

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

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

Currituck County Schools Vision for local AIG program: CURRITUCK COUNTY SCHOOLS VISION

Inspiring Excellence in Every Student

CURRITUCK COUNTY SCHOOLS MISSION

Connecting with students, parents, and community, Currituck County Schools will provide a world class educational system that produces students of character, prepared for the future.

ACADEMICALLY/INTELLECTUALLY GIFTED VISION STATEMENT

Currituck County Schools Academically Intellectually or Gifted Program will ensure that academically or intellectually gifted students are provided with a high level of intellectual stimulation and the opportunity to develop their full potential through high expectations, excellence in teaching, and rigorous approach required for success in a globally competitive world and life in the 21st century.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$184906.00	\$12732.00	\$189867.00	\$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: Procedures and guidelines are clearly established and communicated through multiple means, such as alert now, parent handbook, faculty meetings, PTAs and presentations at staff meetings.

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

Description: Although Currituck County's AIG plan includes clear, comprehensive and equitable screening and referral procedures (See Attached "Strategies for Placement"), our parents consistently receive information about the status of their AIG student, services or opportunities at all grade levels.

AlertNow (County communication system) is used to notify parents of upcoming AIG Advisory Committee Meetings and AIG events to help ensure participation. Each AIG School Coordinator and School Principal will receive a copy of the AIG 2013 Plan. As the plan is revised, updates will be sent to the AIG School Coordinator and School Principal. The AIG 2013 Plan is available for review at each school site and at our AIG county WebPage. The local AIG guidelines are found in The AIG Parent Handbook (attached) which is provided at each annual review.

Planned Sources of Evidence: District and/or school websites, brochures, handbooks
Agenda and presentations at PTA meetings, faculty meetings, school board meetings, etc.
Alert Now Logs
Interviews with appropriate stakeholders LEA's AIG Plan
Surveys

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Currituck County Schools follows the "Strategies for Placement" (attached) across the district in identifying AIG students. This was completely evident in our self-assessment, so this is deemed a maintained practice.

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

Description: Currituck County Schools' AIG program provides clear evidence of multiple criteria for student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. We use county forms to list data collected from multiple sources to support eligibility and identification including aptitude screening, EOG/EOC scores, classroom assessment and observation. The forms used during the identification process are listed below and attached in the appendix:

1. "Eligibility Record for Differentiated Services" (English and Math)
2. "Summary of Student Performance and Recommendations for Services in the AIG Program"
3. "Academically and/or Intellectually Gifted Program" Parent Handbook

Parents, teachers, administrators and students may refer a student for possible AIG services. The AIG School Coordinator accepts the referral and contacts the parent. A referral meeting is held and available data is reviewed. Parent permission is obtained for additional assessment as needed. The AIG team (including the parent) then reviews all available data in determining eligibility for AIG services. The team reviews data from multiple sources.

The Identification and Eligibility Nomination Criteria are included on page 5 of the "Academically and/or Intellectually Gifted Program - Parent Handbook." A student may be placed in the nomination pool using the following methods: referral by their homeroom teacher for outstanding classroom performance; achieving a score of 90th percentile or higher on ability tests; achieving a score of 90th percentile or higher on achievement tests; parent referral to the AIG committee; or student referral to the AIG committee.

Students in the nomination pool are watched closely by teachers as well as the AIG School Coordinator. The AIG School Coordinator identifies them to the classroom teachers each year. These students are moved in and out of flexible-groupings as their abilities and needs merit. They are also clustered with students of like ability or interest.

Multiple criteria are reviewed to identify students' need of gifted services. These criteria include the following: classroom performance; student work samples; consistent high achievement on achievement measures (both objective and authentic); grades from class work; achievement records; authentic assessment; anecdotal records of student motivation and achievement; competitions, contests and awards; standardized assessments of ability and achievement; and extracurricular activities. The criteria reviewed are documented on the "Eligibility Record for Differentiated Services" for each content area considered. Students who present with "Extreme" ratings are found eligible for gifted services.

Currituck County Schools uses the "Eligibility Record for Differentiated Services" to review data collected and to determine eligibility. To be found eligible for academically gifted services, the

majority of the scores of data reviewed must fall within the moderate to extreme columns. In cases of "outlier" scores in any area, the eligibility team discusses the need for further evaluation in this specific area. One "outlier" score does not ensure or prevent eligibility as an academically gifted student. It is important to note that the data reviewed includes objective and more subjective measures in an attempt to gather a variety of information. The eligibility process ensures that the student is reviewed in a holistic approach.

Planned Sources of Evidence: AIG School-based/PLC Review Team meeting minutes
Student AIG folders containing identification information
LEA's AIG Plan and surveys

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: Given the fact that Currituck County Schools' Self-Assessment demonstrated complete evidence, this was designated as a maintained practice.

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

Description: Currituck County Schools completes a screening on referred 3rd grade students. We currently collect data from multiple sources to support eligibility and identification including aptitude screening, EOG/EOC scores, classroom observation and teacher input. We currently use the Kulhman Anderson (elementary level) or a standardized intellectual/cognitive assessment (secondary level). The AIG School Coordinators review the scores with the general education teachers with a copy of the scores shared with parents. The obtained scores are compared with other sources of data such as teacher input, EOG/EOC scores, observation, etc. to determine if additional formal/standardized data is needed.

