

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

Approved by local Board of Education on: 17-JUN-13

LEA Superintendent's Name: Dr. Lane B. Mills

LEA AIG Contact Name: Tammy Cullom

Submitted to NC Department of Public Instruction on: JULY 02, 2013, 09:25:07

Revision Submitted to NC Department of Public Instruction on: JULY 02, 2013, 09:25:07

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

Craven County Schools Vision for local AIG program: Craven County Schools, united with families and community, will rigorously challenge all gifted students to show academic, intellectual, social, and emotional growth, to graduate from high school, and to be globally competitive for post-secondary education, work, and life in the 21st century.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$734356.00	\$0.00	\$0.00	\$0.00

Table of Contents

<u>Standard 1: Student Identification</u>	3
<u>Standard 2: Differentiated Curriculum and Instruction</u>	9
<u>Standard 3: Personnel and Professional Development</u>	16
<u>Standard 4: Comprehensive Programming within a Total School Community</u>	21
<u>Standard 5: Partnerships</u>	29
<u>Standard 6: Program Accountability</u>	33

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: Survey data from the fall of 2012 indicate that 83% of parents and families were familiar with screening, referral, and identification processes. We will continue to focus on this practice to assure that procedures for identification are shared with internal and external stakeholders in languages reflective of district demographics.

Goals: 1. Collaborate with ESL staff to provide information in multiple languages reflective of district demographics
2. Information updated on websites
3. Collaborate with Public Relations director to ensure inclusion in annual Back to School paper sent to every home in Craven County

Description: * A written procedure for screening, referral, and identification was established and published in the AIG Specialists' Handbook.

* An article was published in the local newspaper outlining screening, referral, and identification processes.

*A brochure explaining these processes will be developed and distributed to parents when registering students.

* Information regarding screening, referral, and identification processes will be posted on individual and district websites.

* Article describing screening, referral, and identification processes will be included in Back to School issue distributed to each household in the county each August.

Planned Sources of Evidence: 1. Websites with screening, referral, and identification procedures outlined
2. Copy of brochure
3. Copies of newspaper articles, etc.

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 Focused Practice for 2013-2016.

Rationale: A self-assessment of current practices in this area reveal a need to clarify differences and similarities in criteria for identification as academically gifted and intellectually gifted. CCS will focus on this practice during the 2013-16 plan cycle to study best practices in identifying students who are intellectually gifted.

Goals: 1. Research identification of intellectually gifted students.
2. Establish specific criteria for identifying intellectually gifted students.

Description: The Gifted Education Team (GET) will consider a body of evidence to determine a student's need for gifted services. The GET will use indicators from at least 4 of the 6 criteria for placement decisions. No single criteria can eliminate a student from consideration for gifted services. Data will be collected in the following areas to determine giftedness: Observation of Gifted Characteristics, Motivation to Learn, Student Learning Interest, Performance, Aptitude, and Achievement.

The Gifted Education Team also considers the following information as it applies to individual students which may mask high performance.

- * Is economically disadvantaged
- * Has limited English skills
- * Is identified through the Exceptional Children's program
- * Has a current 504 plan
- * Has moved frequently
- * Has home responsibilities which interfere with learning activities
- * Has experienced trauma within the last year: parents' divorce, family crisis, military deployment, serious personal illness, or death in the family

Students who have been screened but do not meet the criteria for identification may be nurtured through activities which will address their academic/intellectual potential. In this case, parents will be notified that their child is receiving nurturing services vs. being enrolled in academic/intellectual services to avoid confusion.

Planned Sources of Evidence: 1. AIG folders with identification information
2. Intellectually Gifted criteria
3. Group memory from GET meetings

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: Examination of student representation in Craven County Schools' gifted programs reveals that students from culturally, ethnically, or linguistically diverse backgrounds are represented, but in some schools, with less frequency than other students. It is difficult to determine the representation of economically disadvantaged students due to privacy laws. However, schools with the highest percentages of students receiving free and reduced lunches also have fewer numbers of identified gifted students. During the 2010-13 plan cycle, research and training in identifying underrepresented populations was conducted with a focus on students who are culturally/linguistically diverse, economically disadvantaged, and English language learners. We will focus on this practice during the 2013-16 plan cycle to refine and expand processes currently in place and develop a system for identifying twice-exceptional and highly gifted learners.

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

Description: *During the 2010-2013 plan cycle, Primary Education Thinking Skills (PETS) and/or U-STAR~PLUS were implemented to assist with early identification of gifted potential not limited by verbal or mathematical skills which often hinder referral of under-represented population for gifted services. As a result of these programs and training received, referrals of culturally, ethnically, and/or linguistically diverse students, as well as students from schools with higher percentages of economically disadvantaged students, has increased.

*Additional nonverbal measures of student abilities (NNAT2, Raven's Standard Progressive Matrices, etc.) will be used to assist in identification of all students.

*Research was conducted on best practices for screening, referral, and identification of culturally/ethnically diverse, economically disadvantaged, and English language learners. A plan for screening and nurturing older elementary aged students was deployed during the spring and summer of 2012 for the 3 schools with the highest Title I and ESL populations and expanded to 6 schools during the spring of 2013. Current efforts to screen for these populations using various performance-based assessments has yielded positive results and will be expanded to include additional grade levels and schools during the 2013-2016 plan cycle.

*Through collaboration with ESL leadership, a process will be developed to refer potentially gifted students to the Gifted Education Team for review.

*Articulation with ECP staff and school psychologists to develop a process to refer potentially twice-exceptional students to the Gifted Education Team.

Planned Sources of Evidence: 1. ESL referrals for gifted screening and services

2. Representation by race in AIG and nurture groups

3. Contact with community groups

4. Referral for screening from school psychologists

5. Records of identified students and those included in nurture groups

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: During the 2010-2013 plan cycle, it became evident that while most school-based Gifted Education Teams adhere to established practices for student screening, referral, and identification, there are occasional situations in which students are identified as gifted who do not meet CCS' criteria outlined in the AIG Plan. Beginning in the spring of 2013, The AIG Steering Committee has determined that a review of every referral (with supporting documentation) and identification is vital to ensure fidelity in identification decisions. We will focus on this practice during the 2013-16 plan cycle to assure that all students are screened, referred, and identified using the same criteria and processes.

