrating alignment and implementation of all six standards of the AIG plan
- Reviewing and analyzing on-going, benchmark, and summative data for all AIG students and Discovery Students
- Implementing a Discovery (nurturing) program for students in grades K-3 that aligns with the state standards and AIG plan, which includes teaching critical thinking lessons, and assisting in targeting students who demonstrate strengths in critical thinking skills
  - Maintain records related to the school gifted education program, including identification, testing, placement, annual reviews, Discovery Program, and student headcount database
- Developing curriculum that is aligned with the SCoS and is appropriate for gifted students
- Collaborating with classroom teachers and other staff members at the school level to meet the cognitive, academic, social, and emotional needs of gifted students
- Working directly with classroom teachers to provide feedback/co-teaching services on differentiation for gifted learners
- Facilitating annual DEP reviews with AIG families, classroom teachers and other school staff
- Facilitating parent informational sessions regarding identification processes and criteria
- Attending monthly professional development and/or AIG training sessions provided by the district
  - Maintaining documentation of the demographic representation of the school's AIG program as it compares to the school's general demographic representation
- Promoting extra-curricular opportunities for gifted students
- Advocating for gifted learners in the school and community
  - Providing AIG student progress reviews to AIG families
  - As budget permits attending National/State/Regional professional development that pertains specifically to

gifted education

- Disseminate information about the gifted education program to school personnel, parents, and community members
- Communicate and provide follow-up to professional development opportunities as needed
- Chair the school AIG Needs Determination Team
- Participate in school and district level PLC meetings
- Maintain accurate AIG headcount and submit to the District AIG Coordinator quarterly (4 times a year)

**Planned Sources of Evidence:** AIG Specialists' schedules

Minutes from monthly meetings

Examples of differentiated units of instruction

Samples of communications with parents, school personnel, community members

Samples from AIG portfolios/folders

Signed attendance rosters of AIG PLC meetings and school based PLC meetings

**Other Comments:**

### **Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Professional development will be crucial in the implementation of the Edgecombe County Public Schools 2013-2016 Academically and Intellectually Gifted Program. In the past, AIG specialists have attended professional development to stay abreast of current trends in gifted education. Ongoing professional development is available. A survey given in the fall of 2013 indicates the need to provide ongoing professional development for classroom teachers, exceptional children's personnel, counselors, and school administrators on gifted education.

**Goals:** During the 2013 - 2016 plan cycle, Edgecombe County Public Schools will provide multiple opportunities for professional development related to gifted education.

**Description:** Levels of Understanding System-wide:

All staff (including AIG Specialists, classroom teachers, Exceptional Children's Teachers, Guidance Counselors, and Administrators)

Director, Coordinator, and AIG Specialists:

- In depth understanding of the ECPS AIG Plan
- Share information regarding clustering of gifted students

- Share information regarding delivery models of AIG services
- Advocate and implement appropriate practices for AIG students
- Articulate and implement screening, referral, and identification practices
- Share information and work to meet the social and emotional needs of AIG students
- Understand and share characteristics of twice exceptional students
- Share effective scheduling practices with classroom teachers (especially for pull – out/ co-teaching times)
- Collaboratively plan with teachers of record (connect learning); assist classroom teachers with differentiating the curriculum; attend PLC and curriculum/Common Core meetings
- Share and facilitate enrichment opportunities
- Read about and understand current research and practices in gifted education
- Attend National/State Level/Regional professional development specifically for AIG

#### Classroom Teachers:

- Overview understanding of the ECPS AIG Plan
- Understand effective cluster grouping of gifted students
- Understand the AIG service delivery models utilized at the school
- Advocate and implement appropriate practices for AIG students
- Understand and participate in screening, referral, and identification practices
- Understanding of the social and emotional needs of AIG students and implementing strategies for working with these students as needed
- Understand and share characteristics of twice exceptional students
- Understand and implement effective scheduling practices that meet the needs of all students
- Collaboratively plan differentiated units with AIG Specialists and implement where appropriate; Use gifted curriculum provided by AIG department
- Provide and implement enrichment activities for AIG students' needs

#### Exceptional Children's Teachers

- Understand the ECPS AIG Plan as it relates to twice exceptional students (develop plan fall 2012-2013)
- Understand the AIG service delivery models utilized at the school
- Advocate and implement appropriate practices for twice exceptional students
- Understand and share characteristics of twice exceptional students