The county forms listed below show the areas assessed using both non-traditional and traditional standardized measures.

1. "Eligibility Record for Differentiated Services" (English)
2. "Eligibility Record for Differentiated Services" (Math)
3. "Currituck County Schools Gifted Behavior Scale"
4. "Initial Screening Instrument for Academically and/or Intellectually Gifted Programming"

Multiple sources are used for criteria for student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for

each student.

Planned Sources of Evidence: Parent surveys, handbook, parent referrals
Student AIG folders containing written consent
LEA's AIG Plan, including procedures to resolve disagreements
Documented process of an actual grievance, transfer, etc.
Student AIG folders containing information on scores, testing results
Testing calendars and administered instruments list

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Given the fact that Currituck County Schools' Self-Assessment demonstrated complete evidence, this was designated as a maintained practice. Support is offered to classroom teachers by AIG School Coordinators to assist in identifying students regardless of disability, racial background, behaviors, or other exceptionalities.

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

Description: Currituck County Schools completes a screening with referred 3rd grade students. We currently use the Kulman Anderson (elementary level) and a standardized intellectual/cognitive assessment (secondary level) to complete this screening. The AIG School Coordinators review the scores with the general education teachers with a copy of the scores shared with parents. The obtained scores are compared with other sources of data such as teacher input, EOG/EOC scores, observation, etc. to determine if additional formal/standardized data is needed.

Parents, teachers, students and administrators are able to make referrals in an attempt to refer and identify those students traditionally under-represented within the gifted program. The demographics of our AIG students are similar to our overall demographics within the county.

The county forms listed below show the areas assessed using both non-traditional and traditional standardized measures.

1. "Eligibility Record for Differentiated Services" (English)
2. "Eligibility Record for Differentiated Services" (Math)
3. "Currituck County Schools Gifted Behavior Scale"
4. "Initial Screening Instrument for Academically and/or Intellectually Gifted Programming"

The Parent Handbook is a good source of Information for Parents and teams.

Planned Sources of Evidence: Parent Handbook

Headcount NC Wise

AIG child count reflective of each school's demographics

Screening, referral and identification trends

Examples of parent referrals

Samples of identification using non-traditional criteria

Documented testing accommodations

Specific program documents and descriptions

LEA's AIG Plan and surveys

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 Focused Practice for 2013-2016.

Rationale: Given the fact that Currituck County Schools' Self-Assessment demonstrated minimal evidence, this was designated as a focused practice. Although policies and procedures are in place, the implementation across the district is not consistent. There are discrepancies evident at the secondary level.

Goals: The AIG School Coordinators will meet regularly (once quarterly) as a PLC to discuss the AIG program and strengths and needs across the county. The AIG PLC will discuss topics such as needed staff development, student assessment, consistency of services across the district given grade levels, common core/essential standards, etc.

The established county AIG policies will be reviewed and revised as needed given input from the AIG School Coordinators' PLC meetings.

Description: Currituck County Schools has policies and procedures in place to ensure consistency in implementation of screening, referral and identification processes, however; the self-assessment did not support this across all grade levels. The self-assessment revealed consistency at the elementary level but were scattered at the secondary level. There are AIG school coordinators that service each elementary school, one which serves two middle schools and one to serve the high school. The school counselor addresses the AIG student needs at The J.P. Knapp Early College High School.

The county forms listed below are in place to ensure consistency throughout the screening, referral and identification processes within Currituck County.

1. "Strategies for Placement"
2. "Eligibility Record for Differentiated Services" (English)
3. "Eligibility Record for Differentiated Services" (Math)

4. "Parent Letters of Notification"

This area will remain to be a focused monitoring regarding the implementation of AIG services.

Planned Sources of Evidence: Teacher evaluation forms

PLC Minutes

Site visit evaluation results

Agenda and presentations at PTA meetings, faculty meetings, district AIG meeting, etc.

District website for AIG identification procedures and other documents

DEPs

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: Given the fact that Currituck County Schools' Self-Assessment demonstrated complete evidence, this was designated as a maintained practice.

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

Description: Currituck County Schools has policies and procedures in place that ensure the rights of AIG students and their parents/families. Training is provided to AIG School Coordinators to ensure they are aware of the established policies and procedures. Each AIG School Coordinator and school administrator is provided with a copy of the policies and procedures. The parent handbook is given at each meeting and is posted on the county webpage.

The following forms and items listed below show the policies and procedures in place within Currituck County Schools.

1. "Strategies for Placement"
2. "Eligibility Record for Differentiated Services" (English)
2. "Eligibility Record for Differentiated Services" (Math)
3. "Summary of Student's Initial Eligibility and Options Record" (Elementary)
4. "Summary of Student's Initial Eligibility and Options Record" (Secondary)
5. "Prior Notice and Invitation to Conference"
6. "Parent Letters of Notification"
7. "Academically and/or Intellectually Gifted Program - Parent Handbook"
8. "Prior Notice and Parent Consent for Evaluation"
9. "Procedures for Dispute Resolution"

Planned Sources of Evidence: AIG student file
AIG plan with attached forms

Parent Handbook

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: Given the fact that Currituck County Schools' Self-Assessment demonstrated complete evidence, this was designated as a maintained practice.

