

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

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

Bladen County Schools Vision for local AIG program: Academically or intellectually gifted students 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 and in specific academic fields. This giftedness develops through continuous levels of challenge and extraordinary learning experiences. In order to reach their full potential, academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$262169.00	\$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 Maintained Practice for 2013-2016.

Rationale: Bladen County Schools' purpose for AIG students reflects the commitment to help all students reach their full potential regardless of family background, socioeconomic levels, disabilities, and gender. Our program has a clear screening, referral, and identification process that has to be communicated to teachers, administrators, parents, and students through presentations, letters, and meetings.

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

Description: Screening includes all activities designed to review the general population of students to determine which students may need further assessment or placement in the differentiated services of gifted education. Students can be referred by teachers, principals, or parents. They can also self-nominate. Identification is initiated when information collected in the screening phase indicates a possible need for differentiated services. Each school should establish a committee to serve as a School Review Team. Their primary function is to review all pertinent information gathered from multiple sources, and to make recommendations regarding needs for differentiation. Information collected will be drawn from six multiple indicators of giftedness: student observable behaviors, student performance, student aptitude, student interest, student achievement, and student motivation.

Planned Sources of Evidence: 1) Faculty meetings

2) Chair training

3) Web site

4) School handbooks

5) Minutes and agenda from chair meetings

6) Parent meetings

7) PTSA meetings

8) County AIG plan

9) Rosters from meetings

Other Comments: THE SCREENING PROCESS

A broad-sweep screening will occur annually for every Bladen County child in grades K-12. Informal screening by continuous observation of students will be ongoing. This procedure ensures equal opportunities/access for all students, including minority students, students with disabilities, and students who are economically disadvantaged. Information collected at screening should lead to either further assessment, or to a decision that the student does not require differentiated services.

K-2 SCREENING FOR NURTURING PROGRAM SHOULD BE CONDUCTED AS FOLLOWS:

- * During annual screening, all K-3 teachers will closely observe student in an effort to document behaviors that reflect advanced learning characteristics, motivational characteristics, creativity, leadership and adaptability. Such documentation will be recorded on the Gifted Behavior Scale. If a pattern of gifted behavior is revealed, the teacher will nominate the child to the School Review Team.
- * If a transfer student in grades K-3 has been identified AIG in another school system, that student will immediately be placed in the AIG Student Pool.
- * Parent, teacher, community, peer, and self nominations will be accepted by the School Review Team.

3-8 SCREENING SHOULD BE CONDUCTED AS FOLLOWS:

- * Bladen County Schools will conduct a general screening of aptitude of all third grade students. students scoring 90% or higher on this assessment will be placed in the AIG Student Pool.
- * Grades 3-8 are given the NC End-of-Grade Assessment in Reading and Mathematics. Students scoring 85% or higher on either test will be placed in the AIG Student Pool.
- * Classroom performance greater than or equal to 85 may be used to place a student in the AIG Student Pool.
- * A Gifted Behavior Scale score greater than or equal to 100 may be used to place a student in the AIG Student Pool.
- * Students will complete an interest survey.
- * If a transfer student in grades 3-8 has been identified AIG in another school system, that student will be placed in the AIG Student Pool.
- * Teacher, parent, community, peer, and self-nominations will be accepted by the School Review Team.

9-12 SCREENING SHOULD BE CONDUCTED AS FOLLOWS:

- * Students scoring 85% or higher on standardized tests such as the PSAT, SAT, or End of Course will be placed in the AIG Student Pool.
- * Outstanding Classroom performance may be used to place a student in the AIG Student Pool.
- * If a transfer student in grades 9-12 has been identified AIG in another school system, that student will be placed in the AIG Student Pool.
- * Teacher, parent, community, peer, and self-nominations will be accepted by the School Review Team.

STUDENTS MUST MEET SCREENING CRITERIA TO BE CONSIDERED FOR IDENTIFICATION.

IDENTIFICATION PROCESS:

- 1) 93% or above on standardized aptitude test
- 2) 93% or above on standardized achievement test
- 3) 93% or above on performance
- 4) score of 109-120 on the Gifted Behavior Scale
- 5) score of 24-27 on motivation scale
- 6) documented interest survey

(Students must meet 4 of 6 criteria, one of which must be aptitude or achievement to be placed in the program. Students must meet all 6 criteria to be placed in Project Challenge.)

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: The district employs multiple criteria for student identification including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for students who are under consideration.

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

Description: Criteria used for identification include the following:

- 1) Student Aptitude - Cognitive Abilities Test, Otis Lennon School Ability Test, or Naglieri Nonverbal Ability Test
- 2) Student Achievement - NC End of Grade Test, Woodcock Johnson Tests of Achievement, Metropolitan Achievement Test
- 3) Class Grades
- 4) Gifted Evaluation Scale
- 5) Motivation Scale
- 6) Interest Inventory

Planned Sources of Evidence: 1) Student Identification and Placement Record

- 2) Differentiated Education Plan
- 3) Achievement, Aptitude, and Performance Scores
- 4) Student Interest Survey
- 5) Motivation Survey

Other Comments: STEP 1: TEACHER(S) RATING

By using a Gifted Behavior Scale, the teacher can rate each student nominated. The team should total the ratings in order to convert this scale to an indicator of need for differentiation.

STEP 2: REVIEW OF AVAILABLE APTITUDE SCORES

Available aptitude test scores are reviewed.

STEP 3: REVIEW OF AVAILABLE ACHIEVEMENT SCORES

The most current standardized achievement assessments are reviewed.