#### Guidance Counselors:

- Overview understanding of the ECPS AIG Plan
- Understand effective cluster grouping of gifted students
- Understand the AIG service delivery models utilized at the school

- Understand appropriate practices for AIG students
- Working knowledge of screening, referral, and identification practices
- Understanding of the social and emotional needs of AIG students and implementing strategies for working with these students as needed

Administrators:

- Overview understanding of the ECPS AIG Plan
- Understand effective cluster grouping of gifted students
- Understand the AIG service delivery models utilized at the school
- Understand appropriate practices for AIG students

**Planned Sources of Evidence:** Multiple professional development opportunities available to various audiences

Documented professional development participation

**Other Comments:** Ideas of Strengthening:

1. Offer in-district AIG-related professional development required for all AIG cluster teachers
2. Develop and administer an online teacher survey to determine areas of focus for professional development

### **Practice D**

Places AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Professional development will be crucial in the implementation of the Edgecombe County Public Schools 2013-2016 Academically and Intellectually Gifted Program. Gifted students should learn from highly qualified personnel who understand and can address their needs. A survey given in the fall of 2013 indicates the need of implementation of targeted professional development for classroom teachers on the needs of gifted learners.

**Goals:** Edgecombe County Public Schools' goal is to create professional development for teachers working with AIG students.

**Description:** This enables the AIG Specialist to:

- Support the school staff in meeting the needs of gifted learners
- Work with students who have been identified as students with potential for giftedness (nurturing).
- All classroom teachers will participate in professional development to build skills in differentiating instruction for all students
- AIG Specialists and teachers teaching AIG students will participate in differentiated strategies sessions.

AIG Specialists and classroom teachers will participate in all areas of professional development

offered by the district, the NCDPI, or other AIG related professional development outside the district (Annual State Conference) as funds permit.

**Planned Sources of Evidence:** Levels of Understanding form for all personnel related to gifted services

District list of licensed AIG personnel  
Documented Professional Development participation  
AIG student class assignments and class rosters  
DEPs/IDEPs/ etc.

**Other Comments:** Ideas of Strengthening:

Encourage principals to cluster group AIG students in groups of 5 or more with AIG-licensed teachers when possible and encourage professional development for the teachers with cluster groups.

Encourage AIG Specialists and classroom teachers to collaborate.

### **Practice E**

Aligns professional development with local AIG program goals and other district initiatives.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The mission of the Academically/Intellectually Gifted (AIG) Program is to advocate for gifted students and enhance the development of learners through an environment that rigorously challenges, nurtures, and promotes self-directed life-long learning. Professional development is crucial in the implementation of the Edgecombe County Public Schools plan.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

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

- Identifying all students who demonstrate or show potential for academic giftedness
- Communicating the nature and diverse needs of gifted students within the school environment
- Extending the program for gifted students beyond the school by involving parents and community members
- By offering a continuum of differentiated services designed to challenge and develop gifted students
- Monitoring all components of the AIG program
- Educating all stakeholders about needs of the gifted children and the AIG program.

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

- Offer on-going professional development addressing rigorous differentiated instruction and the social-emotional needs of the gifted learners
- Offer professional development to stakeholders on Cluster grouping and Flexible grouping within grade levels

- Ensure that the educators working with AIG students have an appropriate knowledge base, skills, and resources to support the program.
- Provide professional development on the following topics for AIG Specialists and classroom teachers
- Characteristics and Needs of Gifted Learners (including twice exceptional students)
  - Interventions for At Risk Gifted Learners
  - Differentiated Instruction
  - Screening, Identification, and Placement of Gifted Students
  - Multiple Learning Styles and Approaches
  - Creative Problem Solving
  - Nurturing Potential
  - Technology Integration

**Planned Sources of Evidence:** Schedule, agenda, participation logs, etc. of professional development opportunities aligned with AIG program goals

District professional growth plan reflects the needs of gifted learners

Personnel surveys reflecting a needs assessment for professional development for gifted learners

**Other Comments:**

**Practice F**

Aligns professional development opportunities with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Professional development in Edgecombe County Public Schools is aligned with state and/or national teaching standards. An emphasis has been placed on North Carolina Standard Course of Study (Common Core standards) and integrating 21st century skills. AIG Specialists will collaborate with classroom teachers to differentiate appropriately for gifted and advanced learners.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** The goals of aligning professional development opportunities are as follows:

- Provide rigorous differentiated instruction
- Meet the social and emotional needs of gifted learners
- Ensure that educators working with AIG students have an appropriate knowledge base, skills, and resources to support the program.

