

A Local AIG Plan Development –Planning Document

NC AIG Program Standard 1: Identification

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

NC AIG Program Practices Standard 1	LEA Response
<p>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.</p>	<p style="color: #0070c0;">AIG Coordinator and Facilitators disseminate all information to all stakeholders through:</p> <ul style="list-style-type: none"> ● AIG website (includes the AIG Plan, general information, resource links) ● copy of district AIG plan at each school office ● AIG parent's rights brochure (alternative languages available ~ added 2016) ● information sessions with parents
<p>b) States and employs multiple criteria for AIG student identification. These criteria incorporate 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 measures that are based on current theory and research.</p>	<p style="color: #0070c0;">At ECPPS students can be identified as Academically/Intellectually Gifted (AIG) in reading and/or math or as Intellectually Gifted (IG). The following multiple criteria are considered when making identification decisions (Addendum A):</p> <ul style="list-style-type: none"> ● Observation of student recorded through both formal, such as Kingore Observation Inventory, and informal checklists and/or rubrics. ● Student performance demonstrated through local norms such as work samples, portfolios, grades, or other authentic assessments. ● Student achievement demonstrated through a standardized test score on an End-of-Grade, End-of-Course, or Common Exam. ● Student aptitude demonstrated through an off level individual or group IQ score (within one year) that measures reasoning, problem-solving or memory using verbal, quantitative, nonverbal and composite score. ● Student interest may be indicated through a student's focus area and/or curiosity. Interest may also be demonstrated through a student's extracurricular activities. ● Student motivation to learn as demonstrated by a student's commitment to pursue learning experiences. This may be shown in the classroom, at home, and/or community. ● Student demonstrates complex knowledge that is one or more year(s) above grade level on a nationally normed achievement test.

	<ul style="list-style-type: none"> ● Intellectually Gifted (IG) students will be considered for identification by a composite score of 98% or higher on an aptitude test while failing to demonstrate academic achievement.
<p>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.</p>	<p>ECPPS AIG identification procedures respond to our particular demographics, intentionally searching out giftedness or gifted potential among minority, low socioeconomic and other underrepresented populations:</p> <ul style="list-style-type: none"> ● Facilitators communicate with classroom teachers concerning research related to the characteristics of gifted and the methods for determining giftedness in underrepresented populations. ● Classroom teachers are encouraged to nurture all students and observe for non-traditional indicators of intelligence. ● Facilitators use non-verbal standardized tests to assist with identification (NNAT). ● Facilitators/Classroom teachers seek assistance from the ESL or foreign language teachers for nurturing, observing and testing, as well as communicating with parents. ● Facilitators/Classroom teachers collect observational information from parent/families and communicate with parents ways to nurture gifted characteristics. ● AIG Facilitators screen testing data every year and create a pool of potential candidate for AIG consideration. ● Nominations can be made by teachers, parents, students, and adult school staff.
<p>d) Implements screening, referral, and identification processes consistently within the LEA.</p>	<p>At ECPPS we employ a specific process for screening, referral, and identification that is implemented at each school. All Facilitators utilize this process completing appropriate forms throughout. The process is monitored by the District AIG Director and is clearly communicated to teachers and parents through meetings, print, and digital media.</p> <ul style="list-style-type: none"> ● A step-by-step process is written and provided to, and followed by, all AIG facilitators (Addendum B). ● A series of forms have been developed and are utilized by all facilitators as part of the screening, referral, and identification process. These forms are a required part of each student's AIG confidential record, which is maintained by the facilitator (Addendum C). ● An audit of AIG records is completed annually by the AIG Director and/or a designated team.
<p>e) Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed</p>	<p>The ECCPS AIG Director and Facilitator have developed a set of required forms that document the identification process and service for each identified student (Addendum C).</p>

<p>annually with parents/families.</p>	<ul style="list-style-type: none"> ● Facilitators meet with parents upon identification to develop a Differentiated Education Plan (DEP), which is reviewed annually with parents. The DEP is part of the student’s AIG Confidential Record. ● Parent Due Process rights booklets are given to parents during initial meeting. ● A confidential record is kept for each student that documents the process, identification and service decisions. ● Records are periodically audited by the AIG Director to ensure consistency and compliance.
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Ideas/ Strategies for Strengthening the Standard:

- Ensure that brochures are available in English/Spanish in each school office as well as Central Services.
- Continue to research strategies to target our underrepresented populations
- Encourage professional development sessions for classroom teachers regarding identification characteristics of underrepresented gifted potential.