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

Description: The AIG students in Currituck County Schools follow the Common Core/NC Essential Standards. The AIG School Coordinators collaborate with the general education and special education teachers to ensure instruction and activities are adapted according to their needs and skill level. Teachers plan differentiated lessons according to student needs. The differentiation is included within the lesson plans. AIG School Coordinators assist classroom teachers in planning differentiated lessons. They also provide consultative support on differentiated instruction.

The following forms or items are used to ensure our program adapts the Common Core/NC Essential Standards according to identified abilities, readiness, interests, and learning profiles, K-12.

1. "The AIG Parent Handbook"
2. "Nurturing Plan"
3. "Differentiated Education Plan Grades K-5"
4. "Differentiated Education Plan Grades 6-12"
5. "AIG Progress Report"
6. "Program Coordination"

Planned Sources of Evidence: Differentiated Education Plans
AIG Progress Reports

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: Given the fact that Currituck County Schools' Self-Assessment demonstrated this was mostly evident, this was designated as a maintained practice. The implementation of acceleration opportunities at the secondary level is not consistent.

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

Description: Currituck County Schools provides great opportunity for enrichment, extension and acceleration of services. Our students have the opportunity to participate in the following: advanced placement courses; NCVPS; clustering; honors courses; enrichment pullout program (middle school and elementary school); afterschool clubs; and competitions.

The following forms and items are used locally to ensure this practice:

1. "The AIG Parent Handbook"
2. "Service Delivery Options"
3. "Differentiated Education Plan Grades K-5"
4. "Differentiated Education Plan Grades 6-12"

Planned Sources of Evidence: Student schedules
Surveys
Differentiated Education Plans

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: Given the fact that Currituck County Schools' Self-Assessment indicated this was mostly evident, this was designated as a maintained practice.

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

Description: Currituck County Schools employs certified AIG school coordinators who service all schools within the county. These school coordinators consult with general education teachers and provide consultative support and modeling of diverse and effective instructional practices. Identified students receive effective instruction that targets their specific areas of strength. Cluster teachers receive local training to help ensure effective and diverse instruction. The AIG school coordinators periodically observe cluster classes and offer suggestions to improve instruction as needed.

The following forms and items are used locally to ensure this practice:

1. "The AIG Parent Handbook"
2. "Personnel Preparation Plan"

3. "Service Delivery Options"

Planned Sources of Evidence: Lesson plans
Differentiated Education Plans
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: Given the fact that Currituck County Schools' Self-Assessment indicated this was mostly evident, this was designated as a maintained practice.

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

Description: The self-assessment results indicate that differentiated curriculum and instruction is an area of strength. Our AIG School Coordinators are provided a small budget to purchase supplemental resources to support learning. Many use "Selected Internet Resources for Gifted Education" (See attached). Our students are given the opportunity to explore interests by taking courses through NCVPS. Currituck County Schools requires that all teachers use a variety of research-based methodologies and resources to support instruction.

Planned Sources of Evidence: Surveys
Lesson plans

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: In order to provide equity across the LEA, it is imperative that the plan is consistent with the Vision and Mission of Currituck County, and the enhanced rigor of the Common Core/NC Essential Standards. This area is identified as minimally evident and will remain an area of focus.

Goals: Increase awareness through differentiation for:

- A) global awareness
- B) Innovation
- C) Critical Thinking
- D) Embedding of technology
- E) Social responsibility, accountability, and adaptability

Description: Currituck County Schools had identified the importance of teaching our students 21st Century Skills within the classroom. The county is supportive and provides resources to our teachers to ensure this. All of the elementary classes (including resource, AIG, etc.) have Smart Boards to use with our students. Our elementary schools routinely use technology resources and media presentation resources to explore a variety of educational topics. Our AIG School Coordinators address 21st Century Skills through the lesson plans they develop. For example, lesson plans to address geocaching and Skyping have been developed and implemented.

Planned Sources of Evidence: Enhanced Technology Use--Blogs/Wikis, Skype, etc
Classroom observations/Teacher Evaluation Data
DEP Plans
SEA System Rosters for Targeted Professional Development
Lesson Plans
Site Visits by AIG Coordinator
Student work products involving 21st century content and skills
Assignments and project rubrics
Student involvement in school, community, regional, and global applications of life skills
Student participation in high school reform initiatives
Middle school student participation in accelerated courses
Student participation in related extra-curricular opportunities

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: Given the fact that Currituck County Schools' Self-Assessment indicated this was mostly evident, this was designated as a maintained practice.

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

Description: Currituck County Schools uses on-going assessment to differentiate classroom curriculum and instruction. Our AIG School Coordinators work with our general education teachers to ensure our AIG students receive differentiated curriculum and instruction. The AIG School Coordinators at the elementary and secondary level service our AIG students according to their area of strength to further differentiate curriculum and instruction.

At each annual review, the team reviews the evidence of differentiation with the AIG School Coordinator and within the general education setting.

Planned Sources of Evidence: Differentiated Education Plan

Progress Report

Lesson Plans

Survey Results

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: This practice is identified as minimally evident. It is perceived as highly important to the success of the gifted child; therefore, it is considered a focused area. The self-assessment results did not reveal consistent evidence of affective curricular and instructional practices which support the social-emotional needs of AIG students.