Goals: 1. All AIG students will consistently be screened, referred, and identified using criteria established in this plan and approved by the Craven County Schools Board of Education.

Description: * Gifted Education Team members at each school receive yearly training on identification procedures.

* AIG Lead Teacher will conduct an Identification Compliance Review (ICR) of every student folder prior to parent conferences and entry/identification in Powerschool as a gifted student.

* Gifted Education Teams will receive additional training as indicated by ICR

* Students referred for gifted services but not identified as gifted will be reviewed annually to determine if additional assessment is indicated.

Planned Sources of Evidence: 1. Tool for documenting screening, referral, and identification processes completed
2. Roster of annual training in AIG identification for GET members
3. Identification Compliance Review records
4. AIG Pool records

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: Based on self-assessment data, clear policies are in place which safeguard the rights of gifted students and their parents. Procedures to review records of students who transfer to Craven County Schools previously identified as gifted have been implemented as have those regarding

reassessment procedures. CCS will maintain current practices in this area during the 2013-16 plan cycle.

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

Description: * Craven County Schools has implemented policies which safeguard the rights of gifted students and their families as well as procedures for resolving disagreements. It has been our practice to meet with parents of students when they are initially identified to discuss the screening process and their student's identification as well as services they will be receiving through the AIG program. Parental consent for gifted services is sought at this time.

* A Differentiated Education Plan (DEP) which outlines services for the upcoming school year is sent home with each AIG student for parental review annually. During Open House at each school, the AIG Specialist provides information to parents regarding curriculum and services for the year.

* Procedures for resolving disagreements in accordance with state law have been established and a written copy is provided to parents annually.

* A process for identifying students who transfer from other districts with gifted identification is in place and will be maintained. School records are reviewed within 14 days of receipt to determine if adequate data is available for placement and to determine services which will be provided. Military dependents are reviewed in accordance with the Interstate Compact on Educational Opportunity for Military Children.

* A process for re-assessing students who have been evaluated for gifted services but who did not initially meet criteria for identification has been implemented and will be maintained.

Planned Sources of Evidence: 1. Craven County Schools AIG Placement Matrix
2. GET Flowchart of Decision Making
3. Identification chart
4. Screening policy
5. Referral policy
6. Transfer process
7. Re-assessment process

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: Based on data from self-assessment and parent surveys, performance in this practice is completely evident and will be maintained for the 2013-2016 plan cycle.

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

Description: * AIG Specialists meet with parents of all students when they are initially identified to discuss the screening process and their identification, as well as services they will be receiving through the AIG program. Parental consent for gifted services is sought at this time. If parents are unable to attend a meeting, a phone conference is conducted and appropriate documentation sent for parental consent.

* Parents are provided opportunities to review and provide input in the Differentiated Education Plan (DEP) for their student annually.

* Parents may request a conference at any time to discuss identification or services options their student is receiving.

* During Open House at each school, the AIG Specialist provides information to parents regarding curriculum and services for the year.

Planned Sources of Evidence: 1. Invitation to Conference forms for all new placements
2. Agenda and schedule of AIG Open House dates for each school
3. DEP with evidence of parental consent
4. Notes from conferences

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: While data from our most recent survey indicates parental satisfaction with current differentiation practices, data from our self-assessment indicates a need for continued improvement in this area, especially in light of the increased rigor and expectations of the Common Core State Standards. We will focus on this practice during the 2013-16 plan cycle to refine current differentiation practices and increase opportunities for gifted learners to access appropriate curriculum in regular education classes.

Goals:

1. Implement monthly collaborative planning time for AIG Specialists to develop lessons which enrich, extend, and/or accelerate NCSOS using NCAIG Instructional Resource Project (IRP) planning template.
2. Develop local bank of lessons/units which enrich, extend, and/or accelerate NCSCOS and are shared among AIG staff and classroom teachers.
3. Use resources available from the NCAIG Instructional Resource Project as they become available.
4. Provide support and instructional resources to classroom teachers.
5. Provide input for district's Credit by Demonstrated Mastery policy.

Description: *The AIG program encourages the use of differentiated assignments/lessons/units of study based on learner needs and seeks to offer support to classroom teachers in these modifications.

* Cluster grouping gifted students is highly encouraged in grades 4-8 to provide an avenue for AIG Specialists to partner with classroom teachers in the development of lessons which support the learning needs of identified students.

* Content covered in pull-out groups is an extension of the NC Standard Course of Study. All AIG Specialists annually submit long range plans with NCSCOS objectives to be covered.

* AIG Specialists are afforded opportunities to collaborate and plan units which reflect needs specific to our student populations.

* There is an honors math curriculum in grades 6-12.

* Honors courses in all core subjects are available at the high school level.

* District will develop and implement a process for Credit by Demonstrated Mastery.

* Support for high school teachers to attend training offered by College Board for Advanced Placement.

* Offer to school administrators the Iowa Acceleration Scale to be used in making grade level acceleration decisions.

Planned Sources of Evidence: AIG Specialists' Yearly Plans

Bank of lessons which adapt NCSCOS to meet advanced learner needs
List of research-based curriculum available for use

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Based on data from our self-assessment and surveys, AIG Specialists employ a variety of instructional practices to address a range of learner needs. However, in most schools, improvements are needed in the regular education setting. We will focus on this practice during the 2013-16 plan cycle to assure that gifted learners are receiving a rigorous curriculum all day, every day.

Goals: 1. To increase the use of project-based learning units in regular education classrooms.
2. Support teachers in use of diverse instructional practices to meet a range of learner needs.

Description: * Training in Paideia and Socratic Seminars for AIG staff has occurred.

* Extensive training for AIG staff, classroom teachers, and school-based administrators on project-based learning.

* With implementation of Common Core State Standards, teachers are adjusting instructional practices and AIG staff seeks to them with strategies appropriate for meeting the specific needs of gifted students. Materials have been purchased which align to Common Core and focus on the learning needs of gifted students in language arts and mathematics.