Sources of Evidence:

- AIG District webpage/print materials (plan, handbook, brochures, etc.)
- Student individual profile folders/DEP’s/Case Studies/surveys
- Professional Development rosters/agendas
- Parent due process document/brochure
- Needs Determination Team agenda/forms
- Analysis of demographic information on students

NC AIG PROGRAM 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.

<p>NC AIG Program Practices</p> <p>Standard 2</p>	<p>LEA Response</p>
<p>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.</p>	<p>At ECPPS, individual abilities, interests, learning styles, and multiple intelligences guide curriculum differentiation through an array of services. AIG students are provided curriculum enrichment, extension and acceleration in order to be challenged and reach their potential. AIG Facilitators:</p> <ul style="list-style-type: none"> ● analyze data to determine needs of our learners.

	<ul style="list-style-type: none"> ● provide professional development related to differentiation of instruction at each school. ● plan/collaborate with regular education teachers concerning differentiation of curriculum/strategies (such as tiered assignments, parallel curriculum, compacting, independent study, technology) to meet the needs and interests of AIG students. ● intentionally team with regular education teachers and support personnel; work with clusters of gifted students within and outside the regular classroom; provide opportunities for interaction and competition with other gifted students in the school, county, region, and state. ● assist in planning and carrying out differentiated curriculum that provides rigor and an extension of the NCSCOS ● assist in planning and carrying out differentiated curriculum that nurtures potential AIG students ● secure resources that enable enrichment, extension, and acceleration of curriculum in the various subject areas. ● provides ways for students to take exit exams to place out of a course according to Credit by Demonstrated Mastery (state law). <p>K-5 Facilitators may serve students in a variety of pull-out groups as well as differentiation within classrooms.</p> <p>Middle School Facilitators serve students in subject grouped classes for Language Arts and Math. The middle school level also provides opportunities to enroll in high school classes as needed based on ability and performance level. Middle school AIG Facilitators work with teachers in the subject placed classes (rather than a pull out model) .</p> <p>At the high school level, Honors, AP, and dual enrollment teachers provide curriculum enrichment, extension, and acceleration in their content areas. The middle/high school AIG Facilitator is available to collaborate with these teachers.</p>
<p>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.</p>	<p>AIG Facilitators employ research based practices and curriculum resources such as: conceptual learning, Marzano's thinking skills, learning styles, and multiple intelligences as they</p> <ul style="list-style-type: none"> ● plan/collaborate with classroom teachers and facilitate student instruction. ● collaborate with classroom teachers to enrich, extend, and accelerate curriculum based on student identified abilities, readiness, interest and learning profiles through research based practices. ● build and maintain a resource library at each individual school for use by themselves and other educators in their buildings.

<p>c) Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.</p>	<p>Through professional development, the AIG Director and Facilitators familiarize themselves with and/or deepen their knowledge of research based curriculum and instructional strategies. AIG Facilitators:</p> <ul style="list-style-type: none"> ● maintain an extensive resource library that is available to teachers. ● use current research to engage students in quality work. ● share appropriate books, book chapters, and articles with classroom and support teachers.
<p>d) Fosters the development of 21st century content and skills at an advanced level.</p>	<p>AIG Facilitators work within district goals and funding limitations to incorporate 21st century content and skills. Integration of technology is critical for 21st century teaching and learning and thus technology training for the facilitators is on-going. Additionally the AIG Facilitators:</p> <ul style="list-style-type: none"> ● continually seek professional development on 21st Century Content and Skills. ● encourage and assist teachers in the integration of 21st century skills through collaborative planning. ● provide strategies for advanced technology use among facilitators and classroom teachers which become evident in student products across all curriculum areas. ● provide technology opportunities to students to use in real world learning.
<p>e) Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.</p>	<p>ECPPS Gifted Programs utilize both formal and informal, formative and summative data (pre and post) to maximize learning for gifted students.</p> <ul style="list-style-type: none"> ● AIG Facilitator, classroom teacher, or other school personnel collects assessment data such as: Mclass, Read to Achieve, benchmarks, and teacher made pretests/posttests. ● AIG Facilitators and classroom teachers collaboratively analyze data to meet individual student needs. ● data are utilized to form flex, nurture, and enrichment groups. ● data are analyzed for determining differentiation needs through compacting, tiered assignments, independent projects/studies, or other differentiation strategies.
<p>f) Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.</p>	<p>AIG Facilitators are trained to identify and address the social and emotional needs of gifted students. AIG Facilitators:</p> <ul style="list-style-type: none"> ● engage in ongoing research to provide materials, information, and/or professional development regarding the social and emotional needs of gifted students to regular education teachers, counselors, and parents. ● facilitate book studies, seminars, and activities which give gifted students the opportunity to read books related to their social and emotional needs.

