

Bertie County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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Bertie County Schools 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, Bertie County Schools local AIG plan is as follows:

Bertie County Schools Vision for local AIG program: Bertie County AIG Program Mission Statement: The mission of the Bertie County Schools' Academically or Intellectually Gifted Program is to provide opportunities for students who perform or show potential to perform at substantially high levels of accomplishment when compared to others of their age, experience, or environment. The education of these students' will be enhanced through an environment that rigorously challenges, nurtures, and promotes self-directed, life-long learning and encourages students to become productive members of society.

Article 9B 115C-150.5 is the foundation of the Bertie County Academically or Intellectually Gifted Program. The purpose of the plan is to provide extended differentiated instruction to students who perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields or in both intellectual areas and specific academic fields. Outstanding abilities within all cultural groups, across all economic strata, and in all areas of human endeavor will be recognized.

The components of Article 9B are 115C-150.6, 115C-150.7, and 115C-150.8. The State Board of Education's responsibilities include providing direction and the guidelines for developing the plan. It states that the plan will address identification procedures, extended differentiated curriculum,

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integrated services, staff development and program evaluation methods. These components are essential to the local plan and set the tone for instruction for the Bertie County School's Academically or Intellectually Gifted Program.

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

| State Funding | Local Funding | Grant Funding | Other Funding |
|----------------------|----------------------|----------------------|----------------------|
| \$146715.00 | \$0.00 | \$0.00 | \$0.00 |

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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 Focused Practice for 2013-2016.

Rationale: Although screening and identification procedures are in place, we must strive to be more transparent in our articulation and dissemination to all stakeholders including parents, students, school personnel, and the community. Currently our process of articulation and dissemination is clear and comprehensive but will need to be monitored and enhanced.

Goals: To establish procedures for articulating and disseminating in a clear and comprehensive manner to all stakeholders the screening, referral, and identification processes for all grade levels. Processes must be accessible and transparent to school personnel, parents/ families, students, and the community-at-large.

Description: In an effort to communicate these processes to a broader audience, all administrators have a copy of the local AIG plan. Bertie County Schools' instructional staff will be provided with a handbook and/or brochures. The document will also be available for download from the Bertie County Schools' website. Since the plan is a public document, brochures and pamphlets will provide the information for parents. When a student is screened for AIG, a copy of criteria qualifications is given to parents of AIG students as well as those who do not qualify. The AIG Specialist will attend grade level/department/faculty meetings to review the referral, screening, and identification in addition to outlining the annual review process and the development of the Differentiated Education Plan (DEPs). The AIG Specialist will attend grade level/department/faculty meetings to review the referral, screening and identification processes with all instructional staff at least annually. Brochures will be printed at the end of each school year and distributed to parents of new students enrolling in Bertie County Schools at all grade levels. Contact information for the AIG Specialist will also be included.

Planned Sources of Evidence: Website
AIG Plan
AIG Handbook

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: Bertie County Schools employs multiple criteria for student identification. We strive to find students in underserved populations and ensure that all students understand their abilities and reach their potential.

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

Description: Screening K-2/Nurture Pool

In Bertie County Schools, various learning environments, enrichment opportunities, and programs are available to students. In grades K-2, informal assessments are used to identify students who are achieving above their peers. These indicators are as follows: Reading one to two grade levels above their current placement, informal assessments (i.e. leveled texts, work samples), math performance one to two grade levels above their current placement, documented performance for at least two grading periods, and observation checklists and narratives from the classroom teacher. These students could be grouped within their class, within their grade, or across grades. The AIG specialist collaborates with the classroom teacher to differentiate for the students. Any student performing four to five grade levels above his current placement may be considered for more intense differentiation. This is done on a case study approach. Only in these cases will formal identification occur before the end of the third grade. Using this case study approach, Bertie County Schools will use the Iowa Acceleration Scale to determine if subject acceleration or whole grade acceleration is warranted. Beginning in third grade, a formal student search will be conducted annually. Students identified in the K-2 Nurture Pool will automatically be nominated for the screening pool.

A multi-step process for referral, screening, identification, placement and review is followed by the school district. Students across grades 3-12 will be screened annually in the spring. Students who transfer from another school system can be considered for the AIG program after going through the screening process. Screening criteria include (student must meet one of the criteria):

- Student aptitude/ability: Documented by formal assessments of 85% or above (CogAT, WISC-R, NNAT, etc.)
- Student achievement: Documented by scores on annual testing of 85% or above (Second Generation Assessments EOGs/EOCs, IOWA Test of Basic Skills)
- Observation of the student: Documented by teacher checklists with observations being based upon knowledge of the student for at least one grading period.
- Student performance: Documented by work samples, portfolios, grades, benchmark tests or other authentic assessment strategies.
- Student unique interests: Documented by interviews, formal interest surveys, or other evidence of interest.
- Motivation to learn: Documented by participation in school activities, community and home activities, with evidence of desire to pursue learning experiences.

Each school should have an AIG Program team composed of a classroom teacher representative, a counselor, an administrator and an AIG teacher. The district AIG Specialist serves as chairperson of the team. The team meets to review the nomination forms and placement data, using multiple criteria. The student and parent receive copies of all forms and a letter that explains the placement data. If a student places into the AIG program, parents are then invited to a meeting that further explains the services.

Based on the AIG policies and procedures, there are multiple tests used to measure achievement and aptitude. Bertie County Schools follows specific criteria for student identification. Criteria used for student identification includes multiple indicators including student behavior, aptitude, achievement, performance, interests, and motivation to learn. Recognizing and identifying students who may need differentiated services is a three-step process:

Step 1: Student search, nomination and data collection

Step 2: Academically and Intellectually Gifted (AIG) Program Team review and recognition of needs.

Step 3: Placement in appropriate service options that match identification needs.

The Student Search and Screening process takes place throughout the school year. Screening procedures will be comprehensive, on-going, and easy for the school personnel, parents, peers, and others to complete. Close attention will be given to all potentially gifted students from culturally diverse, economically disadvantaged, twice-exceptional, or disabled populations. A review of available data on general student populations will actively search for students who perform at or above the 85th percentile on any achievement and/or aptitude testing. Additional criteria to consider are those who score in the top 10% on the PAST, SAT, or ACT. End of Grade/End of Course tests are not used to identify students but to monitor the progress of identified students. School personnel are asked to pay close attention to K-3 students who demonstrate outstanding performance on K-2 Assessments, Reading 3D, and teacher-generated Class Scape Assessments. Grades K-2 will be our nurturing model and a special program (PETS) will be our nurturing tool. No standardized test will be given to students in K-2. Portfolios demonstrating one or more years/grade level of growth can be used as part of the screening process. Scores from traditional tests such as the IOWA Test of Basic Skills (IOWA), the Cognitive Test of Abilities (CogAT), and the Naglieri Non-verbal Abilities Test (NNAT) can be utilized to determine achievement and aptitude of potential candidates. Self-nominations are accepted as well. The AIG Program Team reviews each student's eligibility and determines if further assessments are needed for the student. Students already identified as academically gifted who move into the district are served through comparable services until records are reviewed by the AIG Program Team to determine local eligibility for gifted services. To be identified in the AIG program, students must meet 4 of 6 identification criteria. Student achievement and student aptitude are two required indicators for identification; any two of the other indicators (student performance, student behavior, student interest, or student motivation) must be used as the third and fourth indicators for gifted identification. Clarification of Identifiers:

Student Aptitude (indicator of a student's capacity for learning). This involves reasoning, problem solving, memory, etc. Aptitude is shown through a current (within one year) group or individual nationally-normed IQ test in the verbal, quantitative, non-verbal areas, and composite score. Acceptable aptitude test include: Test of Cognitive Skills, Cognitive Abilities Test (CogAT), Naglieri Nonverbal Ability Test (NNAT). This may be shown through a sub-score of 85th percentile or above. **REQUIRED FOR IDENTIFICATION**

Student Achievement (indicator of a student's knowledge). This must be shown through nationally-normed testing. Accepted achievement test include: IOWA (Iowa Test of Basic Skills), EOG (End-of-Grade), EOC (End-of-Course), AP (Advanced Placement), and Woodcock-Johnson. This may be shown through a standardized test score of 85th percentile or above. **REQUIRED FOR IDENTIFICATION**

Observation of Student Behavior (indicator of student's need for differentiation, based on his/her observable behavior). This may be shown through the student's abilities in the following areas:

communication, motivation, humor, inquiry, interests, problem-solving, memory, reasoning, imaginative/creativity. Teacher checklists and documentation should not be completed until after working with the student for a relevant amount of time.

Student Performance (indicator of a student's demonstrated mastery). This may be shown through work samples, portfolios, grades, or other authentic assessment strategies. In some cases, performance may be demonstrated outside the school arena.

Student Interest (indicator of a student's focus areas and/or curiosity). This may be shown through a formal interest inventory/survey, an informal interview, or documentation of a student's particular passion. Motivation and interest may also be demonstrated through the student's participation in extra-curricular activities.

Student Motivation to Achieve (indicator of a student's commitment to pursue learning experiences). This may be shown through school and/or outside school activities. With some students, this area may be muted by unfavorable environmental or experimental circumstances. For these students who have often been called "underachievers", an individual case study may be important to reflect the student's specific areas of need. Teacher Information Forms and Parent Information Forms, as well as formal and informal interest surveys/inventories also provide indication of a student's commitment to pursue learning experiences that challenge their current thinking.

Students meeting any three of the six criteria will be classified as High Flyers. High Flyers are students who will remain in the nurture pool for their grade level while being provided opportunities for differentiation and enrichment.

Planned Sources of Evidence: • Nomination forms

- Teacher checklists
- Student AIG Folders

Other Comments:

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: Bertie County schools recognize the need to respond to the traditionally under-represented populations and be reactive to their needs. We need to screen students who are culturally/ethnically diverse, economically disadvantaged, English language learners or who are highly gifted and twice exceptional by administering both non-traditional and traditional standardized measures that are based on current research.

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

Description: Language, race, or exceptionality must not be barriers in identifying gifted students. All students must be equally represented and have equal opportunities to demonstrate giftedness. The goal of the Bertie County Schools AIG Specialist is to assist principals, regular classroom teachers, ESL teachers, and EC teachers to recognize gifted characteristics in under-represented populations. Staff development will be provided for eliminating stereotypes associated with the gifted. The AIG Specialist will lead a team to develop training materials to address screening, stereotypes, nature and needs of gifted learners. The ultimate goal is to increase representation of under-served populations to more closely mirror LEA demographics. A student being able to submit a portfolio or take part in a Case Study in addition to grades and or teacher recommendation provides another identification procedure. Additional research will be done to see what other districts are doing around the state to identify traditionally under-represented populations, in addition to consideration of other screening and identification instruments.