STEP 4: CLASSROOM PERFORMANCE

Student performance in the classroom is reviewed. Averages within the curricular areas of mathematics and reading will be examined along with any other indicators of need. At this point, a decision for differentiated services may be possible. If it is not yet clear that the student requires differentiated services, the teacher will provide the team with student work samples. These samples should indicate the level of need for the particular student. At this point, a decision for differentiated

services will be possible for many students. If the decision is still not clear, the team should proceed to STEP 5.

STEP 5: INTEREST SURVEY

The student will provide information concerning his/her interests along with any evidence to indicate the levels of interest. At this point, a decision for differentiated services may be possible. If not, the team will move to STEP 6.

STEP 6: MOTIVATIONS TO LEARN

The teacher will collect and present to the team any other information indicative of the student's motivation to learn.

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: Bladen County Schools AIG has improved our screening, referral, and identification procedures that respond to traditionally under-represented populations by developing a nurturing program in grades K-2. Through our nurturing program, our K-2 teachers can concentrate on identifying potential candidates who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional.

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

Description: By using a variety of tests to fit the needs of the student, we hope to reach a broader group of children. As stated earlier, we use the Cognitive Abilities Test, Otis Lennon School Ability Test, and the Naglieri Nonverbal Ability Test for our aptitude component. The NC End of Grade Test, Woodcock Johnson Tests of Achievement and the Metropolitan Achievement Test are used for an achievement score. Also this year we have added the Gifted Behavior Scale, the interest survey and the motivation scale to round out our criteria and hopefully reach a broader scope of students.

Planned Sources of Evidence: Our plan contains a number of instruments to help teachers begin the identification process including:

- 1) K-2 Student Observation Form
- 2) Gifted Behavior Scale
- 3) Portfolios
- 4) Nurturing Program
- 5) Increased number of AIG certified teachers
- 6) AIG head count

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: The district ensures consistency in the implementation of screening, referral, and identification by using the same criteria for all elementary, middle, and high schools.

Goals: Our goal is to provide consistency in the screening, referral, and identification process. This is to be accomplished by following our Placement Criteria for all schools in the district.

Description: AIG Placement Criteria

Aptitude - 93%+

Achievement 93%+

Performance 93%+

Gifted Evaluation Scale

Motivation Scale

Interest Inventory

A student must have 4 of the 6 to criteria to qualify with 1 being aptitude or achievement. A student must meet all 6 criteria to qualify for Project Challenge.

Planned Sources of Evidence: *Screening pool data
*AIG folders which includes all testing and survey results
*Agendas from School Review Team Meetings

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: This will be a maintained practice because the district has written policies and procedures along with a process for resolution. These policies are given to parents at the time of initial placement.

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

Description: Parents are sent a permission to test form when a child has been referred for AIG testing. If a child does not qualify, the parents are told that their child can be reviewed the next year by the coordinator to see if they can be placed at that time or if additional testing is needed.

PROCEDURE FOR BORDERLINE PLACEMENTS

Occasionally a student may be considered borderline for placement in the Bladen County AIG program. When this occurs, we look at many different components that influence the student's profile. A student's profile is a combination of test data and a student's behavior, motivation and interest surveys. As we gather evidence to support our decision, we look at the student's needs and our program options for assisting one to meet those needs.

When a school has determined that a student does not need differentiation but the parent or student has a different opinion, we reinvestigate the evidence that supports the view that the student needs differentiation and we look at other means of identifying characteristics of giftedness. Other surveys and documents need to be completed and reviewed. Once we have made a decision based on the newest evidence and documentation, we state our decision to place, to not place, or to wait and watch.

Also we comply with the Review of Disagreements as stated in 115C-150.8 from Article 9B
DUE PROCESS PROCEDURES FOR THE ACADEMICALLY/INTELLECTUALLY GIFTED PROGRAM

The following steps outline the procedure to resolve disagreements between parents or guardians and the Bladen County Schools when a child is not identified as academically or intellectually gifted student.

- 1) The parent or guardian requests, in writing, a conference with the School Review Team for Gifted Education of the school attended by the child. The School Review Team for Gifted Education holds the conference within ten school days of the conference with its decision.
- 2) If the disagreement is not resolved with the School Review Team conference, the parent or guardian may make a written request ten days of the receipt of the committee's decision for a conference with the school-site principal. The principal grants the conference within ten school days of the request and responds in writing within ten days of the conference with his or her decision.
- 3) If the disagreement is not resolved by the school-site principal, the parent or guardian may appeal the principal's decision in writing to the Superintendent of Bladen County Schools within ten days of receiving the principal's response. The Superintendent holds the conference, reviews the record and responds to the parent or guardian within ten school days.
- 4) If the disagreement is not resolved by the Superintendent, the parent or guardian may appeal to the Board of Education in writing within ten days of the Superintendent's decision. The board of Education shall schedule the hearing, review the record and offer a final written decision within thirty days.
- 5) If all local efforts to resolve the complaint as set forth above have been exhausted and are unsuccessful, a parent or guardian may file a petition for a contested case hearing under Article three of Chapter 150B of General Statutes. The Scope of the review shall be limited to:
 - a. whether the school district improperly failed to identify a child as academically or intellectually gifted, or
 - b. whether the local plan for gifted education has been implemented appropriately in regard to the child.

Following the hearing, the Administrative Law Judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of 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.

- Planned Sources of Evidence:**
- 1) AIG folders
 - 2) All test data and information
 - 3) Letters to parents

- 4) Letters from all school officials (AIG Coordinator, Principal, Superintendent, Board of Education)
- 5) Response from Parent or Guardian
- 6) Minutes from meetings
- 7) Copies of Article 9B, Article 4 of Chapter 150B of the General Statutes.