	<ul style="list-style-type: none"> ● meet with individual students to assist with specific social and emotional challenges. ● conference with parents as needed to discuss a student’s social/emotional needs or challenges ● collaborate with counselors to intentionally provide strategies for students as they deal with common issues such as perfectionism, teasing and bullying, accepting academic challenges, underachievement, twice-exceptional challenges, etc.
<p>g) Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.</p>	<p>Research indicates that young children need to be nurtured at the earliest age possible to develop gifted potential. ECPPS continues to develop our K-3 Nurture Program. Elementary AIG Facilitators:</p> <ul style="list-style-type: none"> ● collaborate with counselors, and K-3 classroom teachers and use research based material with students to provide the opportunity to engage in high level thinking activities, experiences, and processes. ● assist K-3 classroom teachers in the use of flex-grouping to nurture clusters of young students who show gifted potential.
<p>h) Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.</p>	<p>Although regular classroom teachers are ultimately responsible for providing differentiated curriculum and instruction, the role of the Facilitator is integral in this process. AIG Facilitators:</p> <ul style="list-style-type: none"> ● communicate the academic, social, and emotional needs of gifted students with classroom teachers and other school personnel. ● plan/collaborate with classroom teachers/support personnel to create differentiated curriculum, implement challenge and extension activities, and competitions. ● plan/collaborate with exceptional teachers as needed to meet the needs of twice exceptional students.
<p>i) Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.</p>	<p>The AIG Director, AIG Facilitators, and the Needs Determination Team (NDT) work together to document and match services to the identified needs of gifted students.</p> <ul style="list-style-type: none"> ● a DEP/IDEP is developed with input and support of parents to meet the needs of the student in identified areas ● a new DEP/IDEP is developed with parents when a student’s needs change ● student services are reviewed annually with parents and classroom teachers and documented on the DEP/IDEP to ensure effective programming and transitions.

Ideas/ Strategies for Strengthening the Standard:

- Continue to explore/research best practices for K-2 nurture
- Explore/investigate high school models for gifted education.
- Investigate processes for expanding dual enrollment and early college opportunities

Sources of Evidence:

- Samples of student work/products
- Student enrollment in Honors and AP courses, Credit by Demonstrated Mastery, dual enrollment, etc.
- Student performance data
- Student DEPs/IDEPs
- Student participation in competitions and other academic extracurricular activities
- Documentation of collaborative planning/sample lessons and unit

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.

<p style="text-align: center;">NC AIG Program Practices</p> <p style="text-align: center;">Standard 3</p>	<p style="text-align: center;">LEA Response</p>
<p>a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.</p>	<p>ECPPS employs a certified AIG Director who is responsible for:</p> <ul style="list-style-type: none"> ● Working with school facilitators and other stakeholders to plan, implement, revise, and monitor the AIG plan. ● Serve as a member of the Central Office staff, reporting to the superintendent and Board of Education and partnering with all directors and areas. ● Acting as a liaison between the ECPPS, the Department of Public Instruction, as well as the Northeast Region Coordinators/Directors. ● Providing staff development activities related to AIG and ECPPS' professional development needs. ● Advocating for facilitators at the elementary, middle, and high schools. ● Collaborating with school principals and encouraging schools to address the needs of gifted in the School Improvement Plan. ● Guiding and supporting the facilitators in screening, testing, identifying, and serving AIG students. ● Collaborating and communicating with parents and community groups. ● Managing testing schedules and materials. ● Maintaining the state and local AIG budgets. ● Serving on community boards. ● Mentoring new facilitators. ● Conducting monthly meetings with facilitators. ● Monitoring records for accuracy and visiting schools. ● Serving as Due Process administrator.