When evaluating students for gifted services, more than one standardized measure may be needed to ensure appropriate placement based on current theory and research. Staff development will be provided to AIG licensed individuals on how to administer aptitude testing. Traditional test include: Naglieri Non-Verbal Abilities Test (NNAT), The Cognitive Abilities Test (CogAT), Otis-Lennon School Abilities Test (PLSAT), IOWA Test of Basic Skills (IOWA), Stanford Achievement Test (SAT), Gifted Rating Scales (GRS), and Portfolio and Case Study Process. When further information is needed, system level psychologists administer tests that the AIG Specialist is not licensed to administer. Creation of an Identification Matrix/Grid that ensures aptitude and achievement plus performance, recommendations, inventories and surveys can be used to develop more comprehensive identification criteria. If a student's aptitude or achievement score is below 85%, a student may qualify for a retest if there is a documented need for further evaluation. Administration of testing will follow all IEP and 504 modifications and accommodations.

The Cognitive Abilities Test (CogAT) may be administered when a group intelligence test is needed. Specific levels of the CogAT should be administered to specific grade levels:

Grade K/1 – Level 5/6

Grade 2 – Level 7

Grade 3 – Level 8

Grade 4 – Level 9

Grade 5 – Level 10

Grade 6 – Level 11

Grade 7 – Level 12

Grade 8 – Level 13/14

Grade 9/10 – Level 15/16

Grade 11/12—Level 17/18

Both Composite scores and Partial Composite scores (any two batteries of tests) may be used. Partial Composites may be used for gifted placement if it better reflects the abilities of the student.

The Naglieri Nonverbal Test of Abilities (NNAT) is recommended for individual administration for culturally/linguistically diverse and/or economically disadvantaged students and students with disabilities.

Additional tests may be used as long as there are national norms and the test is being used for the purpose for which it was developed. To continue the nomination, various measures of achievement can be utilized assess the level of academic achievement, which may determine a need for AIG services.

Approved Tests

Achievement Tests:

American College Testing Program
California Achievement Test
Comprehensive Test of Basic Skills
Comprehensive Testing Program/ERB
End-of-Grade
End-of-Course
Iowa Tests of Basic Skills
Iowa Tests of Achievement and Proficiency
Iowa Tests of Educational Development
Kaufman Test of Educational Achievement (KTEA &KTEA II)
National Educational Development Test
Metropolitan Achievement Test
SRA Achievement Series
Scholastic Assessment Test
Stanford Achievement Test
Stanford Test of Academic Skills
TerraNora
Test of Achievement & Proficiency
Test of Reading Comprehension
Wechsler Individual Achievement Test
Woodcock-Johnson Psycho-Educational (W-J Revised & WJ III)

Aptitude Tests:

Cognitive Abilities Test
Differential Aptitude Test
Kaufman Adolescent and Adult Intelligence Test
Kaufman Assessment Battery for Children (KABC & KABC II)
Kuhlmann-Anderson Test
Matrix Analogies Test
Naglieri Nonverbal Ability Test
Otis-Lennon School Ability Test
Ravens' Progressive Matrices
Reynolds Intellectual Assessment Scales (RIAS)
Scholastic Abilities Test for Adults
Scholastic Aptitude Scale
Scholastic Aptitude Test
SOI Learning Abilities Test: Screen Form for Atypical Gifted

Planned Sources of Evidence: • Purchase orders for testing supplies and materials

- Testing calendars and list of administered instruments

Other Comments:

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: Bertie County Schools needs to continue to ensure consistency in the implementation of screening, referral, and identification processes within our LEA.

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

Description:

Through yearly evaluations, identify which parts of the screening, referral and identification process are not working and focus on modifying those. At the elementary level, develop a selection of assessments or data to be used for screening system-wide (i.e., lexiles, quartiles, writing samples, STAR assessments, etc.). Develop screening forms that are simple, and easy to complete. The district AIG Specialist will annually review student documentation to ensure consistency among all levels. Each year, all students who have been screened for possible AIG identification are listed on a nomination log. This log lists all the data that has been collected on each student. This is submitted to the AIG Program Specialist who reviews it for consistency and thoroughness. At the beginning of each school year, rosters of identified students are provided for principals and teachers documenting appropriate student placement.

Each school site will develop a School-Based Committee for Gifted Education to: review student eligibility, determine if further assessment is needed, and refer for appropriate services. In addition, committee responsibilities will include:

- In-school monitoring and evaluation of the school's efforts for AIG learners
 - Assisting in the development and implementation of differentiated educational opportunities
 - Acting as a resource for individual parents who seek further assistance from the school in meeting the needs of a particular child
 - Assisting in the development and implementation of mechanisms for helping teachers learn more about the needs of gifted learners
 - Helping communicate to parents the general features of the AIG program at the school
- The Elementary School-Based Committee for Gifted Education will include (at a minimum)
- The school principal or designee
 - The AIG Specialist or the staff member designated to be the AIG school contact
 - A teacher of the student being considered for eligibility who is knowledgeable about the child
- The Middle and High School Based Committee for Gifted Education will include (at a minimum)
- A teacher representation from the core curriculum area
 - The school principal or designee
 - A teacher of the student being considered for eligibility

The AIG teacher or a designated certified staff member of the School-Based Committee for Gifted Education who is knowledgeable and well-informed about the AIG Program will serve as the contact for parent questions and concerns.

Planned Sources of Evidence: • Documentation on screening forms

- Nomination/nurturing logs logs
- Class rosters showing verification of placement
- School-Based Committee for Gifted Education meeting minutes

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: Bertie County Schools will continue to exhibit a clear process for families with respect to the rights of AIG students including informed consent regarding identification, placement and disagreement conflicts.

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

Description: This program has established procedures on identification, placement, service match, service changes, and other pertinent information. Copies of AIG Forms can be provided for parents upon request. A hardcopy of forms will remain in each child's AIG folder and at the Central Office. To continue to ensure consistency and validity within the Bertie County Schools AIG program, each school will follow procedures for nomination, identification, placement, service changes, and disagreement resolution. To ensure consistency the program has established a transfer policy for school personnel to follow regarding previously identified gifted transfer students. If a parent/guardian has a concern or disagreement in regards to identification, evaluation, eligibility, or services for gifted students they may follow these steps to resolve the problem at the school/district level:

1. The parent should meet with the classroom teacher and/or principal to seek a resolution.
2. If this meeting does not resolve the problem the parent/guardian should document the issues and request a meeting with the district AIG Specialist.
3. If no resolution is realized, the superintendent or his/her designee will become a part of the disagreement process.
4. Upon exhausting these channels of communication, parents may elect to pursue the grievance process as outlined in a "Parents' Rights to Resolve Differences" manual.
5. If the disagreement still exists, the local board should review the disagreement. At any points of discussion, the Bertie County School System should consider the possibility of mediation with an impartial facilitator.

If the parent/guardian and the local school system cannot reach agreement, the parent has the right to petition an Administrative Law and Judge whose decision will be final. Attorney's fees are not

available to parent/guardian in the event they prevail in a due process hearing.

Planned Sources of Evidence: • Parent's Procedure to Due Process Booklet

• Copies of specific AIG forms in the student's folder (DEPs, permission to test, etc.)

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: Bertie County Schools recognizes the need to establish a system-wide policy for documenting identification information and service options for AIG students.

Goals: To develop a district-wide formal plan for communicating information about the identification process and service options each year with parents/families. To develop a procedure for documenting annual meetings with parents/families.

Description: A formal annual review with parents/families of the identification process and service options will be conducted, on a consistent basis in the school system. DEP/IDEP meetings should be held each year within the first month of school (grades 3-8) and within the first nine weeks (grades 9-12). The DEP/IDEP meetings are an opportunity for the AIG Specialist, AIG Program Team, and classroom teachers to explain to the parents/guardians the identification process and the service options that are available to the AIG student. The DEP/IDEP contains grouping options, content modifications, and enrichment options. The selected/checked items are ones that the AIG Program Team, AIG Specialist, and the classroom teacher have deemed appropriate. The classroom teachers present the strategies, units and special projects that may be used in meeting the needs of the gifted child. The date of the meeting, an agenda, and a roster of the parents attending the DEP meeting and those of individual meetings should be sent to the AIG Specialist. Folders of identified AIG students are locked in the school file cabinet for easy access and for security. These folders contain all documentation of any referrals and the screening and identification process for the identified student. Also, individual student conferences held throughout the year as needed and will allow students and AIG Specialist to discuss student achievement and placement options.

SERVICE OPTIONS for K-8

Resource support

In-class flexible grouping

Cluster grouping with a regular class

Cross-grade grouping with a regular class

Subject grouping

Resource class
Whole grade acceleration/Grade Skipping
Honors Courses
Advanced Placement Courses
Special Post-Secondary Elective
Early Post-Secondary Admission
Online Courses

CONTENT MODIFICATIONS

Differentiated Units
Integrated units
Learning centers
Curriculum compacting
Tiered assignments
Learning contracts
Advanced content
Thematic units
Independent study

DESCRIPTION OF SERVICE OPTIONS

- In-Class Flexible Grouping – Students in each class are assigned to a small group for instruction. These groups may be heterogeneously or homogeneously grouped according to skill level. To be effective, grouping should be flexible and fit the instructional purpose. It is important for each student to be provided with tasks that are challenging and appropriate.
- Cluster Grouping within a Regular Class – A cluster (4 to 10 gifted students are assigned to a regular heterogeneous class.) The cluster group teacher receives training to design an appropriate, differentiated curriculum for this group, which includes both resources and teaching strategies.
- Subject Grouping – Students are grouped for specific subjects based on their aptitude and/or performance. Grouping may not be limited to identified AIG students, but may include other high achievers.
- Cross-Grade Grouping --- Multi-aged students are grouped within a school by interests or skills. The most effective multi-aged groups have included no more than a two-year age span. This is particularly appropriate for small schools that have a small population of AIG students.
- Resource Class – Resource classes meet on a regular basis, often weekly, and focus on a specific content area, usually reading or mathematics. The AIG specialist provides the lesson and grades the work.
- Whole Grade Acceleration/Grade Skipping – Students move ahead one or more years, skipping levels in the normal sequence of promotion. This has traditionally been used successfully with highly gifted students as a method of acceleration
- Honor Courses – Course content, pace and academic rigor as specified by the North Carolina Honors Standard Course placing high expectations on the student. Such courses demand a greater independence and responsibility.
- Advanced Placement Courses – Advanced Placement Course content, pace, and academic rigor are college-level as required by the College Board and are geared to enable students to pass the Advanced Placement Examination
- Special Post-Secondary Elective – This option allows a student to be enrolled in a course offered by

a post-secondary institution.