AIG Specialists will align professional development opportunities through:

- Differentiated learning strategies appropriate for gifted learners and advanced learners
- Development of higher order thinking skills (Marzano's/Bloom's Revised Taxonomy)
- Effective nurturing models

- Meeting the social/emotional needs of gifted learners
- Attending AIG Annual State conference
- Integrating 21st Century Technology skills

**Planned Sources of Evidence:** • School Improvement Plans

- Differentiated Instruction lesson plans
- Technology Integration in lesson plans

**Other Comments:** Ideas of Strengthening:

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

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

**Practice G**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Through PLCs, AIG specialists and other teachers have the opportunity to plan, implement, and refine applications of their professional development learning. AIG Specialists however, are split between two or more schools which does not allow for consistent participation of school based PLCs.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** Elementary AIG specialists and middle school AIG specialists will collaborate monthly with the District AIG Coordinator to plan differentiated units of instructions for gifted learners. AIG specialists will attend school based PLCs with other teachers as frequently as their schedules permit.

- Consults/teams with teachers to develop and implement appropriate differentiated strategies
- Provides additional resources to support the needs of gifted learners
- Assists cluster teachers in developing instructional plans for the AIG students within their classroom
- Develops and monitors activities appropriate for individual or small groups of students
- Coordinates and offers professional development for classroom teachers participating in the

education of gifted learners

- Participates in professional development related to academically and intellectually gifted programming and implements with gifted students as appropriate
- Attends meetings and conferences related to AIG programming

**Planned Sources of Evidence:** Minutes of PLC meetings

Minutes of AIG Specialists' monthly meetings

Attendance of AIG State Conference

Collaborative planning time

**Other Comments:**

## **Standard 4: 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 AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools provides a variety of services for gifted and potentially gifted students that modify, supplement, and build on academic skills and knowledge. However, Edgecombe County Public Schools recognizes the need for a stronger comprehensive program. The AIG Department is working on expanding service options that match the academic, intellectual, social and emotional needs of all gifted and potentially gifted learners at all grade levels.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** Elementary students are served by a licensed AIG Specialist who collaborates with the regular classroom teachers to provide differentiated lessons in students' identified area of Reading and Math.

Elementary students are provided the opportunity to participate in enrichment activities, which incorporates the use of Jacob's Ladder, William and Mary Curricula, and Project M3 for math. 4th and 5th grade students are also provided the opportunity to participate in extended learning field trips on North Carolina History and the Revolutionary War.

Middle School students are served by a licensed AIG Specialists who collaborates with regular classroom teachers to provide differentiated lessons in students' identified area of Reading and Math.

Students are provided the opportunity during I.E. time to participate in problem based learning activities.

Students are also evaluated through the use of EVAAS for Algebra I in 8th grade.

High School Students are given the opportunity to participate in Honors Level and AP courses and to attend the Early College.

All students are provided the opportunity to meet with their guidance counselor to meet their social and emotional needs. Students also have the opportunity to participate in Bibliotherapy and Autonomous Learner Model activities that focus on social and emotional needs of gifted students with their AIG Specialist.

**Planned Sources of Evidence:** Array of service options K-12

DEPs/IDEPs/etc.  
Specified program descriptions and data  
Student identification profile matched to service options

**Other Comments:**

**Practice B**

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools aligns programs and services with the areas of identification based on current funds and resources. At the elementary and middle school level programs and services are provided based on identified areas of Reading and Math. Curricula are modified and differentiated based on students' needs within the regular classroom with collaboration from a licensed AIG Specialist. Opportunities for enrichment activities are available with a licensed AIG Specialist and classroom teachers.

At the high school level, differentiated curriculum, and instructional opportunities are present through Advanced, Honors, and the opportunity to attend Early College.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** The AIG program is woven through all programs and services offered by Edgecombe County Public Schools. On-going collaboration among classroom teachers, AIG Specialists, counseling services, and other personnel involved with gifted education connect and enhance curriculum at all levels through PLCs and district wide initiatives. Edgecombe County Public Schools also use data provided from the NC Testing Program to evaluate and improve services and delivery options in gifted education.