	<ul style="list-style-type: none"> ● Completing facilitator observations in collaboration with school principals. ● Placing facilitators in schools.
<p>b) Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.</p>	<p>AIG licensed Facilitators serve the elementary, middle, and high schools to meet the academic and social-emotional needs of gifted students. At each school, AIG Facilitators:</p> <ul style="list-style-type: none"> ● plan and collaborate with classroom teachers of identified gifted students for differentiated content, process, and product related to data on skill levels, interest, learning styles, and other profile information. ● provide informal professional development and resources for classroom teachers. ● collaborate/coordinate with support personnel, including school counselors. ● contribute to the appropriate placement of students for service delivery based on their DEP/IDEP and on-going formal and informal assessments. ● use data to assess learning progress and plan accordingly with classroom teachers. ● engage in frequent communication with parents. ● house a library of books relating to the academic and social/emotional needs of gifted students. ● create and maintain all AIG documentation including referral, testing, placement decisions, and differentiated education plans. <p>Principals collaborate with Facilitators and enable them to serve fully as contributing members of their school(s).</p> <p>AIG Director and Facilitators meet monthly for AIG planning and PLCs.</p>
<p>c) Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.</p>	<p>The AIG Director and Facilitators all hold NC/ AIG licensure. Other personnel including classroom teachers, media specialists, and counselors are encouraged to seek certification.</p> <p>The AIG Director and/or Facilitators</p> <ul style="list-style-type: none"> ● collaborate with central office and building administrators to offer professional development in gifted education. ● participate in special population “pops” days or informational meetings with staff K-12 to provide information relating to best practices for serving gifted learners. ● meet periodically with grade level/subject teams to plan and provide information and “mini staff development” sessions. ● provide staff development on specific topics related to gifted education as needed or requested.

<p>d) Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.</p>	<p>Principals and AIG Facilitators work together to place AIG students in classes with AIG certified teachers or teachers who have participated in AIG professional development when possible.</p> <ul style="list-style-type: none"> ● K-5 clusters (generally groups of 3 to 6) ● 6-8 subject grouped classes for reading and math and when possible, other content areas as well. <p>AIG Facilitators monitor high school students' enrollment in AP/Honors classes each semester.</p> <p>Additional teachers are encouraged to seek AIG licensure to assist in meeting the needs of gifted kids.</p>
<p>e) Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.</p>	<p>AIG Director and/or Facilitators:</p> <ul style="list-style-type: none"> ● collaborate with directors and central office personnel to ensure that initiatives and professional development address the needs of teachers who work with the AIG students (such as: characteristics of gifted, strategies for differentiation, social/emotional needs of gifted, etc.) ● participate in and provide professional development related to AIG program goals, both in the district and outside of the district.
<p>f) Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.</p>	<p>AIG Facilitators:</p> <ul style="list-style-type: none"> ● survey teachers of gifted students to determine staff development needs related to serving gifted students. ● work with other school personnel to ensure that professional development goals and initiatives are being met.

Ideas/ Strategies for Strengthening the Standard:

- ECPPS has a goal of ten educators per year for the next five years to obtain NC /AIG Licensure.
- Implement *Hannah Orleans* testing for Middle School regarding advanced math placement.
- Plan intentional, scheduled Professional Development regarding social and emotional needs of AIG students for guidance counselors (K-12): one per semester to be attended by AIG Facilitators with Counselors.
- Explore the possibility of requiring two staff development sessions per year for classroom teachers/administrators working with AIG students

Sources of Evidence:

- Employment records /CEU Records
- AIG Director /coordinator job description and qualifications
- agendas/notes from state, regional, and local conferences and meetings
- Documentation of professional development (school, district , state, and national levels)

STANDARD 4: Comprehensive Programming within 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.