Goals: Improve student perception of gifted services-- surveys

Improve parents' perception of gifted services-- surveys

Collaborate with Student Services to provide professional development for social emotional needs of students with giftedness

Description: Staff development opportunities have been offered for our staff on a limited basis. The AIG School Coordinators have provided consultative services to our general education teachers to address the social and emotional needs of our students as needed.

All of the elementary students of Currituck County Schools receive instruction to address social and emotional needs. The school counselors go into the general education classroom and present affective curricular and instructional activities. Counselors are available to all students, as needed, at the secondary level.

However, there is not evidence to support affective curricular and instructional practices are consistently provided which support the social and emotional needs of AIG students.

Planned Sources of Evidence: Survey results of gifted students

Survey results of parents of gifted students

Survey results of school personnel
Curriculum units/lessons which address the affective domain
Agendas, minutes from meetings and presentations addressing the social/emotional issues

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: Currituck County Schools cultivates and develops the potential in young students, thus this is designated a maintained practice.

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

Description: Currituck County Schools is committed to an early nurturing program to cultivate and enhance the potential of all young children, thereby increasing their chances of being appropriately identified for gifted services and ensuring that their educational needs are optimized. Careful consideration must be given to populations that are underrepresented in the identification and the provision of gifted services—those from diverse backgrounds; those at-risk for school failure; and those having disabilities.

Nurturing Plans provide a process to monitor the progress of students who are very young (K-2) and those students who were assessed and the AIG committee determined that the student should be monitored. A Nurturing Plan will denote in narrative form the actions that will be taken on behalf of a K-2 student with suspected giftedness or a student whom the AIG Eligibility team deemed as a student in need of nurturing through the assessment process.

The self assessment concluded that there is an active Nurturing Plan for young students. The AIG School Coordinators meet with K-2 teachers in an attempt to identify students in need of nurturing services. Referred students are screened at the 3rd grade using a standardized assessment tool. Students who are not found eligible for AIG services at that time, may receive continued nurturing services based on the data reviewed and the student's needs.

The following forms and items are used locally to ensure compliance with this practice:

1. "The AIG Parent Handbook"
2. "The Nurturing Plan"
3. "Service Delivery Options"
4. "Parent Letters"

Planned Sources of Evidence: AIG Plans

AIG Teacher's ancillary notes
Nurturing Plans
Student/parent/related personnel surveys/data
Curriculum units/lessons which address the affective domain
Agendas, minutes from meetings and presentations addressing the social/emotional issues of the very young gifted student
Early Entrance to Kindergarten data

Other Comments:

Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Self-Assessment and Currituck County Schools' current practice show this is mostly evident. Thus, this is a maintained practice.

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

Description: Currituck County Schools ensures collaboration among AIG personnel and other professional staff to develop and implement differentiated curriculum and instruction. The AIG School Coordinators service all schools within the district. They work closely with administrators in placing identified students with trained general education and special education teachers as needed. The AIG School Coordinators then work closely with this assigned teacher to ensure differentiated curriculum and instruction is developed and implemented.

The following forms and items help to ensure this practice:

1. "The AIG Parent Handbook"
2. "Service Delivery Options"
3. "Personnel Preparation Plan"
4. "Nurturing Plan"
5. "Differentiated Education Plan Grades K-5"
6. "Differentiated Education Plan Grades 6-12"

Once a student is determined to be eligible for academically and/or intellectually gifted services, a Differentiated Education Plan (DEP) is developed by the Academically and/or Intellectually Gifted Services Committee. This plan outlines the program service option(s) appropriate for the student. The DEP indicates the appropriate learning environment, content modifications, and special programs available to the student. The Academically and/or Intellectually Gifted Services Committee will address individual needs and best practices in the field of gifted education to determine the learning environment, the content modifications, and special programs. A DEP will be completed for eligible

8/7/2013

students in partnership with parents annually. This plan is developed in partnerships and should be implemented throughout the school day for AIG students as necessary to meet their unique learning needs. Collaboration among AIG personnel and other professional staff is documented within the DEP. Members who attend the meetings include the AIG School Coordinator, at least one regular education teacher of the student, the parents, the student (as appropriate), an administrative member or designee and any other support staff (counselor, psychologist, nurse, etc.) deemed appropriate.

Planned Sources of Evidence: DEP Plans

Site Visit Data

Lesson Plans

Planning notes, agendas, minutes from school and district meetings

Interviews with related personnel

Samples of differentiation resulting from school and district collaboration

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: This is an area of strength for Currituck County Schools, and we plan to continue to provide trained personnel to work with our identified students. Thus, this is identified as a maintained practice.

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

Description: Currituck County Schools has an identified AIG County Coordinator and 7 AIG School Coordinators who are responsible for plan implementation. All 10 schools receive direct services from the 7 identified AIG School Coordinators. The majority of our AIG school coordinators are certified AIG teachers who work with identified cluster teachers and other staff members. The cluster teachers have received local training in working effectively with identified AIG students.