Planned Sources of Evidence: 1. Informal and formal stakeholder surveys
2. Bank of lessons and units developed locally

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: Self-assessment data indicates that a variety of research-based supplemental resources are available for use with gifted learners. Craven County Schools will maintain practices for the 2013-16 plan cycle.

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

Description: *Research-based curriculum units are available for use in pull-out groups and regular education classes for language arts, math, science, and social studies instruction at the elementary and middle school levels. Those include Project M3 and most language arts, math, science, and social studies units developed by the Center for Gifted Education.

* AIG Specialists are encouraged to share these materials with classroom teachers to supplement classroom instruction.

Planned Sources of Evidence: 1. Long range lesson plans of AIG Specialists
2. List of research-based materials available for share

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: An internal curriculum evaluation audit in the spring of 2012 revealed that most units of study used by AIG Specialists were infused with 21st century content and skills. Additional support and training was provided to staff as needed. CCS will maintain current practices in this area during the 2013-16 plan cycle.

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

Description: * The leadership of Craven County Schools supports the use of project-based learning to differentiate curriculum for all students. A well designed project-based learning unit incorporates 21st century skills and creates relevant, multi-disciplinary learning experiences. PBL also affords students the opportunities to learn and execute the following 21st century skills: 1) personal and social responsibility 2) planning, critical thinking, reasoning, and creativity 3) strong communication skills, both for interpersonal and presentation needs 4) cross-cultural understanding 5) visualizing and decision making 6) knowing how and when to use technology and choosing the most appropriate tool for the task.

* Training in project-based learning which infuses 21st century content and skills has been completed for all AIG staff. New staff will be trained by peers.

* AIG Specialists have developed and implemented project-based learning units which document NCSCOS objectives covered and incorporate 21st century skills.

* Rigor/Relevance framework, Hess' Depth of Knowledge matrix, and revised Bloom's Taxonomy are used to evaluate rigor in locally developed units of study.

Planned Sources of Evidence: Lesson plans indicating 21st century skills addressed
Agendas from training provided to new staff

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Based on self-assessment and survey data, on-going assessments are regularly used in pull-out groups to differentiate instruction. This seems to occur less frequently in the regular classroom for gifted learners based on parent survey results. CCS will focus on this practice during the 2013-16 plan cycle to increase the use of on-going assessments in regular education classes to differentiate curriculum and instruction.

Goals: * AIG staff will share with teachers varied assessment strategies to guide classroom differentiation. This will be accomplished through common planning time for AIG with regular education teachers.

* Adapt curriculum as indicated.

* Consider use of EVAAS data to influence class assignment of gifted student clusters.

Description: * All CCS' staff complete NCFALCON professional development which focuses on using assessment data to inform instruction.

* All AIG Specialists will report differentiation for gifted learners in pull-out groups based on multiple sources of assessment data.

* Collaboration between regular education and AIG will result in the development of differentiated lessons, assignments, etc., to meet the needs of gifted students.

Planned Sources of Evidence: 1. Parent and teacher survey results
2. Lesson plans outlining assessment strategies and differentiated activities

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: Data from the Fall 2012 survey indicates that the majority of parents (99%) feel that the AIG program meets the social and emotional needs of their gifted student(s). Based on this data, Craven County Schools will maintain practices in this area for the 2013-16 plan cycle.

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

Description: *Issues that arise from social and emotional needs are addressed by AIG Specialists and other professional staff as they occur.

* AIG Specialists have received professional development in meeting the social and emotional needs of gifted students through conference attendance and book study participation.

* Reference materials have been purchased for AIG Specialists to use when addressing social and emotional needs and are shared with other staff as needed.

Planned Sources of Evidence: * Annual Parent Survey data

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: Self-assessment data indicate that all elementary schools have implemented programming designed to nurture the potential of students in K-3. CCS will maintain current practices to ensure access to differentiated curriculum and instruction in the early grades.

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

Description: * PETS (Primary Education Thinking Skills) was implemented in 2010-11 school year and will be continued during the 2013-16 plan cycle at select sites. Whole-class lessons have not only exposed all students to strategies to develop thinking skills and identified students from traditionally under-represented populations for nurturing groups, they have also provided informal training to teachers of primary grades in characteristics of young children with gifted potential.

* U-STARS~PLUS was purchased and training provided in 2012 to AIG staff and school-based administrators. Implementation at select sites is underway with support of school administrators.

* AIG Specialists work with K-3 teachers to provide differentiated curriculum and instruction upon request.

* Implementation of selected programs will be monitored to assure fidelity.

Planned Sources of Evidence: * Lesson plans of elementary staff reflecting PETS and/or U-STARS curriculum

* Annual documentation of student participation in nurturing groups

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: Data from self-assessment indicates that the quality and quantity of collaboration between AIG staff and other professional staff varies greatly by school. We will continue to focus on this practice during the 2013-16 plan cycle to assure that gifted students have access to appropriate differentiated curriculum and instruction through collaboration with all personnel.

Goals: 1. AIG Specialists will schedule time to plan with grade level staff.
2. Develop and implement process to monitor collaboration with staff.

Description: *AIG teachers pursue opportunities to increase collaboration with regular education teachers and other professional staff through various means of communication.

*AIG specialists offer assistance with differentiation strategies, unit preparation, and understanding characteristics of gifted learners.

*AIG leadership will work with AIG specialists to assure that adequate time for collaboration with school staff is provided.

*Notes and logs of communication with school staff will be maintained by each AIG staff member and submitted monthly.

Planned Sources of Evidence: *Monthly communication logs

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: Data from self-assessment and parent surveys indicate that Craven County Schools currently develops and documents a Differentiated Education Plan (DEP) for identified students in grades K-12 which is reviewed annually to identify needs and outline services that will be provided to meet those needs. Parents and families are afforded opportunities to review this document and provide input as needed.

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

Description: *DEPs developed in late May or early June to determine services to be provided for upcoming year.

*Parent conference required for all Initial placements

*High School DEP will be revised to reflect annual review by parents and student

Planned Sources of Evidence: 1. Minutes/contact logs from Gifted Education Team meetings
2. DEPs

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: AIG programming and plan implementation is overseen by the AIG Coordinator who also serves the district in many other capacities. An AIG Lead Teacher is employed for 40% of the week to assist with guiding, developing, implementing, revising, and monitoring the program and plan. With increased need for monitoring the AIG program and plan implementation, AIG Lead Teacher time will be increased to 50% beginning with the 2013-14 school term.