<p>a) Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.</p>	<p>AIG facilitators collaborate with other specialists such as school counselors, psychologists, social worker, nurses, instructional support staff, instructional specialists, and regular education teachers to best meet the needs of gifted students.</p> <ul style="list-style-type: none"> ● Survey school personnel to ensure that all aspects of the AIG program are addressed. ● Confer with all counselors, teachers and specialists regarding each student’s DEP/IDEP. <p>ECPPS AIG Programs provides an array of services based on student needs (Addendum A):</p> <ul style="list-style-type: none"> ● K-5 _ flex and nurture groups ~ depending on student needs at a given point in time. these groupings may be within the classroom with consultative AIG Facilitator support or a more direct team teaching approach, or may also be in the form of a pull-out model. ● 6-8 _ identified students are grouped together for instruction in reading and math to provide an enriched and/or accelerated curriculum; the AIG Facilitator collaborates with teachers in the subject grouped classes to ensure that AIG student needs are met. ● 9-12 _ the Facilitator advises and monitors student enrollment/participation in Honors and AP classes, telecommunication courses, NCSSM, Governor’s School, dual enrollment, and other opportunities for high ability learners. ● Services for IG students, K-12, are individually designed based on an IDEP created to target that individual’s specific strengths and needs.
<p>b) Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.</p>	<p>Using all available data, students are served in reading and/or math through appropriate learning environments, content differentiation, and special programs. A comprehensive service delivery system is provided for gifted students. Such settings and services may include:</p> <ul style="list-style-type: none"> ● Regular classroom, resource room, another school within the system, inclusion setting, independent studies ● Dual enrollment on college campus, online classes ● Content differentiation (acceleration, enrichment, sophistication, and novelty) ● Collaboration with regular education teachers to provide a menu of research-based best practices for differentiated instruction and social-emotional development

	<p>Facilitators across the system collaborate monthly to share materials, resources, strategies and ideas.</p>
<p>c) Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.</p>	<p>AIG Facilitators:</p> <ul style="list-style-type: none"> ● Provide services connected with district goals which extend and enrich the NC Standard Course of Study. ● Match a continuum of content processes and products to the skill levels, interests, learning styles, and cultural perspective of students at a pace appropriate to the learners. ● Collaborate with general education personnel to align and differentiate the SCOS to create integrated complex curriculum to match AIG learners’ needs. ● Collaborate with instructional departments (grade level teams or content area teams; arts and electives; counselors; media personnel) to ensure AIG services are integrated into the total instructional program. ● Work with administrative teams to make sure AIG is addressed in improvement plans across the district. <p>AIG Director is currently the Chief Academic Officer of ECPPS, and reports to superintendent and Board of Education relating to policies and program standards.</p> <p>Currently all elementary schools have half time facilitators at each school; middle and high school facilitators divide their week between one middle school (80%) and one high school (20%).</p>
<p>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.</p>	<p>The ECPPS District AIG plan is a legal document approved by the ECPPS Board of Education, the NC Board of Education, and the NC Division of Curriculum and Instruction. The ECPPS AIG Director and Facilitators provide information about the six AIG standards and their underlying practices which are encompassed in the AIG law (Article 9b) through staff meetings, Board of Education presentations.</p> <p>The AIG Director and/or Facilitators:</p> <ul style="list-style-type: none"> ● integrate program standards, regulations, and Article 9b into professional development, administrative meetings, and site meetings. ● discuss instructional services and programs during grade level, team, and staff meetings. ● maintain an informational district AIG web page ● confer with counselors, teachers, and specialists regarding each student’s DEP/IDEP.