Ultimately, the AIG County Coordinator, other Central Office Staff and school-based administrators are responsible for ensuring effective implementation of the county AIG plan. The AIG School Coordinators are responsible for implementing the plan within each building and for providing direct and/or indirect instruction to those identified students. Please see "Program Coordination" which is attached.

The AIG School Coordinators guide, plan, develop, implement, revise, and monitor the local AIG in partnership with the administrative team and other stakeholders.

Planned Sources of Evidence: Human Resources Certification Report

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: Given the fact that Currituck County Schools' Self-Assessment demonstrated complete evidence, this was designated as a maintained practice.

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

Description: The majority of the AIG School Coordinators are AIG certified and all are knowledgeable of the academic, intellectual, social and emotional needs of gifted learners. Our identified AIG School Coordinators work closely with our general education teachers to address these areas as well. Professional development is provided district-wide and at individual schools based on the needs of the teachers.

School level and district level administrators may observe our AIG School Coordinators to ensure they are engaged in tasks which address the academic, intellectual, social and emotional needs of gifted learners. Lesson plans are also required from our AIG School Coordinators. The AIG School Coordinators provide progress reports at the elementary level on a quarterly basis to parents and send work samples home routinely.

The following forms and/or items help to ensure the needs of our gifted learners are met.

1. "Academically and/or Intellectually Gifted Program Parent Handbook"
2. "Service Delivery Options"

Planned Sources of Evidence: Lesson Plans
DEPs
Agenda and minutes from annual parent meetings
Other communications to various stakeholders
PLC Minutes
AIG Advisory Committee Minutes

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: Currituck County Schools has a "Personnel Preparation Plan" in place to address professional development requirements. However, the recent budget restraints have made it difficult to send staff to professional development. As funds are available, the professional development will resume. Given the fact that Currituck County Schools' Self-Assessment indicated this was mostly evident, this was designated as a maintained practice.

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

Description: Knowledge of the academic, intellectual, social and emotional needs of AIG students is

required of all personnel who are involved with AIG students for maximum service and growth:

The majority of our AIG personnel are certified and have necessary training to meet the needs of our identified students (see attached "Personnel Preparation Plan"). The AIG County Coordinator works in conjunction with other Central Office Directors in planning and providing appropriate staff development. All of our teachers had access to training on differentiation through our county mandated Common Core/NC Essential Standards training sessions. The AIG County Coordinator met with the AIG School Coordinator Professional Learning Community to review the Currituck County 2013 AIG Plan.

Educators of students with giftedness will have access to targeted professional development.

Planned Sources of Evidence: SEA System

Training Materials

Training Calendar

Training Rosters

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: Given the fact that Currituck County Schools' Self-Assessment demonstrated complete evidence, this was designated as a maintained practice.

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

Description: All of our teachers are HQ and we seek to cluster AIG students with teachers who have more training in characteristics of giftedness. Additionally, our AIG School Coordinators provide consultative support to the general education teachers.

Planned Sources of Evidence: Teacher HQ Report

SEA System for Professional Development

Student Schedules

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: Currituck County Schools Self-Assessment indicated evidence of this practice, thus it is a maintained practice.

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

Description: The professional development opportunities offered in the area of giftedness align with our local AIG program goals and our county initiatives. Our professional development is aimed at addressing the following district initiatives:

1. Currituck County Schools will be led by 21st Century Professionals.
2. Currituck County Schools will produce globally competitive students.
3. Currituck County Schools will be governed and supported by 21st Century Systems.

Program goals for AIG Plan are supported by the professional development plan of the district.

Planned Sources of Evidence: SEA System

Training Rosters

List/Calendar of annual AIG professional development opportunities

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Given the fact that Currituck County Schools' Self-Assessment demonstrated partial evidence, this was designated as a maintained practice. Attendance at the State AIG Conference is dependent on available budget.

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

Description: Professional development is paramount to meeting the needs of our students as well as our staff. Toward that end, we will continue to use a targeted approach to providing quality training that will meet the needs of our students in the 21st Century. Our AIG School Coordinators attend the state AIG conference each year, as does our AIG County Coordinator (as budget allows). The training presented is shared with general educators, school administrators, and parents as appropriate. Our staff is committed to providing our students the 21st century skills and content at advanced levels.

Planned Sources of Evidence: SEA System

Standard Course of Study (Common Core/NC Essential Standards)

Lesson Plans

Professional Learning Community meeting minutes

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: To ensure program goals of collaboration with stakeholders and provision of differentiating instruction, planning must occur. This is deemed a focused practice.

Goals: To embed instruction with new knowledge derived from professional development and district initiatives

The AIG School Coordinators will meet as a PLC each quarter to refine their professional development learning.

Description: Our AIG School Coordinators are provided planning times equivalent to the general educators within the building. This time is used to plan and to collaborate with teachers to help our AIG students. The AIG School Coordinators meet as a professional learning community (PLC) 4 times a year. The PLC discusses program strengths and areas of growth.

After Early Release days and other professional development days, educators will design lessons that support the targeted professional development.

Teachers' growth plans will reflect the embedding of new knowledge in lesson designing, reflection, or anticipated new knowledge.

Planned Sources of Evidence: Growth Plans
PLC Minutes
Lesson Plans

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: Given the fact that Currituck County Schools' Self-Assessment found this to be mostly evident, this was designated as a maintained practice.