- Early Post-Secondary Admission – Students enter college earlier than their age and peers. Specific guidelines for early entrance must be met on both secondary and post-secondary levels.
- Online Courses – Online courses carry full credit and are available at secondary and post-secondary levels. Courses may be taken as an independent study and can be an enrichment opportunity. Students should be self-motivated and able to work independently. A faculty member will serve as an advisor.

Planned Sources of Evidence: • Signed DEP/IDEP

- Student-teacher conference notes
- Student AIG Folders

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 Maintained Practice for 2013-2016.

Rationale: Bertie County Schools continues to strive in meeting the needs of all students at all grade levels by adapting the state standards to address all ability levels through differentiation of the curriculum. On the secondary level we also employ the Bertie Stem School, the Bertie High School and the Bertie Early College.

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

Description: The Common Core State Standards and North Carolina Standard Course of Study are the baseline for AIG curriculum in Bertie County Schools. As part of the DEPs and IDEPs, the AIG specialist and teachers identify how they will differentiate the curriculum for each year. The AIG Specialist consults, meets, and plans with the classroom teacher in order to assist him/her in meeting the needs of the identified gifted students. This differentiation is based on pre-assessment of student skills prior to teaching the content. Once pre-assessment has taken place, the teacher is able to determine flexible grouping for instruction and instructional strategies that will be used. Regular classroom teachers whose class enrollment includes AIG students should make adaptations of the curriculum to learner characteristics. These instructional strategies will include a range of options including homogeneous grouping, Socratic questioning, direct instruction, tiered assignments, curriculum compacting, independent study, contracts, etc. Teachers are encouraged to provide product choices for students that reflect their interests and accommodate their learning styles. In order to create a Professional Learning Community (PLC) of educators for the gifted learner, the system will implement "Best Practices" sessions throughout the year to gather teachers together and have them share with each other those strategies which have proven effective with gifted learners. To further ensure consistency staff development is occurring to refresh teacher awareness of multiple strategies and the need to differentiate. Ongoing exploration of research-based supplementary resources to augment curricula and instruction as it relates to fostering 21st Century content and skills is necessary to be competitive outside of Northeastern North Carolina. We must also continue to cultivate and develop the potential for K-3 through our nurturing program. The AIG Specialist and administrators will conduct walkthrough visits so the specialist can assist principals in ensuring gifted learners receive appropriately differentiated curriculum.

Student growth and achievement provide the most important reasons for the need of high quality curriculum and instruction, which must be designed for all learners. Using the Common Core State Standards and the North Carolina Standard Course of Study, teachers of AIG students provide curriculum differentiation, which is a process used to ensure student growth and learning by matching

various curriculum modifications to characteristics shared by subgroups of learners, e.g. cognitive ability, prior knowledge, learning style preference, interests or learning rate. Identified AIG students will be clustered into groups of four or more in the regular classroom setting. Teachers will use a variety of service options and instructional practices to meet the needs of the gifted learner.

K-5

The AIG Specialists serves as a consultant for K-5 classroom teachers who have questions or needs for differentiation above their normal practices. The AIG Specialist often provides resources, instructional strategies, and ideas for differentiation. Differentiated curriculum modifications bring about change in content, process, product, assessment, grouping practices, teaching strategies, resources, pace of learning, and other adjustments to the NCSCOS and Common Core Standards. The following is a sampling of some of the models that are implemented:

- The Parallel Curriculum Model (Tomlinson, Laplan, Leppin, Purcell, Renzulli, Burns): A framework for providing high level, effective instruction which challenges all students by allowing flexibility to meet their various needs.
- Consultation and Collaboration in Gifted Education Model (Landrum): Classroom teachers and AIG teachers combine their areas of expertise to collaboratively and regularly design and deliver curriculum and instruction that are modified for high ability learners.
- Problem-Based Learning (Gallagher): Complex, open-ended problems based on real world issues and dilemmas require systematic analysis of problems and generation of possible solutions. Many of the following methods are effective tools for learning with all students as well as AIG students:
 - Early Entrance to Kindergarten: Available for students who meet NC Criteria
 - Concept-Based Instruction: Learning is based around a key concept to develop connections among many interdisciplinary ideas for extension and relevance.
 - Collaborative Learning: Students are part of small, dynamic communities for social construction of knowledge through group learning and problem-solving.
 - Socratic Search and Paideia Seminars: A shared text, work of art, or experience is discussed in a didactic way that is open to in-depth analysis, high level interpretation, and transformation through synthesis of multiple ideas, contexts, and perspectives.
 - Inquiry Learning: Complex, real-world situations, and problems provide opportunities for students to analyze and bring to the surface underlying understandings that can be applied to new contexts for learning.
 - Flexible Grouping: Within-class and across-grade groupings of students in mixed ability, K-8 classrooms accommodate students needing the same interventions for learning. Groupings are flexible by topic or unit of study based on pre-assessment of student needs.
 - Cluster Grouping: Four to nine (Gentry and Owen), high potential and/or high ability students identified to receive nurturing and enrichment and AIG services are placed in a regular elementary classroom or middle school language arts or math classroom with a teacher who differentiates curriculum to meet their needs.
 - Taxonomies of Higher Level and Metacognitive Thinking: Frameworks that go beyond basic knowledge or factual levels of thought are used for developing questions and learning activities to create a hierarchy of higher levels of thinking, e.g. students are asked to analyze, apply, evaluate, and synthesize information.
 - Thematic and Interdisciplinary/Integrated Curriculum: Thematic units of study connect various disciplines authentically to provide real world contexts and applications for learning.

- Tiered Lessons and Units: Students of varied abilities or readiness work on the same content at varied levels of challenge. Advanced resources and more complex learning activities provide higher levels of challenge.
- Curriculum Compacting: Students are allowed to test out of work they have already mastered through pre-assessment and, instead of regular classroom work, they work on alternate, more challenging studies.
- Independent Study: The student completes an in-depth study of a particular topic under the direction and guidance of the classroom teacher or the AIG Specialist.
- Grade Acceleration: Students move ahead one or more years, skipping grade levels in the normal sequence of promotion. This option can be used successfully with highly gifted students. The Board policy on grade acceleration must be followed.

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- Honors Classes: Students are able to engage in a more challenging program in their area of concentration. In honors classes, more work is assigned, and a higher quality of performance is expected.
- Advanced Placement (AP) Courses: Any high school student who has met the course requirements and has a teacher's recommendation. AP courses are college-level courses and most colleges and universities give college transcript credit or advanced standing to students who successfully complete the courses.
- Cluster Grouping Within a Regular Class: A cluster group consisting of four to ten gifted students is assigned to a regular heterogeneous class. The cluster teacher receives extensive training in gifted education and works closely with a gifted specialist to design appropriate differentiated curriculum for this group.
- Cluster Grouping Across Teams: Each team identifies students performing at an advanced skill level. Such students are pulled together during an instructional period and taught by one teacher. The group could stay together for a specific marking period or instructional unit. At the end of that time, the groups may be reconfigured, thus keeping the group flexible. In order for this arrangement to work effectively, teams must meet regularly and plan collaboratively.
- Cluster Grouping Within Teams: Students are relegated to heterogeneous teams. The academically able students within each team are reassigned to one or more teachers for a specific block of instructional time. Placement within this group is flexible and based on student performance. Teams should meet on a regular basis to review student progress.
- Computer-Based Instruction/Telecommunications: Computer-based instruction can be used both to enrich the curriculum and to remediate specific skill deficits. This is particularly appropriate for gifted students having specific skill gaps (e.g., gifted underachievers, learning disabled, culturally diverse, and credit accrual).
- Subject Area Acceleration: Students may be accelerated above grade level for specific content and course needs, without whole grade acceleration. Students whose performance and interests indicate need for acceleration two or more years beyond grade level peers in specific content areas may be considered to the AIG Specialist. A portfolio of student work that demonstrates a depth of conceptual understanding of the NC Standard Course of Study and Common Core/Core Essential Standards for the current and succeeding grade levels will be reviewed. Indicators of advanced performance and achievement in math and literacy profiles, reading levels, projects and other exemplary work products are considered by the AIG Program Team in determining the need for acceleration.
- Distance Learning: Online courses are available to students in North Carolina through the State

Department of Public Instruction Virtual Web of NC/NC Virtual Public High School as well as through the North Carolina School of Science and Math. Students sign-up for specific courses and attend classes at their base school or at a central facility.

- **Contracts:** Learning contracts are agreements made between teacher and student that allow the student to work independently on either accelerated or enriched materials related to a unit of study. To be effective, it is important that contract goals be realistic and that the teacher meet with the student on a regular basis and review progress.
- **Curriculum Compacting:** Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, up

Planned Sources of Evidence: Pacing Guides and Lesson Plans

EOG/EOC Scores of AIG Students

Documentation logs from PLC

Results of walkthrough visits

Student AIG Growth

DEPs/IDEPs

Sample curriculum units, lessons, or activities

Sample student work products and assignments

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 Maintained Practice for 2013-2016.

Rationale: In order to address a large range of learning needs teachers are constantly seeking diverse and effective instructional practices.

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

Description: Over the course of the next three years, it is our goal to explore, research, and implement a wider range of curriculum models that will ensure rigorous, quality instruction that better meets the needs of gifted learners. The AIG Specialist will be part of the District Level Curriculum Team that examines best practices to implement with gifted learners. To advance consistency and inquiry in the instructional delivery of gifted educational methodologies and strategies across the district, Bertie County Schools will provide a variety of professional development opportunities for teachers of gifted learners. These sustained, ongoing professional development opportunities will include online professional development, fact-to-face learning opportunities, and Professional Learning Communities. Feedback from students, teachers, and parents will assist in determining professional development offerings. The rationale for listing this practice as future is the ongoing development of a consistent, continual professional development plan over the three-year cycle of this plan.

Planned Sources of Evidence: Professional Development Documentation (feedback, rosters, handouts)

"A Best Practices for Instructing Gifted Manual"—Local reference document

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: Bertie County schools will continue to stay up-to-date on current research on resources needed to meet the needs of diverse learners.