<p>e) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.</p>	<p>AIG Facilitators maintain an effective practice of communicating student service needs among and between schools at each grade level to best meet the needs of advanced learners. The facilitators:</p> <ul style="list-style-type: none"> ● inform teachers across grade levels/schools of students goals and services; develop/modify DEP/IDEP yearly or as needed. ● provide transition visits from feeder schools to middle schools and high schools. ● present information meetings for students and parents at transition grades (5th to 6th and 8th to 9th) ● provide the AIG Director with appropriate documentation to ensure the PowerSchool data system maintains up to date records of all AIG students. ● maintain an AIG folder that houses DEP’s, testing data, permission to test, permission to serve, surveys, and other forms as needed. ● place a form in the student’s cumulative file that informs of the student’s testing and identification decisions
<p>f) Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.</p>	<p>Cluster gifted/nurture students together with teachers who have AIG training to the extent possible</p> <p>Provide staff development in meeting the social/emotional needs of gifted</p> <p>Provide time for school counselors and AIG Facilitators to collaborate and provide joint student services when needed.</p>
<p>g) Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.</p>	<p>Each school has a Needs Determination Team (NDT) made up of classroom teachers, counselor, an administrator, and the AIG Facilitator. The team is responsible for making placement and service decisions based on aptitude, achievement, performance data, teacher and parent checklists, and student interest surveys. An array of service and program options provides gifted students with a variety of appropriate enrichment and extension opportunities. These include:</p> <ul style="list-style-type: none"> ● Subject skipping ● Grade skipping ● Dual enrollment or early enrollment to a college/university ● Credit by Demonstrated Mastery ● Distance learning ● Other opportunities such as: independent learning, mentor support, competitions, residential schools, virtual classes, Governor’s School and/or other summer opportunities.

<p>h) Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.</p>	<p>AIG Facilitators:</p> <ul style="list-style-type: none"> ● Share/demonstrate high level activities with classroom/subject teachers to use with all students (K-12) from all populations to give them the opportunity to demonstrate gifted characteristics and/or potential. ● Seek nominations of students from all populations; special attention is given to those who have a cultural o.r language barrier to look for alternate data; nominations can be made by parents, teachers, other school personnel, and students ● Collaborate with exceptional staff, ESL teachers, and other specialists to provide support for success of under-represented AIG populations. ● Continue to seek additional resources for supporting traditionally under-represented AIG populations. ● Nurture, cluster, or flex group from all populations for differentiated instruction in classrooms.
<p>i) Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.</p>	<p>Opportunities are made available such as, but not limited to, the following:</p> <ul style="list-style-type: none"> ● Independent studies ● Service learning ● Mentoring/mentee ● Competitions/clubs ● Governor’s School ● School of Science and Math ● Summer Enrichment Academy
<p>j) Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.</p>	<p>Based on student identification area(s) and on-going data, students are grouped for instruction as listed below:</p> <p>Elementary</p> <ul style="list-style-type: none"> ● Encourage cluster grouping in classrooms ● Flex groups for AIG identified and nurture students based on assessment data <p>Middle</p> <ul style="list-style-type: none"> ● Subject grouped for higher level differentiated instruction in Reading and Math ● Designated enrichment block (based on performance data) may also be offered when scheduling allows. <p>High School</p> <ul style="list-style-type: none"> ● Honors and AP courses, dual enrollment, Credit by Demonstrated Mastery ● Governor’s School ● NC School of Science and Math

Ideas/ Strategies for Strengthening the Standard:

- Explore strategies for better meeting the social emotional needs of gifted students.
- Explore options for a revised DEP that is more comprehensive and includes more detailed, individualized information (such as interest and accomplishments).
- Create a “quick guide” handbook for teachers (referral, identification process, record keeping etc.).
- Compile a comprehensive list of extracurricular activities along with procedures/timeline for application, contacts, etc .

Sources of Evidence:

- Headcounts, student records, DEP, IDEP, AIG service grid
- Facilitators schedules
- AIG Handbook and brochures
- Documentation of professional development sessions with school/district staff

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.

<p style="text-align: center;">NC AIG Program Practices</p> <p style="text-align: center;">Standard 5</p>	<p style="text-align: center;">LEA Response</p>
<p>a) Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:</p> <ul style="list-style-type: none"> ● academic and intellectual ● social and emotional 	<p>The AIG Director and Facilitators understand the importance of partnerships with parents and families of our gifted students. Therefore we:</p> <ul style="list-style-type: none"> ● Prepare/distribute written documents such as: the AIG Plan and service grid, NAGC and Core Curriculum Standards, Due Process Guide, newsletters, flyers about services and opportunities for students, parents, and the community. ● Inform parents/families about opportunities to become involved with AIG student activities, clubs, and competitions. ● Utilize technology to share information such as; AIG web page, e-mails, “Schools Connect” (automated voice mailing), Channel 8 (ECPPS channel) ● Schedule yearly parent informational meetings, DEP, IDEP meetings, annual reviews. ● Share articles related to gifted academic and social/emotional needs. ● Hold intentional meetings for students and parents at transition