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 Maintained Practice for 2013-2016.

Rationale: The Bladen County Schools' AIG Program has established procedures and documentation that explains the identification and service options. The identification process is explained step-by-step in the district's written procedures. However, the service delivery options are reviewed with parents upon initial identification and at the end or beginning of each grade.

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

Description: AIG folders are created for each student in the AIG program. The folders, which contain the student's Bladen County DEP form, the Bladen County AIG Student Identification and Placement form, permission to test form, and test scores, are signed by the School Review Team along with the parent. These folders are reviewed and updated annually by teachers and parents. They are housed in the Bladen County AIG office and are available to parents and teachers upon request.

Planned Sources of Evidence: 1) Bladen County Differentiated Education Form
2) Bladen County Student Identification and Placement Form
3) Test Scores
4) Permission to Test Form

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: Bladen County Schools require lesson plans that include goals and objectives from the Common Core State Standards. Teachers work to provide differentiated strategies to be used concurrently with these standards.

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

Description: The teachers of our AIG students meet the needs of our AIG students through tiered assignments, content acceleration, advanced content, curriculum compacting, independent study and special projects. This is done in flexible grouping, cluster grouping, our Magnet Program, our nurturing program, honors classes, Advanced Placement classes and dual enrollment.

Planned Sources of Evidence: 1) Lesson plans
2) Classroom observations
3) Teacher evaluations
4) DEPs
5) Portfolios

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: Gifted students possess a wide range of needs. To address this, we use many different practices including a variety of research-based strategies, cluster grouping and effective non-instructional practices.

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

Description: Practices and enrichment activities that are used by our teachers include the following:
1) Cooperative learning

- 2) Advanced technology
- 3) Seminars
- 4) Multiple intelligences
- 5) Independent studies
- 6) Field trips
- 7) Community projects
- 8) Contests
- 9) Competitions
- 10) Guest speakers

Planned Sources of Evidence: We plan to provide more professional training for our classroom teachers on diverse and effective practices in the classroom. Through this training, we hope that these practices will be evident in the classroom. We plan to offer a differentiated strategies workshop at the beginning of the school year. We hope to partner with businesses and colleges. We plan to include more guest speakers and more enrichment activities. These practices will also be evident through lesson plans, test scores, and student and parent satisfaction.

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Our schools currently use a variety of research-based supplemental resources to enhance our curriculum and instruction. We have implemented many new programs, but we need to continue to improve in this area.

Goals: Our goal is to extend and expand the existing programs we are using at this time. We want to supplement our Honors and Advanced Placement classes by developing an afterschool program for our high school students that will provide enrichment opportunities. We would like to expand on the One to One laptop program. Another idea is to include some business partnerships during this afterschool program and offer CEU's for teachers who lead this program.

Description: Practices and enrichment activities that are used by our teachers include

- 1) AIG Wiki site
- 2) Writing resources
- 3) Kids into Thinking
- 4) Explorers
- 5) Sharpen your Thinking
- 6) Student engagement
- 7) One to One laptops
- 8) Project based learning
- 9) Class Scape
- 10) Governor's School

- 11) Virtual High School
- 12) School of Science and Math

Planned Sources of Evidence: Our professional development calendar will focus on using differentiated strategies, benchmark scores, test scores, student and parent satisfaction through surveys.

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 Maintained Practice for 2013-2016.

Rationale: Bladen County Schools AIG program will focus on 21st century content and skills that ensure students are optimally prepared to advance successfully beyond their formative educational years on the global scale. Students must be provided with aspects of an advance curriculum that is both relevant and meaningful as well as differentiated to meet their academic, intellectual, social, and emotional needs.

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

Description: The Bladen County Schools AIG program provides students with instructions to support a variety of testing data, including high-quality standardized testing along with effective classroom formative and summative assessments. This feedback on student performance provides a baseline for individual progress and needs' assessment. Student mastery of 21st century skills will be assessed using student portfolios and other relevant outputs.

Planned Sources of Evidence:

- 1) Administer a variety of assessments (standardized, summative, formative, non-traditional, computer-based)
- 2) Assess student products/projects, such as Senior projects, independent study projects, portfolios as well as innovative, creative products
- 3) Monitor student progress in global, civic, economic, and health awareness via research, Socratic seminars, cooperative projects, debate teams, and community-service activities
- 4) Encourage real-world learning through internships, course selections, mentorships, and community involvement
- 5) Promote personal empowerment through experiences that promote opportunities for leadership roles modeling such qualities as sound ethics, accountability, adaptability, productivity, responsibility,

people skills, self-direction, and social responsibility

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Assessment criteria of students is constantly monitored and adjustments are made to appropriately differentiate instruction.

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

Description: On-going assessment is achieved through the following practices:

- 1) student-directed conferences
- 2) Portfolio assessments
- 3) Questioning
- 4) Benchmark testing
- 5) Quizzes
- 6) Tests
- 7) Projects
- 8) Homework
- 9) Classwork
- 10) Formative assessments
- 11) Interviews
- 12) Interviews
- 13) Journaling
- 14) Discussions

Planned Sources of Evidence: 1) Student's grades

- 2) Products
- 3) Discussions
- 4) Teacher observations
- 5) Lesson plans
- 6) Assessment data
- 7) Flexible grouping
- 8) Cluster grouping

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Bladen County Schools do not have a formalized process to assist teachers and counselors in this area. We do however provide many opportunities for our AIG students to find areas to excel and promote their self-esteem. Which in turn, helps develop stronger social and emotional behaviors.