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

Description: The current AIG Curriculum aligns closely with 21st Century Learning Skills, and it is tailored to meet the needs of the AIG student. Our elementary AIG School Coordinators provide services to our AIG students that are comprehensive of the academic, intellectual, social and emotional needs. The majority of our secondary level teachers address the gifted learner needs through honors courses, AP courses, and differentiation of instruction.

A range of service delivery options are available to our students (see "Service Delivery Options"). Our AIG School Coordinators and general education teachers are innovative in their attempts to address student needs. We offer enrichment services, talent development and special programs to highlight a few.

Planned Sources of Evidence: Lesson Plans

EOC/EOG Scores

PLC Minutes

Array of service options, K-12

DEPs

Specific program descriptions and data

Student identification profile matched to service options

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Given the fact that Currituck County Schools' Self-Assessment found this to be mostly evident, this was designated as a maintained practice.

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

Description: The needs of the advanced learner are best met when the AIG program and services are aligned with the program goals and resources of the LEA. Currituck County Schools supports the AIG program and our established goals. Historically, the AIG local program has been supported financially at the local level to help pay for additional AIG School Coordinators, supplies and staff development. Our AIG staff is provided technological services (computers, SmartBoard, projector) within their pull-out classes to help meet our AIG students' needs. Central Office instructional support includes AIG staff in relevant staff development opportunities. Resources such as money, staff development, mentoring, and technology are provided from the LEA in an attempt to support the local AIG program in implementing the AIG plan.

The needs of each AIG student are identified at the eligibility meeting and documented on the Differentiated Education Plan. The program and services provided are selected given the student's documented area(s) of giftedness. The elementary AIG student receives an AIG Progress Report Form from the AIG School Coordinator that addresses the identified area and services only.

Currituck County Schools uses the following local forms and items to ensure our AIG program and services align with each area of AIG identification:

1. "The AIG Parent Handbook"
2. "Differentiated Education Plan Grades K-5"
3. "Differentiated Education Plan Grades 6-12"
4. "AIG Progress Report Form"
5. "Service Delivery Options"

Planned Sources of Evidence: Staff development - SEA System
Budget
Supplies purchased

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Currituck County Schools delivered services that are integral and connected to the total instructional program of the LEA in policy and practice. This was designated as a maintained practice.

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

Description: The needs of the advanced learner are best met when the AIG program and services are integral and connected to the total instructional program of the LEA. Currituck County Schools offers a wide range of service delivery options to AIG students as they follow the NC SCOS. As appropriate, AIG students are offered honors courses, advanced placement courses and grade acceleration. The service delivery options are provided by trained staff.

The following forms and items are used to document the ways in which the AIG program services address the NC SCOS and LEA programs and policies:

1. "AIG Parent Handbook"
2. "Personnel Preparation Plan"

AIG program goals and service are aligned with NC SCOS (Common Core/NC Essential Standards) and provide rigor and challenge based on individual needs.

Planned Sources of Evidence: AIG Plan
Lesson Plans with Extended Activities for Gifted Learners

Other Comments:

Practice D

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

This practice is a Maintained Practice for 2013-2016.

Rationale: Given the fact that Currituck County Schools' Self-Assessment found this to be mostly evident, this was designated as a maintained practice. All stakeholders need to be aware of the needs of the gifted learner and collaboratively work to provide differentiated services based on individual, AIG student needs.

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

Description: The AIG County Coordinator manages the county Website for the AIG Program. The individual links for our AIG School Coordinators are found on the County Website as well as at the individual school Websites. The Website contains links for parent, teacher, and student information.

The AIG County Coordinator met with the AIG School Coordinators at the beginning of the school year and provided a copy of the Currituck County Schools 2013 AIG Plan. A copy was also given to the administrative staff of each building to be made available for parents and staff upon request.

Our parents are given their parent rights at each meeting where AIG programming and services are

discussed. The AIG Advisory Committee meets regularly each year and invites staff, students and parents. Flyers are sent to the AIG School Coordinators to send home to parents notifying them of upcoming AIG Advisory Meetings. Those parents and staff members who have signed up to receive eAlerts (email notification of changes to Website) are notified when items are updated on the County Website.

Our AIG teachers will continue to collaborate with regular education teachers, administrators and support staff to keep them informed about the services of the AIG program along with any regulations related to gifted education.

Planned Sources of Evidence: Communication Logs

Websites

Professional Learning Community Minutes

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: Given the fact that Currituck County Schools' Self-Assessment found this to be mostly evident, this was designated as a maintained practice.

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

Description: The needs of the advanced learner are best met when teachers maintain communication between schools to ensure an effective continuation of AIG services.

The AIG School Coordinators meet with the parents and students of all AIG students at least one time per year to complete the annual review. When a student approaches a key transition time, this transition is discussed at the annual meeting. AIG School Coordinators attend orientation sessions at assigned schools in an attempt to meet parents and students who are transitioning to a new building. The counselors within the school buildings are directly involved in ensuring appropriate scheduling based on the student needs. The AIG School Coordinators transfer the AIG files to the next school and meet with the new AIG School Coordinator for discussion as needed.