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

Description: Recognizing the unique educational needs of gifted students and striving to cultivate the potential that they have, further priority must be placed on using research-based resources to supplement instruction. The AIG Specialist will purchase materials that match school/individual need, but some county-wide materials will need to be purchased to ensure consistency. Various research-based supplemental resource materials to consider are:

- Junior Great Books—The Great Books Foundation (grades K-8)
- Jacob's Ladder—William and Mary (grades 3-5)
- Primary Education Thinking Skills (PETS)—(grades K-5)
- Habits of Mind—(grades K-8)
- Hilda Taba Model Lessons—(grades K-5)
- Kids Into Thinking—(grades K-3)

A list of strategies/resources will be compiled and shared with classroom teachers and AIG Program Teams to incorporate into curriculum planning and service delivery. An effort will be made to identify enrichment programs, independent studies, special projects, and classes for high-achieving students to challenge the AIG student outside the regular environment. To implement this we must utilize the expertise of community and business leaders to work with our AIG students on independent study projects.

Planned Sources of Evidence: Materials inventory from schools
Inventory of countywide purchases

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: Bertie County Schools recognizes the vast array of 21st century skills that our students will need to master in order to be globally competitive. We will stress these 21st century skills at all grade levels.

Goals: Updated technology in the school district allows for the infusion of 21st century content and skills. Staff development to help teachers maintain current knowledge about technology and how it can be used appropriately in the classroom is the focus. In addition, an emphasis is placed on concept development, real-world problem solving, collaboration, and habits of mind in gifted instruction.

Description: Bertie County Schools is fortunate to be home to the Bertie STEM school for grades 10-12. In order to help all students reach their potential and compete globally, they must be competent in 21st Century skills. This focus on 21st Century competencies must work backwards to include a framework at the K-9 level. Updated technology in the school district allows for the infusion of 21st Century content and skills. During the next three years, Bertie County Schools will implement a framework for AIG to include 21st Century content and skills in a stimulating, motivating, and engaging venue. The use of technology will be integrated into the instruction of AIG students in a variety of ways. Educators should strive to include 21st century content and skills in the curriculum delivery; however the skills and content are not consistently addressed or achieved in a comprehensive manner. In an attempt to have career and college ready students graduating from Bertie County Schools, the graduation project which is a local requirement for high school completion will fall under the AIG Department. Graduating seniors, identified and non-identified will have their efforts coordinated through the AIG Department for district commonalities. Specific guidelines for this will be written during the mid-review period for the AIG plan. Further investigation will be conducted to identify specific Enrichment Programs and competitions that will address 21st century competencies.

Planned Sources of Evidence: Enrichment Programs and Competitions
Graduation Portfolio evidence (rosters, results, plan, etc.)

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Bertie County school, k-12, understands the importance of on-going assessments to

differentiate classroom curriculum and instruction.

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

Description: Data from formative assessments needs to be used consistently to differentiate classroom instruction. It is important so that one can determine the specific learning needs of the AIG students to match what is expected and what is accomplished. There is a need to provide teachers with training on how to develop and use formative assessments and data and how to plan for differentiated instruction. AIG Specialists and teachers use formative and summative assessments, however the practice varies from teacher to teacher and is limited in scope. A questionnaire will be given to district representatives asking them to list the kinds of assessments they use as pre-assessments, formative assessments, and summative assessments. Teachers will be asked to have NC Falcon training to enhance these skills. Focus will be on various forms of assessment and how this could modify instruction. Teachers will be made aware not only of assessment types, but their compatibility with various types of products, learning styles, and the kinds of information they provide. Informal assessments such as K-W-L's, entrance and exit tickets, Frayer models, pencil-and-paper questions, interviews, etc. will be discussed. More formal assessments like ClassScape will be analyzed each quarter so that teachers will strategically instruct their students in areas of need. Use of assessment data from EVAAS, EOG/EOC, Aptitude Tests, along with performance and product-based assessment rubrics to provide on-going assessments of AIG students. As a future possibility, gifted education will monitor how Responsiveness to Instruction (RTI) will support gifted learners. Finally, as part of the increased work with real-world problem solving, teachers will be trained in the development of rubrics for evaluation of original work. Rubrics are particularly effective tools to assess quality of abstract, original products. By working with teachers, leading staff development, and visiting classrooms, the AIG Specialist is able to encourage and monitor the use of appropriate differentiation and multiple assessment/evaluation tools.

Planned Sources of Evidence: Benchmark Assessments Data
End-of-Grade/End-of-Course Results
Collection of rubrics
Professional Development handouts, agendas, and minutes

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: Bertie County Schools recognizes the need to support the social and emotional needs of our gifted students. This is an area that has not been the focus in the past.

Goals: In order to meet the social and emotional needs of our gifted students, training for all stakeholders must take place.

Description: The AIG Program acknowledges that gifted students may have distinctive social and emotional needs. The schools in the district address the social and emotional needs of AIG students in varying ways and degrees, and as a result, there are inconsistencies concerning instructional practices that support social and emotional needs of AIG students. Guidance counselors will be provided with print resources to help them address these needs, but they need more training concerning social and emotional issues that AIG students encounter. Appropriate bibliotherapy will provide books that address topics for the challenges of gifted learners. Opportunities to educate stakeholders concerning the social and emotional needs of the AIG student need to be embraced. The AIG Department would like to see a stronger and more consistent emphasis on the social and emotional needs of AIG students. The AIG Specialist will provide information to parents and gifted learners through brochures, websites, and other media. Additionally, research needs to be conducted in order to develop curriculum practices that address the social and emotional needs of gifted students. Use of Habits of Mind will be studied and will be part of concept based units. Concept based units will have affective concepts as part of the unit and essential understandings. Conferencing between the AIG Specialist and the AIG student is necessary to ensure that the social and emotional needs of AIG students are being met on a daily basis.

Planned Sources of Evidence: Student contact logs
Lessons created to specifically address social/emotional needs of gifted learners
Title of bibliotherapy books
AIG Professional Libraries

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: More concrete methods for developing potential in our K-3 students must be researched.

Goals: We need to find ways to cultivate the potential of students in grades K-3 with a nurture cluster group.

Description: In the K-3 grades, teachers and principals are asked to informally identify bright students and are encouraged to cluster group these students with a teacher who has received gifted training. This teacher provides a nurturing environment where young children can build a strong academic foundation. Opportunities from the AIG Specialist should abound for challenge, enrichment, and critical and creative hands-on learning. Referrals may come from school personnel such as the classroom teacher, the media specialist, the counselor, the principal, or from day care teachers, More At Four programs, Askewville Pre-Kindergarten, parents, or the student. The nurturing of young students has to be a collaborative effort between the AIG Specialist and regular education teachers. The AIG Specialist is available to work with teachers as they provide enriching and challenging academic experiences and resources for these children. In addition to cluster grouping, some primary

students may require AIG testing to determine if they should be formally identified as an AIG student. Such identification might necessitate cross-grade subject advancement or grade acceleration to ensure that academic needs are met. For 2013-2014, staff development opportunities will be provided for K-3 teachers on Ruby Payne's work with Giftedness in Poverty. Special attention will be given to underserved and underrepresented groups. Additional research based strategies will provide information on effective nurturing processes for K-3 students with a focus on 21st century competencies.

Planned Sources of Evidence: Agendas from K-3 Nurturing meetings

K-3 class lists

Purchase orders for K-3 resources

Professional Library purchase of Giftedness in Poverty

Professional Development rosters, agendas, and handouts

Other Comments:

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 Focused Practice for 2013-2016.

Rationale: We need to increase the collaboration in and among schools in the district concerning the development and implementation of differentiated curriculum and instruction.

Goals: Our goal is to develop a scope and sequence for gifted instruction allowing district-wide opportunities for collaboration of gifted services.

Description: Communication among professionals is crucial in order to expand and strengthen gifted services. Weekly meetings with the District level Curriculum Team (Chief Academic Officer, K-5 Instructional Facilitator, 6-12 Instructional Facilitator, Testing and Accountability Coordinator, Technology Specialist, and AIG Specialist) will be the starting point for conversations about differentiated curriculum and instruction. School Improvement Plans will demonstrate a commitment at the school level to focus on development and implementation of differentiated curriculum and instruction that addresses the needs of gifted and high achieving learners. At the school level, Professional Learning Communities (PLCs) will begin working on a scope and sequence for gifted instruction. The AIG Specialist will be included in district and school PLCs the provide opportunities for differentiation. A focus will be made to address the needs of twice-exceptional gifted students will required focused differentiation strategies which will continue to assist them in becoming more academically successful. More reliance will be mandated on AIG licensed teachers at individual schools. By working with teachers, leading staff development, and making regular visits/observations, the AIG Specialist is able to encourage and monitor the use of appropriate differentiation and multiple assessment/evaluation tools.

Planned Sources of Evidence: Minutes from Weekly Curriculum Team minutes

Documentation from PLCs
Walkthrough data

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: A Differentiated Education Plan will continue to be used to document services for AIG students.

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

Description: Bertie County Schools has a framework that outlines the differentiated program for grades 4-12. Additional work is needed to ensure that middle and high school staff are fully aware of the plan and that the curriculum is appropriately differentiated at all levels. A plan to nurture K-3 students is being formed. State guidelines mandate a DEP be maintained for every identified AIG student and reviewed annually. The annual writing of DEPs and IDEPs in order to accommodate the learning needs of gifted students is a major source of evidence to monitor the differentiated program being provided by the district. In order to ensure consistency, a copy of the signed DEP should be in the AIG Specialist office for review and filing. AIG teachers are asked to collaborate with their peers prior to the DEP meetings to discuss options and select those options they will recommend to the parents at the annual meeting. Each year the AIG Program Team should review the progress of each student based on the performance assessment for the differentiated service options outlined in the measurable objectives aligned with the core curriculum. Service levels may be increased, reduced, or remain the same based on collected evidence. Annual reviews can be conducted before the end of the school year, as needs arise for intervention and IDEP consideration. Parents have input annually and then the document is signed. The options may change from year to year depending upon the needs of students. The AIG Specialist and school counselors will document the transfer of AIG files from elementary to middle school and from middle school to high school.

Planned Sources of Evidence: Signed DEPs/IDEPs
Yearly progress report from AIG Specialist

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: The AIG coordinator will continue to guide, plan, develop implement, revise and monitor the AIG program.