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

Description: * At present, an AIG Lead Teacher works under the direction of the AIG Coordinator to assure that the program needs are met and implemented.

* Roles and responsibilities for AIG Coordinator and Lead Teacher have been established and implemented.

Planned Sources of Evidence: 1. Roles and responsibilities of AIG Coordinator and Lead Teacher outlined
2. AIG Lead Teacher will maintain a log documenting time engaged in AIG program administrative duties.

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Self-assessment data, along with internal curriculum review audit, revealed opportunities for growth in this area. We will focus on this practice to assure that all staff have the support needed to develop and implement tasks which address the academic, intellectual, social, and emotional needs of gifted learners.

Goals: 1. Establish monthly planning sessions for AIG Specialists to develop curriculum which meet district expectations of rigor

2. Establish a process for regular classroom observations with school administrators

Description: * Planning template (from IRP) will be used to develop lessons. These lessons will be shared electronically by grade level and Common Core Standards.

* AIG Specialists submit schedules and long range plans each year.

* Roles and responsibilities of AIG Specialists are reviewed each year.

* AIG Coordinator and/or AIG Lead Teacher will visit schools to monitor programming.

Planned Sources of Evidence: 1. Schedule of planning sessions
2. Differentiated curriculum developed during AIG Specialists' planning.
3. Documentation of program monitoring.

Other Comments: *Please refer to the following documents in the appendix which identify responsibilities of AIG Specialists.

AIG Specialists Roles and Responsibilities.doc

Roles responsibilities of high school AIG specialist.doc

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: The majority of professional development in our district has focused on developing a deep understanding of the Common Core State Standards. We will continue to focus on this practice during the 2013-16 plan cycle to refine and implement goals of previous plan.

Goals: 1. Determine core knowledge needed by teachers, ECP, counselors and administrators
2. Develop appropriate professional development content for each group
3. Develop a deployment chart for professional development

Description: During the 2010-2013 plan cycle, Craven County schools began to establish professional development requirements for school administrators, counselors, exceptional children's personnel, and classroom teachers.

* Materials for training staff have been purchased.

* A deployment chart has been developed but has not been deployed to track training progress.

* Dialogue with school administrators regarding characteristics and learning needs of gifted students was begun in 2010 and is on-going.

* AIG Specialists work with school-based administrators to develop training for school personnel regarding gifted characteristics, services, and best practices based on needs and priorities of the school

Planned Sources of Evidence: 1. Schedule of administrative trainings
2. Core knowledge/beliefs of gifted practices
3. Schedule/roster of school-based trainings

4. Deployment chart with professional development guidelines for various personnel

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: Self-assessment data indicate that professional development requirements for general education teachers which specifically address the needs of gifted students have not been established at this time. CCS will focus on this practice during the 2013-16 plan cycle to determine minimum requirements for general education teachers.

Goals: 1. Establish professional development requirements for teachers who work with gifted students.
2. Deploy school-based and district-wide professional development.

Description: CCS envisions that all teachers will understand the unique academic, intellectual, social, and emotional needs of gifted students and adapt curriculum accordingly, but recognizes that other state and local initiatives consume valuable professional development time. Beginning with the 2013-14 school term, principals will be encouraged to cluster group gifted students, with AIG Specialists assuming a co-teaching role in math and reading classroom. This shift from pull-out services for math and reading to a push-in model serves not only to train regular education teachers in best practices for gifted learners but also provides differentiated curriculum appropriate on a consistent basis. Frequent monitoring and evaluation of progress will be done by AIG leadership and adjustments made as necessary.

Planned Sources of Evidence: * Data from teachers regarding staff development needs

* Staff development sign-in sheets

* Local endorsement requirements

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: While identified as a future practice in the 2010-13 AIG Plan, opportunities for professional development goals have been accomplished and are on-going. Self-assessment results indicate that this practice is completely evident and will be maintained during the 2013-16 plan cycle.

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

Description: * AIG staff provided training in district initiatives (Project-Based Learning, Conceptual Learning, Common Core State Standards, etc.) and integration of technology with a focus on the needs of gifted learners.

* AIG program has provided opportunities to attend state and regional conferences to keep abreast of latest research and best practices in gifted education

* AIG program provided training in nurturing potential of students in primary grades

* Communication between AIG and district leadership is on-going to assure alignment with district initiatives.

Planned Sources of Evidence: * Agendas from staff development, conferences, etc.

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: While identified as a future practice in the 2010-13 AIG Plan, opportunities for professional development in best practices in gifted education have been accomplished and are on-going. Self-assessment results indicate that this practice is completely evident and will be maintained during the 2013-16 plan cycle.

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

Description: * Opportunities for AIG staff to attend state and regional gifted and content area conferences are provided. Training received is shared with AIG staff through meetings, etc.

* AIG staff has input into professional development topics offered at AIG Specialists meetings.

* Best practices are shared among AIG staff.

Planned Sources of Evidence: * Agendas from professional development, conferences, AIG Specialists' meetings, etc.

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 Focused Practice for 2013-2016.

Rationale: Self-assessment data indicate the need for planning both with other AIG Specialists and classroom teachers is key to assuring gifted students are provided access to a challenging curriculum all day, every day. CCS will continue to focus on this practice during the 2013-16 plan cycle.

Goals:

1. AIG Specialists will be provided adequate time for collaborative planning
2. AIG Specialists will schedule time to collaborate and plan with classroom teachers
3. AIG Specialists will maintain a portfolio of differentiated lessons/units developed through collaboration and share with other AIG Specialists

Description: * Opportunities for AIG Specialists to collaborate with other specialists, as well as classroom teachers is crucial for planning a curriculum which meets the academic, intellectual, social, and emotional needs of gifted students. Currently, most AIG Specialists have some time to plan with classroom teachers. With the implementation of cluster grouping and increased expectations for rigorous curriculum, this collaboration time will become a top priority.

* Monthly planning sessions for AIG Specialists will be provided to develop rigorous units which reflect the needs of the students they serve.