The AIG School Coordinators and counselors at the secondary level begin addressing the upcoming transition to the next level during spring. Informed course scheduling is key with our AIG students to ensure the appropriate courses are available.

As students transition from school to school given grade levels, the AIG School Coordinators discuss AIG services and changes as needed.

Planned Sources of Evidence: Agendas, minutes, etc. from professional learning committee

planning meetings
Agendas, minutes, etc. from district and school focused on stakeholders and personnel
Surveys to related stakeholders and personnel
Student files - annual meeting minutes

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: Given the fact that Currituck County Schools' Self-Assessment found this to be mostly evident, this was designated as a maintained practice.

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

Description: The needs of the advanced learner are best met when collaboration and involvement among all teachers, parents/families and specialists occurs to provide differentiated programming and services. AIG students should be served in their area of strength through the AIG program. The AIG School Coordinators meet with general education teachers to assist with differentiation of lessons. Our AIG School Coordinators may offer pull out services for enrichment, inclusive services, and consultative services for our teachers to ensure appropriate programming and instruction for our identified students.

The following county forms help to ensure 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.

1. "Personnel Preparation Plan"
2. "The AIG Progress Report"
3. "AIG Progress Report Form"
4. "AIG Progress Report"

The AIG School Coordinator schedules the annual review meetings for our students. General education, special education teachers, and administrators are invited to attend as appropriate. If one general education teacher attends the meeting, the general education teacher and the AIG School Coordinator are responsible for sharing the developed plan with all teachers of the child. Of course, parents are invited to attend all meetings. If a parent is unable to attend, then the AIG School Coordinator speaks with the parent and gathers input via telephone or email.

Planned Sources of Evidence: AIG Progress Reports

Teacher phone logs
Lesson Plans

Agendas, minutes, etc. from meetings with related personnel
Surveys to related stakeholders and personnel
DEPs
Documentation of parent/school partnerships
LEA and school websites
Professional Learning Communities Minutes

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 Focused Practice for 2013-2016.

Rationale: Although Currituck County Schools is aware of the importance of social and emotional needs of AIG students, there is room to improve in this area. This is a focused practiced.

Goals: To increase collaboration opportunities with stakeholders
To provide children with giftedness a nurturing environment
To provide staff development for all staff members concerning the social and emotional needs of AIG students

Description: Students receive social emotional support through guidance and responsive lesson-planning. We consider this a critical component in the success of meeting the social emotional needs of our gifted students. Elementary level school counselors provide in-class instruction for all students that address the social and emotional needs of all students and addresses the diversity of different learners. Our school counselors work closely with the AIG School Coordinators in transitioning students from school to school. When scheduling students, the AIG School Coordinators work closely with school administrators and counselors in placing AIG students with teachers who are able to meet not only their academic needs but also their social and emotional needs.

Counselors, teachers and other stakeholders should continue to work with students with giftedness to provide rigorous and emotionally responsive instruction. Staff of Currituck County Schools care for all of our students. However, it is vital that the AIG programming includes specific ways to ensure all staff are aware of the social and emotional needs of our AIG students.

Planned Sources of Evidence: Counselor logs
Professional Learning Community Notes
Lesson Plans
Positive Behavior Intervention Team Minutes
Student Survey Responses
Parent Survey Responses

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: Given the fact that Currituck County Schools' Self-Assessment found this to be mostly evident, this was designated as a maintained practice.

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

Description: To ensure equity and responsiveness to needs, students with giftedness must have access to rigorous instruction that supports their unique learning needs. Currituck County Schools offers a wide range of service delivery options for our AIG students. In selecting the appropriate service delivery option, the AIG School Coordinator reviews data with parents, teachers, administrators and the student. The data reviewed includes teacher input, student input, parent input, grades, observations, EOG/EOC scores and results from other standardized measures. One service delivery option available to AIG students is accelerative instruction and placement. Our AIG School Coordinators work with our general education teachers in determining which students require accelerated instruction or placement.

The following forms and items are used locally and help to ensure Currituck County Schools adheres to a process for accelerative instructional and placement options.

1. "Service Delivery Options"
2. "The AIG Parent Handbook"
3. "Differentiated Education Plan Grades K-5"
4. "Differentiated Education Plan Grades 6-12"

When assessing the need for accelerative instruction or placement with our PreK students, Currituck County Schools adheres to the state guidelines established. These guidelines can be found at <http://www.ncpublicschools.org/stateboard/legal/schoolentry>.

Currituck County Schools offers a variety of service delivery options. The service delivery option selected is based on data reviewed by all team members.

Acceleration has been provided in the following ways:

- early entry into Kindergarten
- higher grade promotion/placement
- subject specific promotion (1st grade student attending 2nd grade class for math instruction)
- honors courses
- AP courses
- college courses
- NCVPS courses
- exposure to areas of interest via NCVPS (photography, psychology, etc.)

Planned Sources of Evidence: Acceleration options available and processes communicated

Use of appropriate acceleration measures
Student profile/body-of-evidence examples
Minutes and agendas from related meetings
AIG Plan
Professional Learning Community Meetings
Stakeholder participation minutes
ChildFind Activities
Data of Early Entrance
Data of Acceleration

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: Given the fact that Currituck County Schools' Self-Assessment found this to be mostly evident, this was designated as a maintained practice.