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

Description: The Bladen County Schools AIG program will collaborate with guidance counselors and regular classroom teachers during PLC meetings and other scheduled meetings in order to address the social and emotional needs of AIG students.

Planned Sources of Evidence: We can judge the effectiveness of these practices and activities by the satisfaction of parents, participation to students, and success of students. Counseling sessions are offered with their teachers and school counselors. Parent conferences are held to discuss issues.

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 Maintained Practice for 2013-2016.

Rationale: Bladen County Schools is beginning a new K-2 nurturing program in its primary schools. This differentiated instruction will be developed around the PETS program. This is a much needed part to add to our county plan to help nurture our young learners. Hopefully, they will benefit from the program and will be officially placed in our program at 3rd grade.

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

Description: Our younger students, who are potential AIG students, are clustered with an AIG certified teacher when possible. Teachers use tools such as Accelerated Reader, Classscape, IXL-Math, Waterford, and SuccessMaker along with interest centers, learning styles, tiered assignments and independent study. Now we have added the PETS program for our younger students.

Planned Sources of Evidence: 1) Lesson plans by part-time AIG specialist
2) PETS data
3) Lesson plans by the regular classroom teacher
4) Nurture group student work samples

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 Maintained Practice for 2013-2016.

Rationale: The AIG program ensures collaboration among AIG personnel and other professional staff to develop and implement differentiated curriculum and instruction.

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

Description: This is done through a variety of people involved on the AIG School Review team including classroom teachers, counselors, Exceptional Children's teacher, media specialists, Assistant Superintendent, and the EC Director. Input is considered from all parties involved in the development of the DEP.

Planned Sources of Evidence: Workshops, meetings, and in-service training will allow collaboration among AIG personnel and other professional staff. The minutes from various meetings and trainings along with professional learning communities.

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 Focused Practice for 2013-2016.

Rationale: Bladen County Schools AIG program will maintain this practice by our written plan that defines the identification process. Through our DEP we will define the instructional services to meet the needs of the student. This will be reviewed annually to ensure an effective program, continuum of services, and school transitions.

Goals: Our goal is to meet annually to keep parents abreast of the progress their students are making as well as any needs and concerns over placement and identification.

Description: The Bladen County Schools AIG program collaborates with the School Review team to develop a DEP for identified students. DEPs are updated yearly to ensure that effective programs and services are continued. A new DEP is developed at the beginning of each year.

Planned Sources of Evidence: 1) DEP
2) Contact logs
3) AIG plan

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: Bladen County Schools employs an AIG Coordinator who guides the local plan, as well as, provides development, implementation, revision and monitoring of the local AIG plan and program.

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

Description: 1) Oversees actual implementation of Bladen County's Gifted Program
2) Directs county-wide assessment of students of students for identification of Gifted
3) Coordinates testing at various levels
4) Oversees budget and material selection
5) Coordinates staff development
6) Consultant for teachers/administrators
7) Serves on County Administrative Placement Committee
8) Oversees County Gifted DEP/IDEP meetings
9) Evaluates the effectiveness and appropriateness of Bladen County's Gifted Program
10) Serves as gifted support specialist
11) Oversees system-wide AIG Services Accountability
12) Guides AIG activities
13) Guides AIG chair activities and training
14) Attends state, district, and regional meetings

Planned Sources of Evidence: The AIG Coordinator's yearly evaluation.

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: The Bladen County Schools AIG program strives to ensure that the intellectual, academic, social and emotional needs of our gifted learners is met through our available AIG staff.

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

Description: We are offering incentives for more teachers to obtain their AIG licensure. We strive to place our identified students with an AIG certified teacher whenever possible. Although we do not have specialists, we do have an AIG chairperson at each school. This AIG chairs responsibility is as follows:

- 1) Provide support to teachers with curriculum/instructional planning
- 2) DEP development
- 3) Participate in program evaluation
- 4) Coordinate testing at various levels
- 5) Finalizes gifted paperwork for placement

Planned Sources of Evidence: 1) Agendas from parent and staff meetings

- 2) AIG folders
- 3) Surveys
- 4) AIG Coordinator and part time specialist schedules
- 5) List of testing candidates

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: Bladen County Schools will align professional development opportunities with NC Common Core Standards so that the needs of gifted learners are addressed in ongoing and comprehensive manner.

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

Description: We are presently providing training and information for our school chairs in order for them to pass it on to the staff at their respective schools. We plan on providing various speakers and teachers with expertise in different areas of gifted education to teach our school chairs. We also encourage as many teachers as possible to take advantage of the new curriculum being offered at local universities. We are improving our training by providing more on-line options for our teachers. Already we have had teachers take advantage of these opportunities from UNC-P, UNC-C, East Carolina, and UNC-W.

Planned Sources of Evidence: *Documentation that staff have completed required training for AIG certification

*Classroom observations and lesson plans will reflect that teachers are applying what they have learned to meet the needs of their students.

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 Maintained Practice for 2013-2016.

Rationale: Bladen County Schools will ensure that all principals and teachers involved in the AIG program are trained to understand the characteristics of gifted learners and are able to meet their needs.

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

Description: Our principals do their best to cluster the AIG students at their schools in the classrooms of AIG certified teachers or teachers working toward certification. The teachers plan with the AIG chair at their school who provides appropriate information on differentiation for their gifted students. They also participate on the Needs Determination Team at their school as needed.

Planned Sources of Evidence: *AIG student class assignments/class rosters

*Documented professional development participation

*DEPs

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Bladen County Schools will work to ensure appropriate selection of professional development opportunities to meet the needs of our gifted learners. Our program strives to address ways to support positive changes in instructional strategies with our classrooms.