* Each AIG Specialist will maintain a portfolio of activities developed and will share with other AIG Specialists.

Planned Sources of Evidence:

1. AIG Specialists meeting agendas
2. AIG Specialists monthly logs of collaboration with classroom teachers
3. Lessons, units, etc., developed through collaborative planning

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: Data from parent surveys and self-assessment indicate that programming and services for gifted students in kindergarten through eighth grade meet the academic, intellectual, social, and emotional needs. Services at the high school level are an area for improvement. We will continue to focus on this practice to improve services for gifted students at the high school level.

Goals: 1. Quarterly seminars at each high school focusing on topics to meet the academic, intellectual, social and/or emotional needs.
2. Links to web-based resources which support the social and emotional needs of gifted students will be provided on the AIG website

Description: * Current practices for addressing the academic and intellectual needs of gifted students in grades K-8 will be maintained. These include yearly review of students' needs and matching services accordingly. In some instances an IDEP may be developed during the school year to reflect evolving student needs.

* Professional development opportunities as well as research-based materials will be sought which address the social and emotional needs of gifted students.

Planned Sources of Evidence: 1. AIG Website with links for social emotional needs
2. Brochure/written communications (letters, newsletters, etc.)
3. Schedule of high school seminars focused on social and emotional needs
4. Staff development rosters
5. Placement matrix
6. DEPs/IDEPs

Other Comments: See appendix

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: Self-assessment data indicate that in grades K-5 and 9-12, services provided are aligned to AIG identification. However, more can be done to align services in grades 6-8 with AIG area of identification. CCS will focus on this practice during the 2013-16 plan cycle to provide services which align with identification in grades K-12.

Goals: 1. Develop/refine specific criteria and services for identification as Academically Gifted in Math, Academically Gifted in Reading, and Intellectually Gifted
2. Align area(s) of identification with services provided in all schools

Description: *Students are currently identified as gifted in reading, math, or both reading and math which aligns with student reporting through NCWISE.

* Students who previously were identified using a nonverbal aptitude score as one of the identification criteria will be identified as Intellectually Gifted in Powerschool beginning in the 2013-14 school term.

* Specific services to meet the needs of students identified as Intellectually Gifted will be established.

*Best practices for identifying intellectually gifted students will be studied. If it is determined by district leadership that a comprehensive plan has been developed prior to the completion of the 2016 AIG Plan cycle, the local AIG Plan will be updated and submitted to CCS' Board of Education for approval and review by NCDPI .

* Craven County Schools will continue to develop services to match program availability and resources with the identified needs of students.

Planned Sources of Evidence: 1. DEPs

2. Array of services provided

3. Local AIG expenditures

Other Comments: See appendix for DEPs, service descriptions

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: Self-assessment data indicate that AIG programming and services are connected to the total instructional program of Craven County Schools. We will maintain current practices during the 2013-16 plan.

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

Description: * AIG Coordinator meets regularly with district leadership to assure connection of AIG to the total instructional program

* School administrators have received training in the needs of gifted students and will continue to receive training as needed.

* AIG Specialists are kept abreast of goals/learning initiatives of the district and their relation to AIG program through regularly scheduled meetings.

* AIG specialists collaborate as needed with teachers to enhance the rigor of an integrated and connected curriculum for gifted students.

Planned Sources of Evidence: 1. Notes from articulation between AIG and Central services leadership

2. Agendas from principals' meetings

3. Agendas from AIG Specialists' meetings

3. Lessons/units developed and implemented using layered curriculum

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: During the 2010-13 plan cycle, this was a focused practice. Self-assessment data indicate that this is an area for continued focus to accomplish the goals established in the previous plan.

Goals: 1. Develop and implement staff development to be used at all schools regarding services and instruction provided through AIG program, regulations related to gifted education, and the local AIG plan.

2. Provide information about delivery of differentiated services, regulations related to gifted education, AIG program and plan through electronic and print media.

Description: * Currently process for informing school staff occurs, but is inconsistent across all schools in the district.

* AIG Specialists will develop a process to disseminate information to stakeholders through websites, newsletters, brochures, etc.

* AIG Specialists will develop a common powerpoint and script to be used for site-based training

* AIG Coordinator will present information regarding differentiated services and instruction, the local AIG plan and program, and state policies regarding gifted education to principals

* AIG Specialists will present information at beginning of each school year as determined by

principals

Planned Sources of Evidence: Agenda and handouts from staff development
Printed documents (brochures, newsletters, etc)
Staff development rosters
District and school websites

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 Maintained Practice for 2013-2016.

Rationale: Self-assessment data indicate that there is an effective continuation of services K-12. Teachers and other staff communicate between schools to accomplish this. CCS will maintain current practices in this area.

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

Description: * Gifted Education Teams at each school meet annually to discuss services for students. Current teachers are included in annual reviews. Abilities, interests, and academic needs are evaluated at this time to ensure appropriate services are provided.

* Articulation between teachers and schools at key transitions points is a site based decision, developed in cooperation with AIG Specialists who serve schools involved.

* Strengthen communication between middle school AIG Specialists and high school counselors when students are developing long range plans for high school and registering for courses.

Planned Sources of Evidence: 1. Agenda/group memory from transition meetings with counselors, teachers, and parents

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: Self-assessment data indicate opportunities for stakeholders to attend and participate in meetings where Differentiated Education Plans (DEP) are written is consistently provided. CCS will

maintain current practices for the 2013-16 plan cycle.

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

Description: All DEPs are written at Gifted Education Team (GET) meetings. Participation by an administrator or his/her designee, a school counselor, and at least one classroom teacher who works with the student, along with the AIG Specialist, is required. Opportunities for other professional and support staff to participate is offered when relevant input can be provided. Input from parents and families regarding programming and services is sought through formal and informal avenues.

Planned Sources of Evidence: DEPs with signatures of required personnel
Parent surveys

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Based on self-assessment and survey data, CCS staff and parents/families currently collaborate to meet the social and emotional needs of gifted students. We will maintain current practices in this area for the 2013-16 plan cycle.