**Planned Sources of Evidence:** Sources of evidences are as follows:

An array of service options, K-12  
DEPs/IDEPs/etc.  
Specific program descriptions and data  
Student identification profile matched to service options  
State 034 funds matched to AIG services  
Local AIG Plan incorporated within other areas of LEA and vice versa.

**Other Comments:**

**Practice C**

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** From the results of the AIG Self-Assessment Edgecombe County Public Schools recognizes the need for the Academically and/or Intellectually Gifted program to be integral and connected to the total instructional program of the district in policy and practice.

**Goals:** To ensure that AIG programs and services are integral and connected to the total instructional program of the LEA in policy and practice AIG Specialists will attend curriculum and PLC meetings in their assigned grade grouping and representation from the AIG department will be included in district policy making.

**Description:** The AIG program will be integral and connected throughout all programs and services offered by Edgecombe County Public Schools. Differentiation within the regular classroom will be monitored to ensure that the needs of Academically and/or Intellectually gifted students are met. On-going collaboration among classroom teachers, AIG Specialists, counseling services, and other personnel involved with gifted education will be monitored to ensure that programs and services are integral and connected to the total instructional program.

**Planned Sources of Evidence:** Array of service options, K-12

Copies of DEPs and/or IDEPs

AIG student folder data

Grade level, cross grade level, and multidisciplinary collaborative planning

Students' instructional schedules

Policies and procedures for acceleration and grouping with academic/intellectual peers

**Other Comments:**

**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.

**This practice is a Maintained Practice for 2013-2016.**

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

It is the responsibility of AIG personnel to inform teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** AIG Specialists will provide training annually for classroom teachers, support staff, and school administrators on the identification criteria, nomination process, and referral process used for identifying and serving gifted learners.

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

**Planned Sources of Evidence:** Agendas, minutes, etc. from collaborative planning meetings  
Agendas, minutes, etc. from faculty presentations  
Surveys to related stakeholders and personnel  
District and school web sites  
Newsletters  
Distribution of local plan  
Professional Learning Communities minutes and agendas

**Other Comments:**

### **Practice E**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools recognizes the need for communication among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. The AIG Self-Assessment shows a need to focus on this area for the 2013-2016 plan.

**Goals:** AIG Specialists will conduct mini awareness sessions through curriculum and PLC meetings to ensure an effective continuation of K-12 services, especially at key transition points.

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

Students transitioning from 8th grade to high school will work collaborately with parents, teachers, AIG Specialists, and counselors to complete a plan for their four-year course of study with emphasis placed on more challenging course work (Honors and AP).

**Planned Sources of Evidence:** Consistent AIG services among the district's schools  
Student and parent communication logs  
Minutes from meetings at key transition points

**Other Comments:**

### **Practice F**

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

### **This practice is a Maintained Practice for 2013-2016.**

**Rationale:** AIG Specialists ensure collaboration and involvement through communication of the nature and diverse needs of gifted students within the school environment to provide differentiated programming and services. AIG Specialists meet annually during staff meetings to convey the needs of gifted learners.

AIG Specialists also meet during PLCs to collaborate with all teachers involved with providing services to gifted learners. The AIG Specialists heads the Needs Determination Team where all personnel including parents collaborate and plan services that are appropriate for AIG students.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** Edgecombe County Public Schools offers on-going professional development addressing rigorous differentiated instruction to ensure that the educators working with the AIG students have an appropriate knowledge base, skills, and resources to support the program.

AIG Specialists are assigned to every elementary and middle school in the district to ensure that services are provided to identified students and to nurture the potential of other high ability students. The AIG Specialists collaborates with classroom teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and extension of the North Carolina Standard Course of Study.