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

Description: 1) LEA workshop opportunities that focus on differentiated learning will be provided to teachers.

2) AIG Certified staff will conduct a Book Study as professional development to support classroom practices.

3) Middle schools will work to offer additional elective offerings based on content standards and differentiated interests of students.

Planned Sources of Evidence: 1) Rosters and agendas from professional development

- 2) Outline from book study
- 3) Lists of electives offered at the middle schools
- 4) Class schedules of AIG students

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Bladen County Schools will maintain this standard because efforts are being made to align AIG professional development with state and national teaching standards, as well as, the 21st century skills. This alignment should ensure best instructional practices for our students to enhance academic growth.

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

Description: 1) State and national teaching standards and best practices for working with gifted learners will be utilized in planning lessons and offering courses to students.
2) Students will be offered NCVPS courses as advanced curriculum opportunities at the middle schools
3) Professional Learning Communities will provide opportunities for teachers to share best practices, strategies, and differentiated content materials for gifted learners identified in the AIG program.

Planned Sources of Evidence: 1) Rosters and agendas from Professional Learning Communities
2) AIG student schedules
3) Lesson plans
4) School improvement plans

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: Bladen County Schools' AIG specialists and chairs will plan, develop, implement, and refine professional development learning to remain current in best practices for gifted learners.

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

Description: Our newly developed AIG Focus Team, which consists of the AIG Coordinator, the half-

8/7/2013

time specialist, and chairs from each school, will continue to meet monthly to share new knowledge obtained from professional development, to incorporate ideas and information, and to focus on student connections and work.

Planned Sources of Evidence: 1) AIG Focus Team minutes

- 2) Agendas
- 3) Examples of resources produced through collaboration
- 4) Lesson plans
- 5) Student work samples
- 6) Prior approval forms

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Bladen County AIG program will maintain the delivery of comprehensive services that encompass the academic, intellectual, social, and emotional needs of gifted learners.

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

Description: The Bladen county Schools AIG program will maintain this practice in the following ways:

- 1) Identify the academic, intellectual, social, and emotional needs of students in grades K-12
- 2) Utilize the AIG website to post information from the AIG plan
- 3) Provide information relating to the academic, intellectual, social, and emotional needs of gifted learners to stakeholders
- 4) Incorporate topics that address social and emotional concerns into lesson plans
- 5) Collaborate with guidance counselors
- 6) In K-8, identified students have access to resource support, learning centers with content enrichment, computer-based instruction on an advanced level, thematic units, integrated units, differentiated units, and independent contracts at the teacher's discretion. Based on defined levels of performance, curriculum compacting, individual programs, or independent study may be provided.
- 7) On the High School level, students have access to Honors Courses, English and Math Courses with AIG clustering, Advanced Placement Courses, On-line courses, Concurrent Enrollment in College, and Early College Admission.

Planned Sources of Evidence: 1) Lesson plans

- 2) AIG website
- 3) Contact logs
- 4) DEPs
- 5) Student Identification and Placement Records
- 6) Service options

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Bladen County Schools AIG program currently aligns our program services within the areas of Reading and Math in correlation with the NC Common Core Standards. This is carried out by developing a differentiated education plan for identified gifted learners.

Goals: Our goal is for AIG students to perform at substantially high levels of accomplishment.

Description: The Bladen County Schools AIG Program will maintain this practice by:

- 1) Incorporating research based materials
- 2) Conducting annual reviews of each identified AIG student
- 3) Updating Differentiated Education Plans annually
- 4) Maintaining inventories of AIG materials
- 5) Sharing ideas about instruction with classroom teachers
- 6) Collaborating with guidance counselors to meet the social and emotional needs of gifted learners

Planned Sources of Evidence: 1) Local AIG plan

- 2) DEPs
- 3) Student profile/data
- 4) AIG student folders
- 5) Service Models

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Bladen County Schools will develop and implement programs which enhance the gifted learners' potential. Our AIG program will focus on the delivery of AIG programs and services by integrating best practices and theories with the NC Common Core Standards and implementing enrichment activities in each of the served subject areas.

Goals: Our goal is to have programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

Description: Students are presented grade appropriate materials mandated by the NC Common Core Standards. Teachers are held responsible for accelerating and enriching the curriculum to provide differentiation opportunities and to increase the rigor and challenge of the basic standards. The district needs to improve the amount and quality of collaborative planning to ensure the AIG programs and services continue to connect to the total instructional program. The school chairperson is responsible for informing the regular education teachers of AIG students in their classrooms and inform them of the student's DEP. All teachers who work with AIG students should plan for rigor and

challenge to meet these students' needs.

Planned Sources of Evidence: 1) Evidence of collaborative planning
2) DEPs
3) Parent, teacher surveys and interviews
4) Students' instructional schedules
5) Rosters for notifying teachers of AIG students

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 Focused Practice for 2013-2016.

Rationale: Bladen County Schools AIG service options for the differentiation of services and instruction for gifted learners will be available on-line on the district's webpage and is available in hard copy upon request. Teachers at each school will be made aware of the availability of this plan at the beginning of each school year.

Goals: 1) To provide current and up-to-date information to all school teachers, administrators, and support staff.
2) To make the local plan accessible to all stakeholders.
3) To ensure the vertical planning and transition planning takes place between the elementary and middle schools and middle schools to high schools.

Description: All AIG information is dispersed through meetings with each school's AIG chairperson. This information includes rules, regulations, placement options, differentiated instruction ideas, and current research-based supplemental resources. This information is to be shared with all regular education teachers to keep them informed of the identified AIG learners in their school. Teachers and administrators will also be informed through staff development, meetings, emails, and the website.