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

Description: Bertie County Schools employs a full-time AIG Specialist who oversees the development and implementation of the AIG Program. The AIG Specialist will have AIG certification on their professional license and have taught gifted students. The AIG Specialist will develop a checklist for monitoring the local AIG program which will include specific expectations for how the AIG program specialist will assist with collecting data for monitoring local school AIG programs. Each school has teachers with AIG certification on their license. These teachers can serve gifted students either through direct or consultative services. To consistently and effectively meet the needs of all identified gifted students on a daily basis, the classroom teachers become the primary caregivers. The AIG Specialist works as part of the District-level Curriculum and Instructional Team. Besides assisting in the planning, implementation, and monitoring of the gifted program, the AIG Specialist helps in determining AIG budget needs, plans staff development, consults with teachers and principals, facilitates planning sessions dealing with best, research-based strategies in gifted education, information on identification and placement, development of meaningful and effective lesson plans that strive to address the academic and affective needs of the gifted learner, and communicates the program to parents and community.

LEA Coordination:

- Advocate for AIG students
- Serve as an AIG liaison between schools and community
- Oversee implementation of the program
- Maintain documentation of AIG program implementation
- Coordinate AIG plan revisions as directed by NCDPI
- Oversee AIG headcount
- Maintain and update AIG website
- Attend regional and statewide AIG meetings
- Purchase materials for AIG program
- Maintain and update AIG forms, brochures, and handbook procedures

Screening/Identification Administration:

- Coordinate screening and identification of AIG students
- Coordinate/administer testing at various levels as needed
- Coordinate Governor's School test administration, application process, and district level selection of candidates
- Audit AIG folders for compliance

Professional Development:

- Lead professional development within Bertie County Schools for AIG continuing education
- Share newest research, findings, and best practices for AIG education with all stakeholders
- Consult with teachers/administrators
- Observe AIG classrooms and model best practices in differentiation strategies

Planned Sources of Evidence: List of professional development attended by AIG Coordinator
Current AIG license of Bertie County AIG Coordinator
Modification of AIG Specialist Job Description as necessary

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 Maintained Practice for 2013-2016.

Rationale: Bertie County Schools will ensure that the AIG specialist works with students and teachers at all levels to address the academic, intellectual, social, and emotional needs of the gifted learners. The AIG specialist will continue to be involved in testing, record keeping, parent meetings, staff development, and other areas that involve the AIG students.

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

Description: The AIG Specialist and classroom teachers for the gifted are provided with the following to ensure that rigor is part of the learning experience for gifted. Each teacher is asked to document grouping and differentiation strategies that are used throughout the year. Many principals have implemented lesson plan formats that include a section for differentiation. The AIG Specialist through classroom observations will note the use of these strategies and will conference with teachers and principals regarding these practices. By working with teachers, leading staff development, and visiting classrooms, the AIG Specialist is able to encourage and monitor the use of appropriate differentiation and multiple assessment/evaluation tools. In grades K-3, the AIG Specialist provides lessons that incorporate critical and creative thinking skills to all K-3 classrooms in the school. Scheduling, time allotted to serve the school, and other considerations dictate how much time the AIG specialist works in the classroom and/or with small, flexible pull-out groups. In grades 4-12, the AIG Specialist will design a pull-out resource program for students identified as strong and/or individualized. As in grades K-3, the amount of time students are pulled out depends on scheduling, time allotted to serve each school, and other considerations. The AIG Specialist will share information on differentiation strategies and ways to accommodate the strengths and needs of gifted

children through various methods and outlets. A professional AIG library will be established at each school with books covering such issues as concept based curriculum development, perfectionism, underachievement, bibliotherapy, parenting concerns, over-excitabilities, stress, and social and emotional curriculum. The AIG Specialist and teachers of the gifted are encouraged to attend the annual NCAGT conference and any local workshops which focus on issues in gifted instruction. Quarterly reports will be provided to the Chief Academic Officer and Superintendent of activities and tasks related to the needs of gifted learners.

Planned Sources of Evidence: Quarterly documentation log of AIG Specialist submitted to Chief Academic Officer and/or Superintendent
Schedule showing pull-out resource program designed for gifted students

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 Maintained Practice for 2013-2016.

Rationale: Bertie County Schools will continue to provide professional development for all personnel involved in providing services to the AIG population.

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

Description: Focused professional development is needed to ensure that all personnel are adequately prepared to work with AIG students. Professional development is at the heart of improving quality and effectiveness of gifted instruction. Based on needs assessment, specific AIG professional development will be researched and implemented in the future. The initial stages of staff development should include gifted characteristics, social and emotional needs of gifted children, and differentiation of the curriculum.

Planned Sources of Evidence: Workshop sessions on "How to Differentiate for Gifted Learners" upon request by principals and teachers
Documented professional development participation

Other Comments:

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: Bertie County Schools would like to place AIG students in classrooms with teachers who are either AIG certified or who have demonstrated advanced knowledge of meeting the needs of the AIG student.

Goals: It is our goal to provide quality staff development for teachers who do not have AIG licensure but who serve AIG students, to develop awareness among elementary principals about the importance of cluster grouping and to encourage those non-certified teachers to seek AIG licensure as funds will provide.

Description: An awareness of the importance of appropriately clustering and placing AIG students need to be emphasized as well as training for non-certified personnel. The AIG Program recommends that, if possible, classroom teachers have AIG certification when the class membership includes AIG students. Current district licensure data show three AIG licensed personnel at the Central Office, two at Bertie Early College, one at Bertie High School, eight at Bertie Middle School, three at Aulander Elementary School, three at West Bertie Elementary School, two at Colerain Elementary School, three at Windsor Elementary School, and two at Bertie Preparatory High School (February 2012 results). Eight of those twenty-seven individuals are in non-classroom positions. Efforts should be made to help the Honors/Advanced Placement teachers meet professional prerequisites for teaching those courses. A more comprehensive local professional development plan is needed for all teachers who serve our K-12 gifted students. Time to research options for these professional development plans and to explore non-monetary incentives for add-on AIG licensure are needed at this time. For 2013-2014, principals should place AIG identified students in clusters groups with an AIG licensed teacher as a single group or in cluster groups no less than 4 students per classroom for reading and math content in grades 4-8. A future consideration to strengthen the AIG program would be for principals to place AIG high school students enrolled in honors courses with teachers who receive AIG licensure or honors credentials as recognized by the system.

Beginning in 2013-2014, the AIG Specialist will conduct a three-day training for non-AIG certified teachers who teach gifted students. Since the need is most clear at the elementary and high school level, principals will be asked to send three non-certified teachers to a three-day workshop on gifted students and their needs.

Day 1: Characteristics and behaviors of gifted students

Day 2: Differentiation strategies for gifted instruction

Day 3: Social/emotional needs of the gifted

In subsequent school years, this three-day training will continue for new personnel and for those who were not part of the first cohort. Follow-up training will be provided once initial need is met.

Planned Sources of Evidence: Class rosters showing a match-up of AIG identified students in AIG/Advanced certified teachers' classrooms
Documented professional development participation

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Because coherence and consistency are need for a successful educational experience, Bertie County Schools will strive for alignment of professional development with AIG program goals and district initiatives.

Goals: AIG should be a topic of conversation in our Professional Learning Communities and in our discussions on curriculum development. To ensure we align our professional development with school and district initiatives, one person in each school needs to be selected to monitor that professional development is correctly align with AIG goals.

Description: There is a need for AIG to enrich, extend, and accelerate the NCSCOS and Core Essentials/Essential Standards more often. As Bertie County Schools continues to implement Professional Learning Communities in all schools, conversations about the alignment of all professional development should occur. Input from multiple stakeholders is needed in order to ensure that AIG professional development is aligned with district initiatives. Staff development is on-going and based on student and staff needs. Staff development, open discussion, and sharing of resources and materials focus on the areas that show a need for improvement. Upon request, the AIG Specialist will provide staff development at individual schools to encourage the inclusion of gifted best practices in the school curriculum. AIG Certification requirements can be achieved through East Carolina University, University of North Carolina on-line campus, and other nearby colleges and universities. AIG Certification is a K-12 add-on license that requires successful completion of 12 semester hours in Gifted Education. For the 2013-2016 school year, one person in each building will serve as the AIG contact to ensure that professional development would take place. That person would also be the contact for parents, would pull AIG test data and would follow-up on student performance. Through principal discretion, provide incentives (additional planning period, technology, comp-time certificates, etc. for the AIG contact in each building.

Planned Sources of Evidence: List of Contacts
List of annual AIG professional development opportunities

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 Focused Practice for 2013-2016.

Rationale: Bertie County Schools needs to ensure that professional development opportunities are aligned with teaching standards and best practices in gifted education including 21st century skills that will ensure our students are globally competitive.

Goals: Bertie County Schools will develop district-wide expectations for explicit teaching of critical thinking skills and will train teachers in the development of real-world problem solving through authentic or simulated performance tasks.

Description: The priority of the NC State Board of Education is that every public school student will graduate from high school, globally competitive for work and post-secondary education and prepared for life in the 21st Century. AIG Program goals support this vision of preparing future ready and globally competitive students. Training in the new Common Core and Core Essential Standards addresses the shift necessary in preparing students for 21st century competencies. New teacher evaluation standards will allow teachers of AIG students to focus more on extending, enriching, and accelerating the Common Core and Core Essentials curriculum. AIG Professional development must align with state and national teaching standards, including 21st century skills, to provide consistency and guarantee best practices and academic growth for AIG students.

Planned Sources of Evidence: List of AIG Add-on Licenses Obtained
Number of Courses taken

Other Comments:

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: Because the AIG specialist is working in 10 schools, creative means have to be followed to ensure there is ample opportunities for the AIG specialist and teachers to plan, implement and refine the results of professional development.

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

Description: An in-depth assessment will determine how to structure opportunities for AIG teachers and other teachers to plan, implement, and refine applications of their professional development learning. Input from teachers and administrators is needed to ascertain the availability of time and opportunities for collaboration. The AIG Specialist provides elementary, middle, and high school representatives with current articles about gifted instruction, and discussions will be held regarding the implications of research and how it affects gifted programming in Bertie County. In conjunction with administrators, a walkthrough observation and post-visit protocol will be developed which allows teachers to understand how they can improve the instructional planning for the gifted learner. During the next three years, teachers will collaborate and plan together to implement district professional development initiatives. In order for the AIG Specialist to provide effective support for teachers of gifted learners, he/she will require training and support on the most recent research based gifted pedagogy. Professional staff development opportunities will be provided online or face-to face, purchasing of resources, attendance at the regional and state annual gifted conference, and attendance at various professional development opportunities related to gifted services.