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

Description: * All AIG Specialists have received training in social and emotional needs of gifted students through conferences and book study. Opportunities for professional development in social and emotional needs will continue to be sought and information gained will be disseminated to stakeholders as appropriate.

* AIG Specialists provide information for counselors, classroom teachers, and parents about the social and emotional needs of AIG students.

* The AIG website will contain links to sites which focus on the social and emotional needs of gifted learners.

* Parents contact AIG and other CCS staff to report social or emotional issues which may affect school performance.

Planned Sources of Evidence: 1. Professional development opportunities
2. Surveys of guidance counselors, students, parents, and teachers
3. DEPs/IDEPs

4. Agenda/ group memory/notes from parent contacts

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: Craven County Schools recognizes the authority afforded principals by the state to grade and place students. Principals are encouraged to include gifted education specialists in decisions involving grade and/or subject acceleration. CCS will focus on this practice during the 2013-16 plan cycle to participate in the development of a Credit by Demonstrated Mastery policy.

Goals: 1. A policy for Credit by Demonstrated Mastery will be developed and implemented by district leadership with input from AIG

Description: * A number of instructional management options are offered to allow gifted learners opportunities to advance through core content at an accelerated pace when appropriate. These include the use of the following options:

- Curriculum compacting
- Independent study
- Cluster grouping
- Site-based subject grouping
- Honors/Advanced Placement Courses
- Concurrent/Dual enrollment
- Courses offered through North Carolina Virtual Public School

* At this time, decisions regarding early entrance to school and grade acceleration are at the discretion of the building administrator. These decisions are best made with input from AIG Specialist, counselors, classroom teachers, parents, and psychologists as needed.

The Iowa Acceleration Scale is provided by the AIG program upon request to assist administrators/teams in data collection when considering grade acceleration decisions.

* Subject acceleration is handled on a case by case basis and is at the discretion of building administration.

* Credit by Demonstrated Mastery policy will be developed and implemented with input from AIG staff

- Planned Sources of Evidence:**
1. Body of evidence (IAS) examples used for grade acceleration
 2. Agenda/group memory of site based meetings
 3. Honors/AP Course requirements
 4. DEP meetings
 5. Credit by Demonstrated Mastery policy

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: Self-assessment data indicate that CCS has begun to provide intentional services for traditionally under-represented populations and will continue to focus on this practice during the 2013-16 plan cycle.

Goals: 1. Establish a process to identify gifted potential in traditionally under-represented populations.
2. Continue research on best practices in serving students from poverty, cultural, ethnic, or linguistically diverse backgrounds, highly gifted, and twice-exceptional.
3. Establish programming to meet the needs of students from traditionally under-represented populations

Description: * A model for screening students for gifted potential in traditionally under-represented populations at the elementary level was implemented in spring, 2012 and expanded during the 2012-13 school term. This model relies on performance-based tasks to identify potential and opportunities to nurture potential is provided though a STEM-focused summer camp and other nurturing groups.
* All elementary AIG Specialists received training in U-STARS~PLUS which is being implemented to some degree at all elementary schools.
* Close collaboration between AIG Specialists and classroom teachers to meet needs of highly gifted and twice exceptional learners.

Planned Sources of Evidence: 1. Agendas from AIG Specialists' meetings reflecting training in serving underrepresented populations.
2. Programming reflecting intentional services for under-represented populations.

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: Self-assessment data indicate that AIG Specialist provide multiple opportunities for gifted students beyond the classroom. Information regarding programs and events outside of the district are shared with students and families as information is made available to AIG staff. CCS will maintain practices currently in place during the 2013-16 plan cycle.

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

8/7/2013

Description: AIG Specialists are involved with numerous extra-curricular activities to develop the needs and interests of gifted students. Some of these options are listed below.

- Duke TIP
- NC Governor's School
- Summer Ventures in Science and Math
- Math Olympiad
- Science Olympiad
- Quiz Bowl
- Battle of the Books
- MathCounts!
- National Geographic Geography Bee
- National Junior Honor Society
- National Elementary Honor Society
- NCDOT Bridge Building Contest

Planned Sources of Evidence: 1. A yearly list of extra-curricular activities by school
2. Surveys of students to determine interests
3. Expansion of interest-based clubs, programs, etc., as needed
4. Contact log of participants

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: Data from parent surveys conducted in the fall of 2012 indicate a majority of parents/families (90%) felt that adequate opportunities were provided for participation in AIG activities. While AIG staff will continue to cultivate partnerships with the community, self-assessment data indicates community involvement to some extent at all schools. CCS will maintain current practices during the 2013-16 plan cycle.

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

Description: * Services for gifted students are reviewed annually by the Gifted Education Team and parents to assure that appropriate services are provided. Family input is encouraged to assist the team in matching services to student needs.

* Yearly group meetings for parents are held at the school level to outline services planned for the upcoming year and solicit support of class endeavors.

* News and accomplishments of AIG programs will be shared with the Craven County Schools leadership and local media outlets (WCTI 12, New Bern Sun Journal, Havelock News).

* Partners with community groups, resources, etc., to support needs of gifted students.

Planned Sources of Evidence: 1. Communication- brochures, AIG website, handbooks, etc.
2. Agenda, roster, group memory of presentations, meetings
3. Parent survey results

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: Self-assessment and parent survey data indicates that information regarding the local AIG program and plan have been shared with parents/families and the community at large via websites and printed information. We will maintain current practices in this area for the 2013-16 plan cycle.

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

Description: * Local AIG Plan posted on district website.

* Brochures in parent-friendly language have been developed and will be distributed outlining information about program, services, and policies relating to gifted education.

* Open House and other AIG Parent Nights offered.

* Webpages maintained by all AIG Specialists.

Planned Sources of Evidence: 1. Highlights of plan posted on AIG website
2. Brochures and handbooks
3. Websites

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: Self-assessment data indicates a need for a broader representation of family and community in the development, implementation, and monitoring of the AIG program and plan. CCS will focus on this practice during the 2013-16 plan cycle to increase stakeholder participation reflective of district demographics.

Goals: 1. Seek representation from schools and families throughout the district to serve on various advisory groups.
2. Develop multiple pathways of communication including face-to-face and digital mediums
3. District and school surveys conducted annually with results shared with stakeholders

Description: * Advisory group members are currently invited to participate in the development of the local AIG Plan.