Planned Sources of Evidence: 1) AIG plan and other local policies.
2) Gifted information posted on school and/or district website.
3) Letters to parents.
4) Agendas, minutes, other documentation of meetings with teachers, administrators, and parents.
5) Staff development rosters and agendas.

Other Comments:

Practice E

Communicates among and between teachers and schools to ensure an effective continuation of K-12

services, especially at key transition points.

This practice is a Focused Practice for 2013-2016.

Rationale: Based on feedback from stakeholders, especially classroom teachers, there is a need for more vertical team planning for AIG services, particularly at transition points such as elementary to middle school and middle school to high school.

Goals: 1) To provide consistent AIG services across all of the district's schools.
2) To schedule and conduct vertical team meetings at least once a year.
3) To effectively communicate to parents, teachers, and students AIG services, particularly at transition points.

Description: At the beginning of each school year the AIG Coordinator will provide a list of all AIG students to each principal and chair at each school. This information is shared with the cluster classroom teachers in order for appropriate planning. The part time AIG specialist will be involved in the planning so there is a smooth transition and continuation of programs, projects, and services.

Planned Sources of Evidence: 1) Notes from meetings
2) Agendas/notes from meeting held by the AIG coordinator with individual schools
3) Student and parent communications
4) Consistent AIG services among the district's schools

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 Focused Practice for 2013-2016.

Rationale: The Bladen County AIG Coordinator and part time specialist will work closely with teachers who request assistance in locating differentiated materials for use with their students; however, expansion of a consistent base of involvement including other specialists, EC teachers where appropriate, parents/families, and administration is crucial to ensure differentiated programming and services for the clustered students.

Goals: Our goal is to ensure differentiated programming and services for the clustered students by expanding a consistent base of involvement that includes other specialists, EC teachers, parents/families, and administrators.

Description: The Bladen County Schools AIG program will focus on this practice in the following ways:

1) AIG Focus Team will conduct regular meetings in order to collaborate about curriculum and program services. This team will include the Exceptional Children's Director or designee, parents,

teachers, counselors, and others.

2) Surveys will be distributed to students/parents/teachers to ensure that AIG programming and services are appropriate.

3) Administrators will ensure that differentiated instruction is taking place in the regular classroom through classroom observations, and periodic checks of portfolios.

Planned Sources of Evidence: 1) Surveys

2) Cluster portfolios

3) Agendas

4) Involvement of various specialists on the AIG Focus Team

5) Teacher observations

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: Although the Bladen County AIG Coordinator and cluster teachers address the social and emotional needs of AIG students on an individual basis, a more comprehensive procedure to assure collaboration among school counseling personnel, regular education teachers, AIG part time specialist, parent/families and others is needed.

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

Description: The AIG Program will ensure collaboration to address the social and emotional needs of AIG students by:

1) Participating in professional development opportunities that are related to the social and emotional needs of AIG students

2) Preparing and utilizing specific lesson plans and methods of instruction directed to address the unique needs of gifted students

3) Developing surveys with guidance counselors, students, teachers and parents in order to accurately identify and address the needs of the AIG students

4) Developing an Individualized Differentiated Education Plan to address their immediate needs and concerns

Planned Sources of Evidence: 1) Documentation of participation in related professional development opportunities

2) Student programming and instruction to address these unique needs

3) Surveys

4) IDEPs

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: When noted through aptitude, achievement or IQ testing data that a student needs accelerative instruction or placement options, the regular education teacher, AIG specialist, and/or guidance counselor will review work samples, portfolio entries, and advanced course work to articulate and implement best practices for gifted learners.

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

Description: Program implementation may include the following:

- 1) Resource Support
- 2) Curriculum Compacting
- 3) Cross Grade-Level Grouping
- 4) Independent Study
- 5) Differentiated Learning Centers
- 6) Seminars

Planned Sources of Evidence: 1) Documented evidence of support from part-time AIG consultant
2) Rosters showing students in attendance of cross grade-level grouping
3) Portfolio examples from students involved in curriculum compacting
4) Portfolio examples from students involved in independent studies
5) Examples of Differentiated Learning Centers
6) Data from PETS
7) Attendance in seminars, webinars, and Skype classroom instruction

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: Bladen County Schools continually seek opportunities to serve the under-represented population of gifted learners. At present, our district's AIG plan is designed to implement differentiated instruction in Reading or Math. It is the intent of Bladen County Schools to provide differentiated services to all gifted learners in additional context areas or through mentorships, independent studies, and collaboration when various resources are available. Our student membership includes culturally/ethnically diverse students along with English language learners,

highly gifted, and twice-exceptional students.

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

Description: The identification process for AIG students in Bladen County involves multiple indicators of giftedness. The AIG program utilizes both verbal-based and non-verbal based aptitude tests in order to circumvent language barriers. In order to be identified, students must meet four of the six criteria, one of which must be aptitude or achievement.

Planned Sources of Evidence: 1) Placement criteria
2) Service Delivery Options
3) AIG headcount
4) DEPs
5) Various tests including the Cognitive Abilities Test, Otis Lennon School Ability Test, Naglieri Nonverbal Ability Test, Metropolitan Achievement Test, Woodcock Johnson Achievement Test and NC End of Grade Test

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: Bladen County Schools strongly encourages our schools to provide extra-curricular programs and events that enhance the AIG program and meet the needs and interests of AIG students. The district will continue to offer these activities with the goal of increased participation of our students.