Edgecombe County Public Schools will continue to offer on-going professional development addressing rigorous differentiated instruction of gifted learners, to ensure that the educators working with AIG students have an appropriate knowledge base, skills, and resources to support the program

- Extend the program for gifted students beyond the school by involving parents and community members
- Offer co-curricular activities that support and enhance the regular curriculum
- Offer a continuum of differentiated resources designed to challenge and develop gifted students, K-12
- Monitor all components of the AIG program
- Educate all stakeholders about need of gifted children and the AIG program

**Planned Sources of Evidence:** Agendas, minutes, etc. from PLCs and RTIs  
DEPs/IDEPs, etc.  
LEA and school websites

**Other Comments:**

### **Practice G**

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Based on survey results there is a need to ensure that selected Edgecombe County Public Schools stakeholders collaborate to address the social and emotional needs of AIG students. The AIG Department believes that additional staff development in meeting the social and emotional needs of AIG students would be beneficial to all stakeholders.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** • Offer on-going professional development addressing rigorous differentiated instruction and the social-emotional needs

of gifted learners, to ensure that the educators working with AIG students have an appropriate knowledge base, skills, and resources to support the program

- Extend the program for gifted students beyond the school by involving parents and community members
- Offer co-curricular activities that support and enhance the regular curriculum
- Offer a continuum of differentiated resources designed to challenge and develop gifted students, K-12
- Monitor all components of the AIG program
- Educate all stakeholders about need of gifted children and the AIG program

**Planned Sources of Evidence:** Related professional development opportunities  
Intentional student programming and instruction  
Surveys with Guidance Counselors, students, teachers, and parents  
DEPs/IDEPs/ etc.

**Other Comments:**

### **Practice H**

Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The AIG Department will follow the Edgecombe County Public Schools' Board Policy for accelerative instructional and placement options.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** For consideration of grade advancement an identified AIG student must meet all of the following:

- 97% or higher on an achievement test for Reading and/or Math
- 97% or higher on an aptitude test for Verbal (reading) and /or Quantitative (Math)
- 95% or higher average for Reading and/or Math in academic class
- Portfolio assessment
- Teacher/Administrative recommendation

**Planned Sources of Evidence:** Acceleration options available and processes communicated  
Use appropriate acceleration measures  
Student profile / body-of-evidence examples  
Minutes and agendas from related meetings

**Other Comments:**

### **Practice I**

Provides intentional services for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools recognizes that many children with potential may not qualify for AIG Identification. Edgecombe County Public Schools has established a nurturing program in an effort to broaden service delivery options and include students from under-served populations. During the 2010-2013 plan cycle The AIG department implemented using the non-verbal portion of the CogAT as a way to identify students who are traditionally under-represented in the AIG population. The AIG department is currently reviewing data of this practice and researching other ways to identify and serve traditionally under-represented AIG populations.

**Goals:** The Edgecombe County Public Schools Nurturing (Discovery) Program will provide services for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English Language learners, highly gifted, and twice-exceptional.

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

**Planned Sources of Evidence:** Nurturing Program Criteria Academic Data Chart i.e. Indicators DEPs/IDEPS/etc.  
Student data and trends

**Other Comments:**

### **Practice J**

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

### **This practice is a Maintained Practice for 2013-2016.**

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

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** Extra-curricular programs may include but are not limited to:

- Battle of The Books
- Community Service Projects
- ECPS Math Competition
- ECPS Quiz Bowl
- ECPS Science Fair
- Duke TIP
- Math Olympiads
- Mathcounts
- Odyssey of The Mind
- Science Olympiads
- Summer Programs

**Planned Sources of Evidence:** Student participation in extra-curricular programs, service learning inquiry-based projects, mentorship programs, etc.

Variety of opportunities shared with students  
Surveys of students

**Other Comments:**

## **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 and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools maintains a working partnership and communicates with parents/families and the community to meet the diverse needs of AIG students. Annual meetings with parents are held to evaluate service options for students. During the 2013-2016 plan cycle to strengthen the partnership efforts will be made to form an AIG Advisory group. This group will be comprised of AIG Specialists, regular education teachers, parent representatives, principals, A Board of Education representative, the District AIG Coordinator, and the EC Director. This group will meet annually to discuss the needs of the AIG program and to review the goals in the AIG Plan.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** Edgecombe County Public Schools will coordinate its efforts to maintain regular communication with community, parents and teachers of the most appropriate services for the academic, intellectual, social/emotional needs of students by providing quarterly newsletters, invitations to AIG Specialists' meetings and participation in school PTOs.