* Feedback from all stakeholders is sought through surveys on the implementation of the AIG program and plan.

* Leadership at all levels within the district is charged with implementing the AIG plan.

Planned Sources of Evidence: 1. Stakeholder surveys
2. Roster of advisory group participants

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: Results of CCS self-assessment indicate that parents/families are informed of opportunities for gifted students in English, but seldom in other languages. We will focus on this practice during the 2013-16 plan cycle to develop a process for communicating with parents in languages reflecting the diversity of the district.

Goals: 1. Continue to inform parents of opportunities through websites, newsletters, fliers, emails, and phone calls.
2. Translate list of opportunities into appropriate languages.

Description: * Opportunities such as Duke TIP, Governor's School, Summer Ventures, NC School of Science and Math, etc., are shared at the school level.

* Partner with ESL department to have documents translated into appropriate languages.

Planned Sources of Evidence: * Communications in languages reflecting district demographics.

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: Self-assessment data indicates that partnerships with families and the community to support gifted education exist to some degree at all elementary and middle schools. We will focus on this practice during the 2013-16 plan cycle to strengthen community support for gifted education.

Goals: 1. Work with Executive Director of Partners in Education to seek funding sources to support initiative for AIG students
2. Seek opportunities to speak at various clubs to garner support for AIG initiatives
3. Maintain relationships with local institutes of higher education in support of AIG initiatives

Description: * Involve parents and the community in events which showcase student learning.

* Invite guest speakers from the community to enhance learning experiences.

* Work with local agencies to provide enhanced learning experiences.

* Participate in Science Outreach Day at Craven Community College.

* Parents surveyed for areas of expertise and willingness to share with students.

* Donations from local businesses to provide meals and snacks for Camp Reach Us participants, a camp to nurture and identify potentially gifted students from traditionally underrepresented populations.

Planned Sources of Evidence: * List of guest speakers and community members involved with units of study offered by AIG

- * List of grant applications
- * Sign-in sheets from student showcases

Other Comments: Parent involvement has been encouraged in several ways. First, each school hosts an AIG Open House at least once a year. The Open House is a time for parents to view the work of their children, meet informally with the AIG Specialist, and network with other parents. Surveys are distributed periodically for parents to provide feedback about the AIG program. A directory of AIG Specialist's school assignments is posted on the Craven County Schools' homepage with links provided to staff email. All AIG specialists maintain webpages which are linked to the individual school's home page. Brochures outlining services unique to each school are made available to parents. Parents are informed of student progress in AIG Activities via periodic Progress Reports and are offered the opportunity to provide feedback on program evaluation.

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: A written plan, developed through collaboration with key stakeholders and aligned with Article 9B and directives of NCDPI, has been presented and approved by the local Board of Education. Upon approval, this plan will be sent to NCDPI for review and comments/recommendations and made available to the public through state and county websites. CCS will maintain practices in this area for the 2013-16 plan cycle.

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

Description: Per guidelines provided by state legislation, CCS has developed a three-year plan to establish procedures for assuring appropriate services for gifted students are provided throughout the district. Results from self-assessment, stakeholder surveys, and student performance data were used to guide the development of this plan. Strengths and areas of concern were identified and were used to guide the development of this document.

This document was presented to district level Cabinet for review and to the local Board of Education for first and second readings prior to approval. Once approved, the plan will be sent to DPI for review and comments. All commendations and recommendations will be taken into consideration as the plan is implemented.

Planned Sources of Evidence:

1. Written plan
2. Self-assessment and survey data
3. Agenda and minutes of District Cabinet
4. Board of Education Approval
5. Submission to North Carolina Board of Education and the 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: Monitoring the local AIG program and plan is a shared responsibility of the AIG Coordinator and AIG Lead Teacher. Based on self-assessment data, CCS will maintain current monitoring practices.

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

Description: * Roles and Responsibilities of AIG Coordinator, Lead Teacher, and AIG Specialists have been established

* Formal and informal data regarding AIG plan and program implementation is collected on a continuous basis.

* Interim reports are submitted to NCDPI as required

* Status of program implementation is shared with CCS Board of Education through Organizational Review.

Planned Sources of Evidence: 1. Survey data
2. School-based program checks

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: A review of allotments provided by the state, in cooperation with district level Business Department, indicates that all 034 funds are used for providing services for gifted students and the teachers who serve them. CCS will maintain current practices in this area during the 2013-16 plan cycle.

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

Description: *A significant portion of AIG funds provided by the state is used for salaries.

* The remainder of funds is used for staff development and instructional materials based on needs documented in plan.

*At this time there is no supplemental funding through local funds or grants.

Planned Sources of Evidence: 1. AIG annual budget
2. Ledger of expenditures
3. Receipts for materials, staff development, etc.

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: Growth among gifted populations varies from school to school in our district. As a district, growth for gifted students is an area for improvement. Data indicates that our drop-out rate among gifted students is currently well below the district rate of 2.1%. CCS will maintain practices in this area for the 2013-16 plan cycle.

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

Description: *Gifted students' EOG/EOC data is collected and analyzed for growth using data generated by EVAAS. All AIG Specialists have been given access to EVAAS data for the school(s) in which they serve and have received training in its use. This data has been compared to growth of non-gifted peers in the same grade/school and shared with key stakeholders as appropriate. Data garnered from EVAAS will also be used to inform instruction at the elementary and middle school levels.

*A process for tracking gifted students who drop out was established and monthly reports are generated by Student Services Department and shared with AIG Coordinator and Lead Teacher.

*Middle school AIG Specialists are encouraged to submit a list of students who may be in danger of dropping out to high school AIG Specialist and counselors. Progress in high school courses will be monitored and individual conferencing will occur as needed.

Planned Sources of Evidence: 1. Annual drop-out report
2. Annual growth reports

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: Craven County Schools serves a diverse group of learners from various cultures, ethnicities, social strata, and ability levels. A system has been established to monitor the representation of these often underrepresented populations at the school level which is shared with AIG Lead Teacher. During the 2013-16 plan cycle, monitoring will be increased from yearly to quarterly, with a schedule of submission dates disseminated at the beginning of each school year.