Planned Sources of Evidence: List of teachers certified
Teachers receiving additional training

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 Focused Practice for 2013-2016.

Rationale: Bertie County Schools need to research ways to deliver AIG services ensuring a comprehensive program for gifted learners across all grade levels.

Goals: To develop a parent/student/teacher survey and organize strengths and opportunities for growth in the AIG program based on the results. Develop a scope and sequence for AIG curriculum in academic and affective areas.

Description: An extensive review of current programs and services needs to be conducted to assess areas of strength and areas that need growth. Teams that include school counselors, teachers, administrators, and parents need to be formed to determine how the program can be enhanced. The cultivation of potential in the AIG population must be enhanced through an appropriate match of differentiated services to individual needs as we strive to prepare these students for success in the 21st century. The AIG Program attempts to do this through formal identification and the nurturing of potential in possible candidates for the AIG Program. Currently, Bertie County Schools does not have a specifically designated population as the nurturing group. Efforts are being made, however, to nurture and encourage students at all levels. Bertie County Schools wants to improve our work in this area and plans to solicit the advice of parent advisors from multiple schools to do that.

Student Input—Surveys will be sent to a sampling of students at all schools to solicit their feedback about how effective the AIG program is with providing for both instructional and counseling needs. This feedback will be reviewed and an action plan will be developed based on this feedback.

School Personnel—All counselors, administrators, and gifted education teachers will be given opportunities to provide information about the strengths and deficits of the AIG program through meetings and discussions with the AIG Program Specialist and through surveys.

Elementary—Personal counseling is available to gifted students with the guidance counselors, regular classroom teachers, and administrators. The student, parent(s), or other school personnel can make the recommendation. Group counseling can occur from time to time if a common need becomes apparent with a small group of AIG students. The AIG Specialist or students may make this request. Orientation for middle school occurs in the spring of the fifth grade when AIG students visit the school and are counseled regarding their upcoming classes and choices for enrichment.

Enrichment opportunities are announced to AIG students by the AIG Specialist or the guidance counselor. Special programs offered by Duke University (4th/5th Grade Talent Search) are made public for AIG students who are encouraged to participate.

Middle—TIP with Duke University is an opportunity available to qualifying AIG students, who are

encouraged to apply and participate. Enrichment opportunities are announced to AIG students by the AIG Specialist, classroom teachers, or guidance counselor. Personal and group counseling are available to AIG students, and referrals can be made by student, parent, or AIG teachers. At other times counseling is provided to an entire class or grade level. Orientation is provided to sixth graders at the beginning of the year about school policies and opportunities available to them. The eighth grade students in the spring of the year are counseled about their course selections for high school. High School—Governor's School is an option for all qualifying 10th and 11th grade AIG students, who are informed about the advantages of participating in this special program. PSAT/NMSWT for 9th, 10th, and 11th grade students who are given information on registering for the PSAT, taking it, and the National Merit Scholarship information. Summer Ventures is an option for qualifying 9th, 10th, and 11th grade AIG students, who are informed about the advantages of participating in this special program. SAT and ACT information is disseminated to all AIG students and they are encouraged to register for all college admission tests. College and Scholarship applications and their processes are discussed with AIG students.

They are encouraged to work with the guidance counselor and their parents in completing this work in a timely manner. Financial aid information regarding grants, work study, and federal programs is posted for AIG students to know deadlines and processes. Guidance can be individual, small group, or whole group depending on the needs of the AIG students.

Planned Sources of Evidence: Surveys and results

An AIG curriculum that focuses on the social/emotional needs of the AIG population

Course and extra-curricular offerings

Student DEPs

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: Using the resources available to our county, we align our AIG program and services to best meet the identified needs of each student.

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

Description: Currently Bertie County Schools identifies students at the end of third grade as AIG in either reading, math, or both. An immediate need is to seek improvement in matching identified students' needs to appropriate content modification and learning environments. Differentiated Education Plans (DEPs) and/or IDEPs should match students' achievement and performance needs to channel the proper academic instruction. Once identified, the students are then provided with programming in the areas identified. This ensures they are receiving services in their talent area. The AIG Specialist will solicit feedback and collaborative support from the elementary, middle, and high school officials, along with other district-wide supervisors to ensure that the gifted programming is both rigorous and compatible with regular education initiatives. By studying other LEA's scope and

sequence the AIG Specialist can gain insight into what is both feasible and cost efficient while developing a scope and sequence of K-12 programming.

2012-2013 Assessment of need and action plan developed to address needs

2013-2014 Begin phasing in the elementary scope and sequence for AIG programming

2014-2015 Begin phasing in middle school scope and sequence and continue elementary development

2015-2016 Begin phasing in high school focal points and continue other levels of implementation

Planned Sources of Evidence: Assessment tool

Feedback from assessment

Scope and sequence for K-12

DEPs reflecting area(s) of identification

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 Maintained Practice for 2013-2016.

Rationale: All programs in Bertie County Schools are designed to meet the needs of students. AIG programs and services are an integral part of the process.

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

Description: The North Carolina Standard Course of Study and Common Core/Core Essentials needs to be used as the baseline for instructional practices to enrich and/or accelerate learning for AIG students. AIG teachers should adapt the NCSCOS and CCES in a variety of ways to best meet the needs of AIG students. The AIG Specialist regularly collaborates and consults with regular classroom teachers to integrate the instructional programs. Since there are trained AIG personnel in each school, they should serve as resources for gifted programming. Through each school's AIG professional library teachers can access information about best practices. The AIG Specialist will develop a reference guide of differentiation strategies and possible ways to use them; as well as a list of internet resources that can assist the teachers of AIG students.

Planned Sources of Evidence: AIG Plan

Reference guide of differentiation strategies for teachers

Internet Resource List

Documentation of AIG Specialist planning with regular education teachers

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: Although all stakeholders including teachers, school administrators, and support staff are given access to the AIG plan and are informed of differentiated instruction and regulations involving AIG, more concrete and consistent means need to be implemented.

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

Description: Information about the AIG program and differentiated services is not consistently shared. Over the course of the plan cycle, it is our goal to inform all teachers, school administrators, and support staff about delivery of differentiated serves and instruction for AIG student, regulations related to gifted education, and the local AIG program and plan. We will continue to investigate other opportunities to disseminate information.

Planned Sources of Evidence: Quarterly Newsletters

Website Updates

AIG Brochure

Professional Development Rosters

Staff Development Needs Survey and Results

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: Bertie County Schools will continue to communicate among and between teachers and schools to ensure a continuation of K-12 services, especially at transition points.

Goals: To increase communication between stakeholders within the individual school related to AIG services at key transitional points.

Description: Quarterly updates will be provided to the Bertie County community to inform parents of upcoming nomination and testing windows, identification procedures and current service delivery components. Parent letters that explain the difference in service delivery in elementary, middle, and high school will be sent home during the transitional year (5th to 6th grade, 8th to 9th grade). Clear, concise information is needed in order to ease the apprehension that often accompanies transitions. Professional Learning Communities, vertical planning opportunities are instances that allow teachers to communicate across grade and content levels.

Elementary Teachers and AIG Specialist

At the beginning of the school year the AIG Specialist will interact with the gifted students' regular classroom teachers and/or exceptional education teachers about programming for the gifted students. The AIG specialist and the student's other teachers confer and teachers sign the DEPs when the parents attend the DEP meeting. The student's teachers are present at the gifted school based committee meetings when a student's screening, identification, and programming is discussed. Throughout the school year dialogue takes place when a particular educational or affective need arises.

Middle School Teachers and AIG Specialist

The AIG Specialist and middle school teachers will plan collaboratively and meet with their teammates and grade level counterparts. At the beginning of the school year, AIG teachers meet and discuss the options they will present for that year's DEP for the parents, and AIG teachers of a student will meet with the parents and sign the DEP.

High School Teachers and AIG Specialist

In the spring the high school representatives hold meetings at the middle schools to counsel the eighth grade AIG students in developing their four-year academic plans and to prepare them for transition to the high schools. Once at the high school the content area teachers meet regularly to plan and collaborate. The guidance counselor provides for affective concerns and provides assistance in readying and planning for the post secondary part of the student's education.

Planned Sources of Evidence: Transitional parent letters

Quarterly newsletters

Student Four Year Plans

Agendas, minutes, etc. from meetings with related personnel

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: Bertie County Schools strive to ensure effective collaboration and involvement among all stakeholders to ensure differentiated programming and services are provided and meeting the needs of our gifted learners.

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

Description: A revamped district-wide advisory team was organized to begin this collaboration between instructional staff, parents/families and administrators. Their input will be invaluable as Bertie County Schools seeks to provide opportunities for involvement among all stakeholders to improve gifted services. Based on the suggestions from the district team, the revised 2013-2016 AIG plan will demonstrate these improvements. As part of the process of providing differentiated programming and services, gifted educators will investigate the effective blending of RtI (Responsiveness to Instruction) and AVID (Advancement via Individual Determination) as strategies

to serve populations of underserved, underperforming, underachieving, and under motivated students.

Planned Sources of Evidence: Agendas, minutes, recordings of suggestions

Focus group suggestions

Improved survey results from questions relating to collaboration and information about program

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: Meeting the social and emotional needs of our gifted students is vital in ensuring their success.

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

Description: The district has to determine what further training is needed to assist school personnel in meeting the needs of gifted students. Once the needs are known, a system-wide plan needs to be devised to address the social and emotional needs of AIG students. Counselors play a vital role in scheduling students within the school day as well as working with students on an individual bases. The AIG Specialist will begin meeting with guidance counselors at the district level meeting to inform them about the local plan practices that involve social/emotional needs of gifted students and the role counselors play in the development of the affective curriculum. At these meetings, the AIG Specialist will provide resources and highlight key components of them so the counselors will have an idea where to look to address a specific concern. The quarterly AIG newsletter can include information that addresses the social and emotional needs of students as well as the affective curriculum that has been covered. The AIG Specialist will develop units to be used by staff to address the unique needs of AIG students. The district website will have a link to resources that parents can access to read further about the social and emotional needs of their students.

Planned Sources of Evidence: Documentation of conversations with guidance counselors

Quarterly newsletter

Materials distributed to school personnel

Agendas and notes from meetings

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 Focused Practice for 2013-2016.

Rationale: Although we have a plan and process for accelerative and placement options, we need to ensure we have articulated that plan to school personnel.