**Planned Sources of Evidence:** Various modes of communication(handbooks/flyers, websites, etc.)  
Collaboration with other AIG Specialists  
Agendas, minutes for meetings

**Other Comments:**

### **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.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools will continue to share with stakeholders, including all students, parents/families all of the information regarding the local AIG program, plan and other policies.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** Edgecombe County Public Schools will continue to provide opportunities for parents to

communicate with AIG Specialists and to sign local DEPs and IDEPs. ECPS will also provide newsletters and informational leaflets about AIG programming. Stakeholders may also access the AIG plan and other information on gifted education on the ECPS website.

**Planned Sources of Evidence:** DEPs/IDEPs, etc.  
Newsletters, websites, handbook  
Publically posted AIG Plan

**Other Comments:**

**Practice C**

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** The Edgecombe County Public Schools upcoming plan will place a focused and consistent emphasis on involving stakeholders to reflect diversity of AIG parents, and monitoring of the local AIG program and plan to ensure evidence of improved student achievement throughout its three-year cycle.

**Goals:** • Stakeholders (school staff, students, community and parents) will complete surveys periodically to offer information of the progress of the plan as perceived by these participants.

- A formal, summative evaluation will occur at the end of the three-year cycle.
- All evaluations will be shared with parents, school-board members, and the community through an annual report.
- Monitor all components of the AIG program

**Description:** Monitoring of the local AIG Program and Plan will be evidenced by the following:

- Assess annually, using various evaluation strategies, to determine the effectiveness of services delivered to AIG students. (Surveys, data analysis, etc.)
- Maintain and monitor student AIG records and folders

**Planned Sources of Evidence:** Invitation and membership on various AIG related committees(PTO's, AIG Plan Revision Committee,etc)  
List of AIG committee members and representative roles  
Surveys that include diverse groups from the community (colleges, faith-based, business)

**Other Comments:**

**Practice D**

Informs parents/families and the community of opportunities available to AIG students on an ongoing

basis and in their native language.

**This practice is a Maintained Practice for 2013-2016.**

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

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:**

- The school district will provide written communication (brochures, newsletters, websites, handbooks) to parents/families/community of AIG related programs and activities.
- A two-way line of communication between AIG Specialists and stakeholders will be established to maintain consistency in AIG related events.
- Forms of communication will be provided in English and Spanish to address the diverse languages of parents/families.

**Planned Sources of Evidence:** Various modes of communication (brochures, newsletters, websites, and handbooks)  
Translated documents events, letters, notifications to parents

**Other Comments:**

**Practice E**

Forms partnerships with parents/families, institutions of higher education, local businesses and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools will continue to investigate avenues of partnership opportunities to gain support for AIG programs and services.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:**

- Establish discourse between institutions of higher education
- Encourage parental involvement in the inner workings of the AIG program and services
- Continue to monitor local business and industry for potential support  
Edgecombe County Public Schools involves parents/families and the community by:
- Involvement in extra-curricular opportunities provided by district and community sources
- Participation in educational field trips

**Planned Sources of Evidence:** Quiz Bowl

Optimist Oratorical Contest  
Soil/Water Essay Speech/Poster Contest  
Duke TIP  
Awards/Recognitions from outside agencies

**Other Comments:**

## **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 describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools has developed a local AIG Plan that describes our local AIG program in accordance with state legislation and policy, which has been approved by the local school board.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** Edgecombe County Public Schools' AIG Plan will be submitted in written form to the local board of education for approval. Once the local board approves, the District AIG Coordinator will submit the plan to the Department of Public Instruction for review.

**Planned Sources of Evidence:** Edgecombe County Public School's AIG Plan and Review

**Other Comments:**

### **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.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools monitors the implementation of the program and plan. The AIG Specialists monitor the goals for the AIG program, under the supervision of the District AIG Coordinator and principal of assigned school.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** District AIG Coordinator coordinates system-wide AIG programming – Monitors and evaluates data (student growth, results of stakeholder surveys, student records), and initiates and directs the program.

The District AIG Coordinator also gathers survey data and student data to prepare an annual report detailing progress toward successful implementation of the AIG plan for review by the EC Director.