	<p>years (5th to 6th, 8th to 9th) to review options available to students at the middle and high school levels and strategies for success.</p>
<p>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.</p>	<p>Disseminating information to parents, families, and community organizations is critical for continued improvement of our AIG program and services. We share information in multiple ways including:</p> <ul style="list-style-type: none"> ● AIG Plans are available at each elementary, middle, and high school as well as on the ECPPS AIG district website. ● Information is communicated by means of flyers, newsletters, etc. ● Parents are informed of the DPI wikispace on gifted education and a link is provided on the AIG web page. ● The AIG Director informs the School Board and administrators of the concerns and needs of the AIG Program ● All information is translated into native language as needed.
<p>c) Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.</p>	<p>An advisory group is not currently in place. This remains a goal for ECPPS. The AIG Director and Facilitators intend to have an Advisory Board in place by the 2016-2017 school year.</p>
<p>d) Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.</p>	<p>The AIG Director and Facilitators informs parents, families, and community of opportunities available to AIG students to encourages and increase participation:</p> <ul style="list-style-type: none"> ● Flyers, newsletters, Channel 8, AIG webpage, meetings ● Translated to native language as needed
<p>e) Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.</p>	<p>AIG Director and Facilitators collaborate with local businesses and organizations to create and/or enhance units of study. This includes but is not limited to:</p> <ul style="list-style-type: none"> ● Arts of the Albemarle ● Dismal Swamp State Park ● Elizabeth City State University ● Merchants Mill Pond ● Museum of the Albemarle ● Port Discover <p>AIG Facilitators continue to seek stakeholder support in providing opportunities for gifted students through activities such as; field trips, presentations, mini-classes, competitions, and mentorships.</p>

Ideas/ Strategies for Strengthening the Standard:

- Establish an Advisory Council.
- Consider a video or digital presentation communicating the program plan and policies to be posted on the AIG website
- Work towards creating/continuing partnerships to promote/enhance extracurricular activities.
- Consider compiling a community contacts database

Sources of Evidence:

- Agendas, documentation and rosters of informational meetings, speakers and activities
- AIG plan at each school
- Documentations of surveys
- Collaborative projects within community
- Local Newspaper articles/Channel 8/ All district print media outlets/AIG webpage/Samples of newsletters, flyers, etc.

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.

<p>NC AIG Program Practices</p> <p>Standard 6</p>	<p>LEA Response</p>
<p>a) Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. 115C-150.5-.8 {Article 9B}), which has been approved by the LEA’s school board and sent to SBE/DPI for review and comment.</p>	<p>ECPPS has a written plan in accordance with NC legislation and policy, NC Department of Public Instruction. and NC AIG State Standards, which has been approved by the local Board of Education. the plan is reviewed annually and revised each three years for continued improvement.</p> <ul style="list-style-type: none"> ● The plan is comprehensive and includes all components required by, and based on, NC AIG legislation and standards. ● Screening, identification, and placement processes and forms are in accordance with NC AIG legislation and standards; are comprehensive; and meet the needs of the LEA. ● The AIG Nurture component enables facilitators to support differentiation for students with potential. ● The program service options match the multiple indicators for service based on multiple criteria for identification. ● Social and emotional support is an integral part of the AIG program and services. ● Research based curriculum and instruction practices are consistent