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

Description: AIG students need extensions of the curriculum and other activities to enrich their learning. Extra-curricular activities provide opportunities for teachers to meet the interests and need of the gifted learner. Those programs and events include:

- 1) Science Fairs
- 2) Writing contests and competitions
- 3) Spelling Bee
- 4) Battle of the Books
- 5) Duke TIP
- 6) Science Olympiad
- 7) NCDOT Bridge Building
- 8) Governor's School
- 9) Community Service Projects

Planned Sources of Evidence: 1) Documentation that extra curricular activities have strong

participation

- 2) Student surveys to indicate satisfaction with offerings
- 3) Percentage of student participation
- 4) AIG curriculum will include these activities/events

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: The district will maintain this practice but continue to work on improving communication and development of partnerships to enhance services to students. We will work on improving our communication regarding academic and intellectual needs along with the social and emotional needs.

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

Description: 1) Parents are invited to serve on the AIG Focus Group.
2) Input is elicited through student and parent surveys.
3) Parents are invited to AIG placement and annual review meetings.
4) Parent concerns are investigated as quickly as possible.
5) The AIG website will be developed and updated.

Planned Sources of Evidence: 1) Collaboration with local community college
2) Use of various modes of communication such as website, handouts, and letters
3) Agendas, minutes, copies of presentations at meetings and work sessions
4) Sponsorship from local businesses

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: The district will maintain this practice because efforts are currently made to share information regarding the AIG plan and program with parents and school staff. Even though the district is doing an effective job sharing information, the district needs to ensure that the community and parents of our students can access this information.

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

Description: Published documents are available in print and on the Bladen County School AIG website.

Planned Sources of Evidence: 1) Written plan
2) Printed copies of the Bladen County Schools' AIG plan
3) AIG website

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 Maintained Practice for 2013-2016.

Rationale: The Bladen County Schools are working to increase community involvement in the AIG program, particularly the implementation of the plan and more meaningful involvement of stakeholders in activities in the AIG classroom. We need to work on ways to entice stakeholders and parents to participate.

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

Description: Diverse groups are invited to complete surveys related to the program. The district is working to increase community involvement in the AIG program, particularly with the implementation of the plan. We need to work on ways to entice stakeholders and parents to participate.

Planned Sources of Evidence: 1) Copies of surveys with data
2) Meeting agendas, roster, minutes
3) Connect Ed notifications
4) Lists of AIG Focus Team members

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Bladen County Schools will maintain this practice by providing interpreters as needed and by translating documents when needed.

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

Description: The Bladen County Schools have several ESL teachers that serve as interpreters for the Hispanic population on our county. This is the largest cultural group of non English speaking persons in our school district. Whenever the need arises, the interpreter is available to assist in

meetings, the translation of documents, and other activities required to effectively communicate with our community.

Planned Sources of Evidence: 1) Connect Ed in Spanish

- 2) Translated documents
- 3) Interpreter used at AIG events as needed
- 4) AIG website

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In Bladen County Schools, parents/families and community need more opportunities to participate in the AIG program and to be more involved. In addition, schools need to identify ways that parents and community can meaningfully support gifted education and share information with these groups.

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

Description: We recognize the need to give our parents and community more opportunities to touch the classroom by serving as volunteers for student projects, volunteering in the classroom, serving as resource speakers or resources for specific student projects, to assist in service learning projects, and to sponsor activities or projects. The following strategies will improve communication between AIG programs and the parents of students who are receiving gifted education services:

- 1) The Bladen County Schools AIG website
- 2) Schools will hold informational meeting to help parents understand the implementation of the AIG program at their school
- 3) Parents may participate in the development of their child's DEP
- 4) Gifted Education will become a part of the School Improvement Plan at each school
- 5) Surveys will be available on the website at the end of each school year
- 6) Attempt to provide more media coverage of AIG students and events

Planned Sources of Evidence: The following strategies offer this opportunity:

- 1) Open House at schools
- 2) Involvement in special projects such as Science Fairs, Bridge Building, Battle of the Books
- 3) Chaperons on field trips (Beta Convention, Science Olympiad, College Visitations)
- 4) Offer special talented individuals to work with small groups of students
- 5) Help with fund raising projects
- 6) Newspaper and online articles help keep the parents and the community abreast of school activities
- 7) Achievement award programs, band concerts, and performances

- 8) DEP meetings
- 9) District website
- 10) School Improvement Plans

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: The Bladen County Schools AIG program maintains an AIG plan that complies with state standards and policies as set forth by state legislation and is approved by the Bladen County School Board and then sent to SBE/DPI for review. We will maintain this practice but will more effectively disseminate the plan to the community and other stakeholders.

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

Description: Our plan is a continuation of the current plan that we have in place in Bladen County. Our plan has been effective for our students in the past, so we have made only a few adjustments. It has been approved by our County Board of Education.

Planned Sources of Evidence: The plan will be available online and a copy is placed in every school.

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 district has procedures and personnel in place to ensure that the integrity of the local plan and program is maintained. The AIG coordinator, with the assistance of the AIG Focus Team, closely monitors all components for the program and compliance with state policies.

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

Description: The AIG coordinator works closely with schools to ensure that plan components are implemented as approved by the local board of education. This is done by visitations to schools, review of AIG rosters, review of DEPs, frequent meetings with AIG chairs, conferencing with parents, and feedback from stakeholders.

Planned Sources of Evidence: 1) Student folders documenting identification and placement.
2) AIG headcount rosters of students matching AIG folder data.
3) Minutes and agendas of Focus Team meetings are maintained.

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Bladen County Schools will continue to maintain accurate records of state funds allotted to the local AIG program according to state policy.