Principal-Monitors the progress of individual students identified as gifted

AIG Specialist Responsibilities:

- Assists in wide sweep screening for identification of a diverse population
- Coordinates paper-work required for AIG students to ensure accuracy (student profiles, Differentiated Education Plans, Individual Differentiated Education Plans, annual performance reviews, headcount data, PowerSchool data, etc.)
- Facilitates the school based Needs Determination Team
- Consults/teams with teachers to develop and implement appropriate differentiated strategies
- Provides additional resources to support the needs of gifted learners
- Assists in implementation of Differentiated Education Plans and Individual Differentiated Education Plans for students demonstrating an intense need for differentiation in core subjects
- Assists cluster teachers in developing instructional plans for the AIG students within their classroom
- Develops and monitors activities appropriate for individual or small groups of students
- Assists individual students who have compacted out of regular curriculum in selecting appropriate topics for independent investigations and monitors their progress
- Coordinates and offers professional development for classroom teachers participating in the education of gifted learners
- Develops and coordinates a communication system between parents and the school (i.e. participate in parent conferences, develop informational brochures, communicate with school community)
- Identifies community resources appropriate for gifted learners
- Participates in professional development related to academically and intellectually gifted programming and implements with gifted students as appropriate
- Assists principal, District AIG Coordinator and EC Director in the collection of evaluation data
- Remains abreast of current research and trends in the gifted educational community
- Serves as a liaison between the school and Central Services
- Attends meetings and conferences related to AIG programming
- Performs any other duties as assigned by the principal

**Planned Sources of Evidence:** Disaggregation of EOG and EOC data  
Parent/Teacher/Student surveys and/or interviews

**Other Comments:**

### **Practice C**

Uses and monitors state funds allotted for the local AIG program according to state policy.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Associate Superintendent of Educational Program Services, the EC Director and the District AIG Coordinator monitors the funds for the AIG program and maintain a budget to ensure proper use of funds.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** Each year a budget will be submitted to the Edgecombe County Public School Board of Education and the Executive Director of Finance for approval. Annual budget allocations will be based upon the needs identified in the evaluation of the program that will occur each spring. Budget allocations will include:

- Personnel - District AIG Coordinator and AIG Specialists at designated school sites
- Professional Development - Activities identified in plan
- Instructional Supplies and Materials - As funding is available

**Planned Sources of Evidence:** Annual Budget Statement  
Receipts for materials and curriculum products  
Receipts for Professional Development  
Teacher Licensure and 034 funds

**Other Comments:**

#### **Practice D**

Maintains, analyzes, and shares student performance growth and annual drop-out data for AIG students.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** In Edgecombe County Public Schools student performance growth data is analyzed in various content areas and subgroups to determine where students are/are not academically. Instructional practices are implemented to drive future instruction to raise student achievement. The District AIG Coordinator and AIG Specialists will focus on the data for AIG students.

- Goals:**
- To continue maintaining, analyzing, and sharing student growth that summarizes student performance.
  - To begin monitoring the AIG population to determine annual drop-out rate, graduation rate, etc.

**Description:**

- 3rd - 8th grade End of Grade Data

- 9th - 12th grade End of Course Data
- Benchmarks
- Common Formative Assessments
- Lesson Plans/Differentiated Instruction
- PLC Discussions/Minutes
- RTI Interventions

**Planned Sources of Evidence:** Disaggregation of EOG AND EOC data, other performance indicators  
Interviews with school personnel  
DEPs/IDEPs/etc.

Dropout data for AIG students  
Graduation data for AIG students  
List of interventions and documentation of implementation

**Other Comments:**

**Practice E**

Monitors the representation 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.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The District AIG Coordinator checks student headcount data to monitor demographics of the AIG population by school and by district, and to determine if the AIG population mirrors the overall school/district demographics.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** AIG Specialists utilize demographic data through the state/local data system to monitor the AIG population at the school base. This information is forwarded to the District AIG Coordinator quarterly.

Edgecombe County Public Schools monitors the demographics of students in the AIG program. In order to serve a population that is representative of the ECPS district, The LEA uses SIGS, an unbiased, research-based identification scale. ECPS also uses the nonverbal portion of the Cognitive Abilities Test, in addition to the verbal and quantitative portions, in order to include a wider range of gifted students. AIG Specialists will collaborate with high school counselors to ensure the appropriate placement in advanced courses for AIG students.

**Planned Sources of Evidence:** Headcount form  
data from PowerSchool

**Other Comments:**

**Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Edgecombe County Public Schools Human Resources Department maintains data on all personnel in the district. The District AIG Coordinator and all AIG Specialists have AIG licensure.