	<p>throughout the LEA.</p> <ul style="list-style-type: none"> ● AIG Facilitator responsibilities are consistent across the district. ● The AIG Plan aligns with district goals. ● Parent and community involvement is addressed in the plan and continues to be a priority.
<p>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.</p>	<p>The AIG Plan is monitored continually through:</p> <ul style="list-style-type: none"> ● annual stakeholder surveys ● formal and informal data collected and analyzed as needed ● formal and informal meetings with school staff, administrators, and parents/families to share successes and challenges. <p>AIG Director and Facilitators meet monthly to build capacity and monitor program improvement.</p>
<p>c) Uses and monitors state funds allotted for the local AIG program according to state policy.</p>	<p>The LEA has and continues to use all state allocated as well as supplemental local funding to provide services to meet the needs of identified gifted students. The AIG Director:</p> <ul style="list-style-type: none"> ● maintains a record of expenditures and ensures funds are used for AIG Plan implementation and students. ● reviews funding with the Finance Director to determine needs and appropriately allocate AIG funds. ● prioritizes people, resources, and professional development based on available funding and program needs.
<p>d) Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.</p>	<p>AIG Director and/or AIG Facilitators:</p> <ul style="list-style-type: none"> ● collect and analyze student data for their schools each quarter or semester to drive instruction. ● share and analyze student data twice annually to examine district trends to determine program and student need; to include academic, social/emotional, and under-served populations. ● meet with principals and appropriate teachers to analyze and share AIG growth and achievement data. <p>Drop-out data is cross reference with the AIG headcount on a yearly basis.</p>
<p>e) Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.</p>	<p>The AIG Team continues to:</p> <ul style="list-style-type: none"> ● examine subgroup representation in referrals, identified, and served students. ● research and discuss how to better cultivate potential in all subgroups. ● examine referral and identification procedures to look for disproportionality issues. ● provide resources to classroom teachers to better understand and recognize giftedness in underserved populations.

<p>f) Maintains current data regarding the credentials of personnel serving AIG students.</p>	<p>Because the most effective educational instruction for AIG students is provided by teachers who are knowledgeable in gifted education:</p> <ul style="list-style-type: none"> ● ECPPS maintains data on personnel credentials and encourages AIG professional development and/or certification. ● the Human Resources Department and AIG Director keep a record of teachers who are licensed, or working on licensure, in gifted education. ● AIG students are placed with AIG certified teachers when possible to ensure effective learning environments are established.
<p>g) Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.</p>	<p>To maintain a high quality and effective AIG program and to promote continued growth and improvement, The AIG Director and/or Facilitators:</p> <ul style="list-style-type: none"> ● create and distribute an annual questionnaire /survey to key stakeholders (teachers, administrators, students, parents) to collect data to review the quality and effectiveness of the AIG program and services. ● elicit feedback from stakeholders formally and informally (surveys, interviews, meetings, conferences, etc.)
<p>h) Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.</p>	<p>Prior to, and during, the plan revision process:</p> <ul style="list-style-type: none"> ● data from surveys, interviews, meetings, and conferences, were reviewed and analyzed to inform the revision process.
<p>i) Disseminates all data from evaluation of the local AIG program to the public.</p>	<p>In order to garner continued support and to increase program quality, transparency and communication must be a focus. Current data from surveys, interviews, meetings, and conferences is being analyzed. Our goal is to disseminate our findings in a summary format to key stakeholders.</p>
<p>j) Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.</p>	<p>The ECPPS AIG Team maintains concisely written policies and Due Process documents and have included those in this plan (Addendum D)</p> <ul style="list-style-type: none"> ● A Due Process Rights brochure is provided to parents prior to initial testing and is available at DEP/IDEP meetings, annual review meetings, and upon request. ● Established forms are used to obtain written informed consent for testing, identification, and services. (Addendum C : AIG 3a, AIG 10, DEP/IDEP) ● All written policies, procedures, and service options concerning AIG are available on the AIG web page and in print upon request.

Ideas/ Strategies for Strengthening the Standard:

- Investigate effective processes of evaluation for continued program improvement.

Sources of Evidence:

- Roster of AIG Licensed Teachers
- Due process handbook/brochure
- Data: survey, PDP's, Assessments and Observation, NC Finals/ EOG/EOC, Benchmark, Common Exams, Dropout data
- Agendas/minutes from Facilitator meetings /stakeholder's meetings/parent meetings
- Documentation of screening, referral and identification

ADDENDA

Addendum A - Multiple Criteria/Service Options Grids

Addendum B - Screening, Referral, Identification, and Placement

Addendum C - AIG Forms

Addendum D - Due Process