Goals: 1. Develop a quarterly schedule for submission of Representation of Students by ethnic groups.

Description: A procedure for collecting and analyzing student representation from all subgroups has been established and deployed. This data is analyzed to determine effectiveness of screening, referral, and identification practices at the school level. Our process has resulted in increased efforts to expose regular education teachers and other school staff to gifted characteristics and nurture potential in students who exhibit these characteristics.

Planned Sources of Evidence: 1. Copies of Representation of Students submitted quarterly from each school.

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Currently, all personnel employed by Craven County Schools AIG Program hold valid licenses in Academically Gifted as bestowed by NCDPI. We will maintain this practice for the 2013-16 plan cycle.

Goals: 1. Require AIG Licensure as granted by NCDPI for employment through AIG department.
2. Provide training in differentiation strategies as well as social and emotional needs of gifted students to school staff as needed.

Description: All personnel employed by Craven County Schools' AIG department must possess current AIG Licensure as bestowed by NCDPI. It is our practice to screen potential candidates for licensure in gifted education. Candidates who are in the process of completing coursework to attain gifted licensure will be considered for employment. However, it is the intent to provide classroom teachers, with whom gifted students spend a majority of their instructional day, training in strategies and tools to adequately meet the needs of gifted students in their classrooms.

Planned Sources of Evidence: 1. Human Resources reports of AIG licensure
2. Professional development records reflecting training in gifted education

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: During the spring of 2013, an advisory group was formed to intentionally involve stakeholders from across the district to review the proposed AIG Plan prior to CCS Board of Education approval. As this needs further attention, we will continue to focus on this practice for the 2013-16 plan cycle.

Goals: 1. Establish an AIG Advisory Team which meets semi-annually to review all aspects of the local AIG program and make suggestions for program improvement.

Description: An AIG Advisory Team comprised of volunteer members reflecting the diversity of the district will be formed to provide feedback on program effectiveness. Meetings will be facilitated by AIG Coordinator and/or AIG Lead Teacher.

Planned Sources of Evidence: 1. Agenda and sign-in sheets of AIG Advisory Group meetings.

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: Surveys for stakeholders were developed and used to guide the development of the 2013-16 AIG Plan. These surveys will be conducted annually by the district to evaluate quality and effectiveness of the AIG program. We will maintain practices in this area during the 2013-16 plan cycle.

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

Description: The leadership of Craven County Schools has developed survey questions aligned with AIG standards and practices. These surveys will be conducted annually and data will be analyzed and used to drive improvements in program quality and effectiveness. Informal information is also obtained from parent conferences, Open House, progress reports, email, and school-based surveys of internal and external stakeholders as determined by school, etc., and shared with AIG leadership.

Planned Sources of Evidence: Data from surveys, interviews, AIG Focus Group, etc. Informal data gathered from conferences, email, etc

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: While CCS has used multiple sources of data to guide the development of the AIG Plan and to assess program effectiveness, a formal process is needed to review and recommend changes as needed. We will focus on this practice during the 2013-16 plan cycle to develop a formal process for program review.

Goals: 1. Establish annual goals for the program which are reviewed with AIG Coordinator, Lead Teacher, and AIG Specialists. This information will be shared with key stakeholders (district leadership and community as needed).

Description: * Annual internal audit of progress toward goals of the AIG program is conducted. Results are shared with district leadership and Board of Education.

* Completes and submits an Interim Report to DPI. If it is determined that changes are needed, those changes will be submitted to the Board of Education for approval and submitted to NCDPI for review.

Planned Sources of Evidence: 1. Copies of Internal Audit
2. Interim Report submitted to NCDPI.

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Currently, data from the evaluation of the local AIG program has not been made public. We will focus on this practice during the 2013-16 plan cycle to establish a process for sharing this information with the public.

Goals: 1. Establish process for publicly sharing evaluations of the local AIG program.

Description: The AIG Advisory Team, in collaboration with district leadership, will establish a process for publicly sharing evaluations of the AIG program.

Planned Sources of Evidence: Plan evaluation shared on website, brochures, with stakeholder groups throughout the district.

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: The policies, procedures, and practices of Craven County Schools has continually protected the rights of gifted students in accordance with Article 9B. CCS will maintain current practices in this area for the 2013-16 plan cycle.

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

Description: * A multi-level process to resolve disagreements for parents is provided annually to parents with Differentiated Education Plans (DEPs) which includes a process for appeals. These rights will also be posted on district AIG website.

Planned Sources of Evidence: 1. Written copy of due process policies and procedures
2. Documentation of concerns and LEA responses

Other Comments:

Glossary (optional):

Appendix (optional):

AIG Identification 2013.doc (*Appendix - Standard 1*)
AIG Initial Referral Form 2013.doc (*Appendix - Standard 1*)
DEP Elementary.docm (*Appendix - Standard 1*)
DEP High School (2010).docm (*Appendix - Standard 1*)
DEP Middle School.docm (*Appendix - Standard 1*)
Due Process.docx (*Appendix - Standard 1*)
Flowchart of Decision Making.pdf (*Appendix - Standard 1*)
IDEP.doc (*Appendix - Standard 1*)
Identification Compliance Review.doc (*Appendix - Standard 1*)
Invitation to Conference.doc (*Appendix - Standard 1*)
Observational Checklist for Specific Content Areas English.doc (*Appendix - Standard 1*)
Observational Checklist for Specific Content Areas Math.doc (*Appendix - Standard 1*)
Observational Checklist for Specific Content Areas Science.doc (*Appendix - Standard 1*)
Observational Checklist for Specific Content Areas Social Studies.doc (*Appendix - Standard 1*)
AIG Coordinator Roles and Responsibilities (1).doc (*Appendix - Standard 3*)
Elem and Middle School AIG Specialists' Roles and Responsibilities (2).doc (*Appendix - Standard 3*)
HS AIG Specialist' Roles and Responsibilities.doc (*Appendix - Standard 3*)
Representation of Students Monitoring Tool.doc (*Appendix - Standard 6*)
Site Based Standards Impementation Review.docx (*Appendix - Standard 6*)