Goals: To articulate a plan for training school personnel in decision making about accelerative instruction

Description: A DEP/IDEP is developed for each highly gifted learner to ensure that he/she is appropriately challenged rather than bored with course material they have already mastered. Acceleration possibilities can include: early entrance to kindergarten, subject acceleration and/or whole grade acceleration. While in many instances enrichment or an individualized program may be appropriate, there are cases where subject acceleration is necessary to meet the child's needs in the academic environment.

Early Entrance to Kindergarten—Subject to School Admissions Policy

Subject Acceleration--Subject acceleration is determined on an individual basis. A student who is being considered for subject acceleration should be exhibiting characteristics consistent with the individualized level of differentiation for that subject. Here are a few of the indicators which imply a need for subject acceleration:

- Reads two or more years above grade level with a corresponding comprehension level
- Performs in math two or more years above grade level
- Demonstrates mastery of standard course of study two or more years above his/her age peers
- Indicates through work samples completed at school mastery of two or more years above grade level
- Performs at an exceptional level in area being considered for subject acceleration
- Consistently generates and applies abstract reasoning ability
- Routinely produces independent work consistent with the above indicators
- 98th and 99th percentile on achievement testing in area of acceleration (reading or math)
- Performance two or more years above grade level in area of acceleration with demonstrated mastery as shown by on-grade-level grades of 98-99%
- 97th percentile on aptitude testing in area of acceleration

Parents will be included in all steps of the process.

Whole Grade Acceleration—Whole grade acceleration is determined on an individual basis. A student who is being considered for who grade acceleration should be exhibiting characteristics consistent with the individualized level of differentiation. While in many instances subject advancement, enrichment, or an individualized program may be appropriate, in rare cases, grade level acceleration is necessary to meet the child's needs in the academic environment. Indicators of an individualized need for differentiation are listed:

- Reads two or more years above grade level with a corresponding comprehension level
- Performs in math two or more years above grade level
- Demonstrates mastery of standard course of study two or more years above his/her age peers
- Indicates through work samples completed at school a mastery of two or more years above grade level.
- Performs at an exceptional level in all curriculum areas

- Consistently generates and applies abstract reasoning ability
- Routinely produces independent work consistent with the above indicators
- 98th to 99th percentile on achievement test (reading and math) for two or more consecutive years
- 98th or 99th percentile on aptitude testing (Verbal and Quantitative)
- Performance two or more years above grade level in area of acceleration with demonstrated mastery as shown by on-grade-level grades of 98-99%

Even with valid research to support whole grade acceleration, it should be approached with caution. It is strongly recommended that a trial period be arranged of at least six weeks. During this trial period, the school's guidance counselor should schedule sessions with the student once every two weeks in order to assess the student's social and emotional progress. The child should be aware that if the trial period is not a success, he or she will return to the original placement. It is important that in such a circumstance the child should not be made to feel that he/she has "failed". The possible damage to the child's self-esteem following difficulties with inappropriate grade advancement suggests that this option be used only after all other enrichment/special grouping has been explored. Further investigation must be done for AIG students who transition from the elementary level to middle school level to enroll in Honors/Accelerated courses at the high school level. Opportunities should be provided at the middle school for subject advancement and high school credits. Students who earn the Algebra I credit in seventh or eighth grade will be free to enroll in advanced math electives and courses once they enter high school. Students are able to participate in dual enrollment at the community college and university. Students who earn enough high school credits to graduate early may enroll full-time at a post-secondary institution. Investigation into use of the Iowa Acceleration Scale, 3rd Edition for grades K-8 needs to be done during the 2011-2013 school years to be included in the 2013-2016 Plan. The final decision concerning acceleration rests with the principal according to North Carolina General Statute §115C288. Powers and duties of principal states "To Grade and Classify Pupils—The principal shall have authority to grade and classify pupils. In determining the appropriate grade for a pupil who is already attending a public school, the principal shall consider the pupil's classroom work and grades, the pupil's scores on standardized tests, and the best educational interests of the pupil. The principal shall not make the decision solely on the basis of standardized test scores."

Planned Sources of Evidence: • DEP/IDEP

- AIG Plan

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 Maintained Practice for 2013-2016.

Rationale: Bertie County Schools will provide intentional services for the traditionally under-represented AIG populations.

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

Description: The AIG Program provides services to any K-12 AIG student who shows the need for academic differentiation. The AIG plan will be followed in determining those students who demonstrate a need for such services. The under-representation of minorities in gifted programs has long been an area of concern for Bertie County Schools. To address this concern, from 2012-2013, we strengthen pathways for AIG identification that utilize multiple criteria for placement rather than traditional aptitude and achievement standards. Instruments that may be used include the following:

- Gifted Behavior Scale (GBS)—Joe Renzulli
- Cognitive Abilities Test or other norm referenced aptitude tests
- North Carolina End-of-Grade/End-of-Course Tests or other norm-referenced standardized achievement tests.

Students in kindergarten through second grade are observed using the K-2 Observation Inventory for primary informal identification. This procedure reflects sensitivity to equal opportunity for all. In grades 4-8, the AIG Specialist reviews all students' standardized test scores and administrator in an effort to ensure that equal opportunity for consideration is provided to all. Every effort will be made to secure alternate individual assessments in a child's most fluent language when necessary. We will monitor the effectiveness of using multiple criteria for AIG identification throughout the life of this plan and determine if our numbers of historically under-represented populations in our AIG program is increasing. Depending on data collected from our on-going evaluation of the strengthened pathways for AIG identification, we will elect to either revise or re-establish the criteria for placement. Bertie County Schools will research criteria in similarly populated school systems for comparison purposes. Further research of effective strategies and intentional services for traditionally under-represented populations in our AIG program is needed at this time.

Planned Sources of Evidence: AIG Brochure
Anecdotal Student Data

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: All students are encouraged to participate in extra-curricular programs and opportunities.

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

Description: Extra-curricular activities are sponsored to encourage students to explore their creative, academic, and social potential. Skills and talents that might otherwise go untapped have much potential in being developed through extra-curricular programs and events. Academic contests and community service projects may also provide gifted students with extra-curricular challenges they would not ordinarily encounter in the school environment. The extra-curricular activities should be

related to the objectives of the overall educational program. The emphasis is on helping the students develop the unique skills and talents they possess and in addressing their social and emotional needs. Many extra-curricular activities are beneficial in building and strengthening academic achievement. Research has shown that gifted students' social and emotional needs are better met when they have more opportunities to spend time with others who are similar to themselves. AIG students need to be challenged and motivated outside of the classroom and this can be accomplished when they have more opportunities to spend time learning with others of like ability. The schools may sponsor activities, clubs, or events that encourage AIG student participation. Well-designed extra-curricular activities play an important role in the lives of AIG students. The extra-curricular activities offered by the AIG Program/Specialists create a higher level of personal responsibility and facilitate personal and academic growth in areas of interest. The AIG Program will create, promote, and share information that may be of interest to students, parents and schools regarding opportunities for enrichment and interest. Enrichment opportunities will be included on the district AIG website as a link for parents and students to access and part of the AIG quarterly newsletter.

Possible activities include, but are not limited to:

- Daughters of the American Revolution/DAR Competitions (American History Essay, Christopher Columbus Essay, Good Citizen Award, Junior American Citizens Award)
- Mentoring/Career Shadowing
- Field Trips
- Duke TIP
- Battle of the Books
- Math Olympiad
- Odyssey of the Mind
- Science Olympiad
- Stock Market Game
- Math Counts
- University Academic Summer/Saturday Camps
- Academic Challenge Competition (similar to Quiz Bowl)
- Essay and Art Contests
- Environthon
- Public Speaking/Oratorical Contests
- Future Problem Solving
- Math Fair
- Science Fair
- Geography Bee
- Robotics Competitions
- Spelling Bee/Word Masters Challenge

Planned Sources of Evidence: AIG Website
Student Accomplishment Logs
Quarterly Newsletters

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: Bertie County Schools will continue to develop intentional partnerships with parents and community members to support our AIG students.

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

Description: A district AIG advisory council needs to be formed for input and to assist with moving the AIG program forward in Bertie County. In addition, exploration needs to be done regarding more ways the community can be included in this process. Effective communication and collaboration with all stakeholders is necessary for a strong partnership. Therefore, beginning 2012-2013, parent advisory councils will be formed for the elementary, middle, and high schools. The initial purpose of these councils will be to disseminate the AIG plan and receive suggestions and assistance in programming for AIG students. Information will be posted on the AIG webpage to keep parents and the community aware of the AIG plan and program. Information will be shared with by distribution of brochures and newsletters. Parent orientation meetings will be held at least annually in order to improve communication. Annual surveys, focus groups, interviews, and questionnaires may be included to reveal strengths and opportunities for growth of the existing program. Data from these sources provide valuable direction in setting goals, writing objectives, and making recommendations for the gifted program within the context of the total school program.

Planned Sources of Evidence: Parent and community surveys
Documentation of parent orientation meetings (agendas, attendance logs, handouts, etc.)
Webpage
Brochures and newsletters
Agendas/minutes from 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: Although we share information with all stakeholders, we are constantly looking for more

effective means of communication.

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

Description: Communication with all stakeholders needs to be increased. Although communication with stakeholders takes place, it is limited and takes place inconsistently. Each school principal and member of the district Curriculum and Instructional team, as well as the Superintendent, Board of Education, and AIG Specialist will have a copy of the local AIG plan. These plans are available for parent review at any time. In addition, the AIG website posts a copy of the local plan and includes links to useful resources and pertinent information regarding the brochures. Parents are invited to attend DEP meetings at the beginning of each school year. This is a time to meet the teachers, hear about the differentiation and curriculum plan for the year, and to ask questions and provide additional input. An agenda for the meeting will be kept. At that point, questions about screening, identification, and service will be answered. Parents are encouraged to contact the classroom teachers and AIG specialist at any time when questions arise and when they support their child at school events. Every quarter, a newsletter is sent to the parents of gifted students informing them of events happening in AIG. In the spring, surveys are given to gifted parents, students, administrators, and teachers to elicit input about the effectiveness of the program and opportunities for improvement.

Planned Sources of Evidence: AIG Program Brochures

Agendas and attendance from information sessions

AIG Program Website

Quarterly newsletter

Parent and community surveys

Agendas/minutes from meetings

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: Bertie County Schools needs to involve more stakeholders in the development, implementation, and monitoring of the local AIG plan.

Goals: It is our goal to solicit parents and collect data through annual surveys regarding diverse populations and their perceptions.