The District AIG Coordinator keeps professional development rosters to monitor the participation of classroom teachers and other personnel who attend professional development on gifted services

provided by the AIG department.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** An AIG Specialist should hold:

- A Bachelor's degree from a four-year college
- Certification as a NC teacher
- Add-on licensure as an Academically Gifted teacher (any AIG specialist without add-on licensure must obtain the needed credentials)
- It is recommended that a specialist have at least 3 years of experience as a classroom teacher

Ideally all classroom teachers who teach gifted students should have certification in gifted education. However, the district does offer professional development for teachers who teach gifted students. This professional development is open to all teachers.

**Planned Sources of Evidence:** Licensure reports

Professional development records

Use of PRC 034 funds

Student placement

**Other Comments:**

### **Practice G**

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools internally assesses annually, using various evaluation strategies, to determine the effectiveness of services delivered to AIG students. (Surveys, data analysis, etc.) During the 2013-2016 plan cycle Edgecombe County Public Schools will form an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff.

**Goals:** Edgecombe County Public Schools will form an active advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff that will meet regularly.

**Description:** ECPS will form an AIG advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

**Planned Sources of Evidence:** Survey data  
Advisory Group membership/minutes

**Other Comments:**

**Practice H**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Edgecombe County Public Schools will continue to develop ways to elicit regular feedback from students, parents/families, teachers, and other stakeholders regarding the quality and effectiveness of the local AIG program.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** • Create surveys for students, parents, teachers, and other stakeholders directly reflecting the Standards and Practices  
• The AIG Advisory Board will meet 2 – 4 times a year

**Planned Sources of Evidence:** Data from surveys and interviews  
Minutes from Advisory Board meetings

**Other Comments:**

**Practice I**

Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.

**This practice is a Focused Practice for 2013-2016.**

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

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

**Description:** The AIG advisory group will conduct an annual review of the AIG plan and program using multiple sources of data for continuous program improvement. Data used may consist of but not

be limited to student performance and predictor scores, surveys from stakeholders, student portfolios, professional development evaluations, advisory group input, etc.

**Planned Sources of Evidence:** Survey data

Portfolios

Evaluations of professional development opportunities

Advisory group minutes

Revision of AIG plan

**Other Comments:** Ideas of Strengthening:

- Determine relevant data needed for review
- Collect multiple sources of data to monitor plan implementation

**Practice J**

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

**This practice is a Focused Practice for 2013-2016.**

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

**Goals:** To use multiple means to disseminate and share data from the evaluation of the local AIG program to the public.

**Description:** • Edgecombe County Public Schools will disseminate data from evaluation of the local AIG program through the

ECPS website AIG link.

- The AIG plan will be posted on the Edgecombe County Public Schools' website.
- Hard copies of the evaluation data will be available upon request.

**Planned Sources of Evidence:** Edgecombe County Public Schools' AIG website.  
Hard copies of the evaluation data

**Other Comments:**

**Practice K**

Protects the rights of all AIG students through policies, procedures, and practices.

**This practice is a Maintained Practice for 2013-2016.**

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

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** Level I - School-based Meeting – Appeal to Principal

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

Level II - Administrative-based Meeting – Appeal to Superintendent

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

Level III - School Board Review

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

Level IV - Administrative Law Hearing

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

**Planned Sources of Evidence:**

- Due process procedures written and shared in various ways
- Documentation of complaints and subsequent Edgecombe County Public Schools responses and changes

- Interview with parents/guardians and school personnel where disagreement have occurred

**Other Comments:**

**Glossary (optional):**

**Appendix (optional):**

AIG Headcount Form.doc (*Appendix*)  
AIG Identification Criteria and Service Delivery Options, 9-12.doc (*Appendix*)  
AIG Identification Criteria and Service Options, 4-8.doc (*Appendix*)  
AIG flowchart Student Search.doc (*Appendix*)  
ApprovedItems10142013regularmtgamended.pdf (*Appendix*)  
Glossary of Service Delivery Terms.doc (*Appendix*)  
IDEP and Annual Review Form.doc (*Appendix*)  
Levels of Understanding for School.docx (*Appendix*)  
Special Programs Available for AIG Students.doc (*Appendix*)  
form - dep 6-8.doc (*Appendix*)  
form - dep 9-12.doc (*Appendix*)  
form - dep K-6.doc (*Appendix*)  
form - identification record.docx (*Appendix*)  
form - teacher nomination.doc (*Appendix*)