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

Description: All State PRC 034 funds are used to support the AIG program in Bladen County Schools with the majority of the funds being used to employ AIG teachers. This fund is monitored by the finance officer with reports sent to the AIG Coordinator to ensure that funds are being spent according to state policy.

Planned Sources of Evidence: 1) Annual Budget
2) Teacher licensure and PRC 034 reports
3) Prior approvals for professional development
4) Receipts 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: In order to define AIG student performance, growth, and annual dropout rates, disaggregated data will aid in defining annual program needs. Analysis of this data will provide evidence to make needed program changes or extend programs already in place.

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

Description: The Bladen County Schools AIG Program maintains this practice by analyzing AIG student data from classroom performance, EOG/EOC testing performance. We will also record student data in AIG folders and collaborate with classroom teachers and other staff on student performance.

Planned Sources of Evidence: 1) Presentations fo AIG student data to the Board of Education and principals
2) Power point presentations and anaysis of student data
3) Evidence that data has been shared with schools and administrations

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: The Bladen County Schools AIG plan will continue to research and incorporate procedures that comply with Article 9B, which states that under-represented students have equitable access to gifted services. The need to define and design needed programs when funding is available will enable the Bladen County Schools' AIG program to implement a more comprehensive gifted plan.

Goals: We need to increase our number of under-represented students in the AIG program. We plan to work closely with K-2 teachers at each school to make them aware of the characteristics of Academically Gifted students. Those names will be added to a search log that will be an ongoing list of potential AIG students and those student will participate in our nurturing program (PETS).

Description: We will use the AIG search log from each school to target our under-represented population. We will ask each school to help identify possible candidates that we may have missed through traditional means.

Planned Sources of Evidence: Search logs from each school

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: Credentials for personnel serving AIG students are kept on file in the Human Resources Departmtne and are reviewed as needed to verify certification, experience, etc. These credentials are available to the AIG Coordinator upon request.

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

Description: The Human Resources Department maintains current data on all personnel in the

school district, including the credentials of personnel serving AIG students. Every effort is made to ensure that AIG identified students are taught by qualified teachers. The AIG Coordinator works closely with Human Resources for purposes of professional development credit and for verification of credentials.

Planned Sources of Evidence: 1) Licensure Reports/List of district AIG certified teachers
2) Professional development transcripts and records
3) Use of PRC 034 funds
4) AIG school headcounts

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: The AIG program will conduct and analyze surveys. We will also invite stakeholders to serve on committees and take part in work sessions.

Goals: To take the AIG Focus group and expand it to include a wide variety of individuals who will contribute to the positive growth of the AIG program.

Description: The Bladen County Schools AIG Program will form an updated advisory group which consists of community members, parents/families of AIG students, gifted teachers, and other professional staff who will meet regularly to review and make recommendations for the local AIG plan.

Planned Sources of Evidence: 1) Invitation to Serve
2) Membership on committees
3) Agendas, minutes, presentations at related meetings and work sessions
4) Surveys with related stakeholders

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: To ensure program accountability, periodic surveys will provide feedback on the quality

and effectiveness of the district AIG program through data collected via surveys, self-assessment tools, parent conferences, and related meetings.

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

Description: Under the leadership of the AIG coordinator, feedback on the AIG program's quality and effectiveness is elicited through a variety of means. Teachers are given opportunities to provide feedback during training sessions and during faculty meetings. Surveys are conducted on-line and are available for any stakeholder to complete. AIG chairs report information generated by parents through AIG conferences and parent meetings. The AIG Focus Team will meet periodically to provide feedback on the program. Parents and other stakeholders may submit ideas/concerns/recommendations to the district coordinator and to the AIG chairs via email.

Planned Sources of Evidence: 1) Surveys
2) Teacher consultations
3) Stakeholders conferences
4) Data gathered from focused questions at annual DEP meetings

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because the AIG plan reflects feedback from multiple sources of data and input from focus and advisory groups. This plan will be revised as needed to reflect continuous program improvement.

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

Description: The Bladen County Schools AIG program will maintain this practice by providing opportunities necessary for training all AIG staff involved in the revision. We will conduct staff meetings related to the revision of the local AIG plan. We will conduct surveys of stakeholders and establish an AIG website.

Planned Sources of Evidence: 1) AIG Plan
2) Minutes from AIG Focus Team Meetins
3) "Review Comments" by DPI noted and returned to LEA
4) Surveys
5) Plan revisions based on various 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: Dissemination of data will provide stakeholders the opportunities to review and evaluate services for the gifted learner to allow for program revisions and additions.

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

Description: Upon receipt of the latest evaluation of the Bladen County Schools AIG program from the NCDPI, data will be disseminated to the local Board of Education. After that it will be available on our website and to all stakeholders by request.

Planned Sources of Evidence: 1) Evaluation of the local AIG plan from DPI
2) The Bladen County Board of Education Annual Report

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: To protect and maintain the rights of AIG students by adhering to policies, procedures and practice, the Bladen County Schools AIG Program will continue to maintain confidential records and abide by the due process laws and legislation.

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

Description: The Bladen County Schools AIG Program will maintain this practice by securing parent permission for testing and placement. We will provide due process procedures. An "Invitation to Conference" will be issued upon placement. The School Review Team will review the six indicators for placement. We will also conduct yearly reviews of AIG folders.

Planned Sources of Evidence: 1) Due Process guidelines
2) Forms and confidential record keeping
3) Maintained files
4) Locked storage
5) Student Placement Review
6) Review fo AIG student reporting and headcount

Other Comments:

Glossary (optional):

Appendix (optional):

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