Description: The district needs to investigate the possibility of beginning a parent organization and also be diligent about involving parents at the local school level to assist in providing feedback about the AIG program. Over the next two years, it is our goal to recruit parents and families from a diverse population. A random sampling of parents, all principals, and all teachers of gifted students will be given surveys each year regarding their perceptions of the gifted programming the students receive. Review of these first-hand perceptions will allow for valuable change in the program. All attempts will

be made to translate forms, letters, and plans into native languages so that parents will be able to participate more fully in the AIG process.

Planned Sources of Evidence: Annual survey results
Information gathered from parent organization (PAGE or Academic Boosters program)

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 Focused Practice for 2013-2016.

Rationale: At this time, all of our documents and forms are only available in English.

Goals: Develop a plan for providing enrichment for gifted students within the school community in their native language.

Description: The district needs to investigate opportunities available to AIG students outside of the school by contacting universities, summer camps, etc. to determine what is available for AIG students. The information needs to be disseminated to parents in a timely manner. Furthermore, we need to develop a plan for providing enrichment for gifted students within the school community. Extensive exploration is needed before this can take place. The information we do have currently is available only in English and to translate this information once we obtain it will take time. We will continue to investigate resources to accomplish this goal.

Planned Sources of Evidence: Provide a list of opportunities available on a yearly basis
Translate forms, documents, and letters into native languages

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 Focused Practice for 2013-2016.

Rationale: In order to support our AIG population, Bertie County Schools need to form more partnerships with parents, institutions of higher learning and businesses in our community.

Goals: To support our gifted learners, we will form alliances and partnerships with nearby universities and will network with local businesses through parental contacts.

Description: Community agencies and business partnerships can offer critical support for gifted education and opportunities for gifted learners. East Carolina University and Elizabeth City State University and other area institutions of higher learning provide additional community outreach efforts for the staff and students of Bertie County Schools. In the next three years, we are encouraging parents to start a PAGE chapter or Academic Booster Club. Our goal for the 2013-2016 plan cycle is to encourage and build lasting partnerships that will strengthen the gifted program in Bertie County Schools.

Planned Sources of Evidence: Create a parent survey to find areas of interests that schools can incorporate into the curriculum
Documentation of guidelines for PAGE Meeting or Academic Boosters Club
Include a parent/ community section on the AIG Website

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: Bertie County Schools has a board-approved plan for our AIG program. This document will be modified as necessary to meet the needs of our AIG population.

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

Description: Bertie County Schools has and will continue to develop a written AIG plan describing the local AIG program in accordance with state legislation. Our plan will be approved by the local Board of Education and submitted to the state department of Public Instruction. Components of this plan will be modified based on periodic reviews, recommendations, and comment from SBE/DPI.

Planned Sources of Evidence: Copy of the AIG Plan
Documentation from State Board of Education/ Department of Public Instruction

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: The AIG plan is monitored by the AIG specialist and the AIG team at each school.

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

Description: The AIG standards, the core practices within each standard, and the personnel working with the AIG program have changed within the last year. In order to ensure fidelity of implementation regardless of personnel changes, procedures and schedules for routinely monitoring implementation must be established. Consistent and ongoing monitoring will ensure that all components of the local AIG program and plan are implemented in accordance with current legislation and state policies. The Gifted Advisory Committee will review and approve the AIG brochure and the AIG handbook and

make recommendations for changes during June of each year. Changes in the documents will be made upon the approval of the AIG Specialist, Chief Academic Officer, and Superintendent. The AIG Specialist will maintain accurate and up-to-date records that document: (1) referral, screening, and identification processes; (2) information regarding specific students served as well as general data about the numbers of students served by grade level, gender, ethnicity, etc.; (3) resources provided to the schools and teachers; (4) professional development provided for teachers and administrators; (5) professional development opportunities attended; (6) contacts made with parents/guardians, students, classroom teachers, administrators, and service providers; and (7) all other plan components.

Planned Sources of Evidence: Yearly updates to the AIG brochure and handbook
Annual report of progress made to implement local AIG plan

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: Bertie County Schools uses only state funds to implement the AIG program.

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

Description: State AIG funds are spent entirely on the AIG program. State AIG funds are used to pay the salaries of AIG Specialist and to provide instructional resources for AIG students. The Superintendent and Finance Departments monitor funding.

Planned Sources of Evidence: Annual Budget statement
Teacher licensure and PRC 034 funds
Contracts for professional development
Receipts/invoices/purchase orders for materials and curriculum products

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Data is used to update our program goals.

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

Description: In June of each school year the elementary and middle school submit an annual review log documenting growth AIG students have had on EOGs in reading and math from the previous year. This log is filed and reviewed for growth over a multiple year time span. Student achievement data is one measure of the AIG program's effectiveness. Causes of AIG dropout must be monitored so that interventions can be implemented to prevent AIG students from leaving school. Through EVAAS data the results from elementary through high school will be analyzed, and a plan will be developed to share this information with school officials to determine best ways to improve performance and reduce dropouts.

Planned Sources of Evidence: Student achievement data indicating AIG student growth
Drop-out data indicating AIG students
DEPs and IDEPs

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 Focused Practice for 2013-2016.

Rationale: We need to develop a plan for monitoring the representation and retention of under-represented populations in our AIG program.

Goals: We need to target ways to strengthen the programming for special populations of AIG students.

Description: A plan for monitoring the representation and retention of under-represented populations in the local AIG program is currently in place. Current data/trends need to be analyzed and a plan needs to be developed to ensure appropriate representation of all populations. Time will be needed to explore and review data regarding referral and identification trends based on demographics, subgroups.

Planned Sources of Evidence: Headcount reports
Development of a plan for more effective programming of these AIG special populations

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: Current data on credentials of personnel is maintained at the district office and is shared

with principals at each school.

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

Description: Currently Bertie County Schools does maintain Licensure records and reports, along with professional development records. It is the goal of the AIG Department that AIG students are cluster grouped in a classroom with a certified AIG teacher, but this is not always possible. The AIG Specialist will request that school level administrators provide data on the credentials of personnel serving AIG students in each school.

Planned Sources of Evidence: List of AIG Certified Teachers
Professional development records
List of teachers who have AIG students on class rosters
High School Course Schedules

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: We need a more active advisory group to make recommendations for program improvement.

Goals: To organize and meet consistently with members of an advisory group focusing on the needs of our AIG population.

Description: A functioning advisory group comprised of multiple stakeholders is in the implementation plan for school year 2013-2014. A roster of advisory group members has been developed to include AIG parents from each of the schools.

Planned Sources of Evidence: Identify potential members for an advisory council (letters, emails, invitations, etc.)
Organize and meet with members of an advisory council (meeting roster, agendas, etc.)

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: Data from parent surveys, student surveys, and teacher surveys will be collected and monitored.

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

Description: Regular feedback from stakeholders regarding the quality and effectiveness of the local AIG program has not been collected in the past, but it will be done annually as of 2012-2013. The district will develop and revise as appropriate, an annual survey for stakeholders in the local AIG program. These stakeholders will be teachers, administrators, parents, and students. Results will be used to improve program services.

Planned Sources of Evidence: Survey results of AIG parents, students, and other stakeholders

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 Maintained Practice for 2013-2016.

Rationale: Bertie County schools continuously reviews and revises the plan and practices regarding AIG services.

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

Description:

A formal process for reviewing and revising the local AIG plan is currently in place. Based upon feedback from DPI and multiple local stakeholders, as well as other sources (test data, survey data, DP input, local stakeholder's input), we will modify the local AIG plan as needed to best serve the students in Bertie County.

Planned Sources of Evidence: Survey results
Reviewed DPI comments on local AIG plan returned to LEA
Plan revisions based on feedback

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: All data collected regarding the AIG program is made public.

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

Description: AIG program evaluation results have been disseminated to the public in the past. There is a need to create multiple venues to disseminate information to all stakeholders.

Planned Sources of Evidence: AIG Webpage

Headcount results

Survey results and disaggregation

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: Bertie County Schools strive to protect the rights of all AIG students through all policies, procedures, and practices.

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

Description: We have written policies that safeguard the rights of AIG students and their parents and families. Due process is a guaranteed state and district requirement. Bertie County Schools will continue to abide by state laws and guidelines to ensure that the rights of AIG students are protected through LEA policies and procedures. If a disagreement should occur between parents and Bertie County Schools concerning AIG identification and/or services, "Procedures to Resolve Differences" provides a step-by-step grievance procedure.

"Procedures to Resolve Differences"

In the event that a parent/guardian disagrees with a decision regarding the identification of his or her child, the following procedure to resolve differences shall occur.

Step 1

Parent(s) shall submit a written request for a conference with the AIG specialist to discuss the concern. The AIG Specialist will grant the conference within five school days of the request and respond in writing within ten school days of the conference. If the AIG specialist cannot resolve the concern, proceed as follows.

Step 2

Parent(s) may make a written request within ten days for a conference with the principal. The principal will review the recommendation with the AIG Specialist, Grant the conference within five school days of the request, respond in writing within ten school days of the conference. If the principal cannot resolve the concern, proceed as follows.

Step 3

The parent(s) may appeal in writing to the Chief Academic Officer. The Chief Academic Officer will review all documentation concerning the unresolved issue, review the grievance within ten days of the appeal, respond in writing within ten days following the review. If the concern is still not resolved, proceed as follow.

Step 4

The parent(s) may appeal in writing to the Superintendent. The Superintendent will review all documentation concerning the unresolved issue, review the grievance within ten days of the appeal, and respond in writing within ten days following the review. If the concern is still not resolved, proceed as follows.

Step 5

The parent may appeal in writing to the local Board of Education within ten school days following the written response from the Superintendent. The Board of Education will review all documentation concerning the unresolved issue at the first board meeting following the written appeal, and offer a final written decision within thirty days after review. If the concern is still not resolved, proceed as follows.

In the event that the local grievance procedure fails to resolve the disagreement the parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The purpose of the review is to determine if: the local school administrative unit failed to properly identify the student as an academically and/or intellectually gifted student, or the local plan has been implemented inappropriately with regard to the student. Following the hearing the administrative law judge shall make a decision that contains findings of fact and conclusion of law. Notwithstanding the provision 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. Attorney fees are not available to parents. At any point in the process up to the filing of a petition, mediation by a mutually agreed upon third party is encouraged.

Planned Sources of Evidence: Procedures to Resolve Differences Guidebook

Other Comments:

Glossary (optional):

Appendix (optional):

Appendix.docx (*Appendix*)