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

Description: To ensure equity, students in under-represented categories must have access to differentiated and responsive instruction. Identification must be a priority.

Currituck County Schools attempts to identify all students in need of AIG service. Students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional are gifted and must be represented appropriately. The AIG School Coordinators work closely with teachers, parents and administrators to ensure students are screened for and provided AIG service delivery options regardless of their race or economic status. Students identified in need of gifted services are provided these services according to their needs. The service delivery options are reviewed in conjunction with the available data before selecting the most appropriate services.

The following forms and items are used to help ensure intentional services are provided for those students traditionally under-represented within the AIG program.

1. "Nurturing Plan"
2. "The AIG Parent Handbook"
3. "Service Delivery Options"
4. "Personnel Preparation Plan"

The AIG School Coordinators work closely with general education teachers to ensure all identified students have their needs met. These needs can be related to their cultural or ethnic background, their economic status or their exceptional needs. Students with exceptional needs may have an IEP in place to address their areas of need and a DEP in place to address their areas of giftedness.

Planned Sources of Evidence: Intentional programming documents and related service options
DEPs
NC WISE/PowerSchool Data and trends
CECAS Data
Screening Tools

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: Given the fact that Currituck County Schools' Self-Assessment found this to be mostly evident, this was designated as a maintained practice.

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

Description: To ensure equity, students with giftedness must have access to a wide range of cultural, self-interests and differentiated learning opportunities. Currituck County Schools does not limit participation in extra-curricular activities and programs to any student. AIG identified students participate in field trips and extra-curricular activities via club participation and class programs.

Some enrichment activities specific to our AIG students are listed in the attached "Service Delivery Options" under Enrichment, Talent Development, and Special Programs.
Currituck County Schools has an extensive range of extra-curricular options for all students.

Planned Sources of Evidence: Student participation in extra-curricular programs, service learning, inquiry-based projects, mentorship programs, etc.
Variety of opportunities shared with students
Surveys of students

Other Comments:

Standard 5: Partnerships

The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: Currituck County Schools has improved parent and community involvement that past three years. Given the fact that Currituck County Schools' Self-Assessment found this to be mostly evident, this was designated as a maintained practice.

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

Description: Our AIG county coordinator manages the County Website where information concerning the AIG program is updated on a consistent basis. The AIG School Coordinators also maintain individual Websites at their assigned schools. AIG School Coordinators are in contact with parents via letters/notes, telephone and email. Flyers are sent home with our AIG students to announce upcoming events and happenings. The AIG Advisory Committee meets regularly where all schools are represented to share program happenings with parents and other members. An AIG newsletter is sent out 2 times per year to share AIG school-level and district events.

Planned Sources of Evidence: County WebSite Information
AIG School Coordinator WebSite Information
Copy of newsletters sent home
AIG Advisory Committee Meeting Agendas and Minutes

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: Given the fact that Currituck County Schools' Self-Assessment found this to be mostly evident, this was designated as a maintained practice.

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

Description: The county WebPage (<http://www.currituck.k12.nc.us/21291012811410297/site/default.asp>) is updated routinely by the AIG

County Coordinator in an attempt to keep stakeholders up to date and involved. The AIG School Coordinator WebPages are referenced on the county WebPage and available at the individual school websites.

The parent handbook and local AIG plan are posted on the county WebPage. Also, the AIG advisory meeting agendas and meeting minutes are posted. The AIG School Coordinators post upcoming topics, interesting web sites and upcoming projects.

Planned Sources of Evidence: DEP meeting logs

Newsletters

Website for schools and district

Various modes of communication, websites, brochures, handbooks, etc.

Agendas, minutes, presentations at related meetings, work sessions

Parent/family and community surveys

Intentional recruitment efforts

Membership and involvement of parent/families and community

Collaboration with related community groups, Partners for the Advancement of Gifted Education (PAGE chapters), local colleges, etc.

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: Given the fact that Currituck County Schools' Self-Assessment found this to be mostly evident, this was designated as a maintained practice.

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

Description: The AIG Plan supports forging strong partnerships with the community and family. The AIG County Coordinator updates the County WebSite to notify stakeholders. Also, the plan is shared with school-level administrators, county-wide administrators, and Board of Education members. The AIG plan is made available for all parents and community members at the Central Office for review. The plan is also shared during the AIG Advisory Committee meeting with parents and other community members.

Planned Sources of Evidence: Invitation and membership on various AIG –related committees, task force, steering committee, programs, plan revision, etc.

List of AIG committee members and representative roles

Surveys that include diverse groups from the community (colleges, faith-based, business)

Parent Survey Results

Student Survey Results

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: Given the fact that Currituck County Schools' Self-Assessment found this to be minimally evident, this was designated as a maintained practice.

Goals: Ensure collaboration with families
Provide strong communication vehicles

Description: Through the use of technology and other media, families of children with giftedness will be provided with information regarding, the AIG process and AIG activities to support their children's academic and social needs in their native language.

Planned Sources of Evidence: PLC minutes

Websites

AIG plan--Spanish Forms

Newsletters

Alert-Now Log

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: Given the fact that Currituck County Schools' Self-Assessment found this to be mostly evident, this was designated as a maintained practice.

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

Description: The AIG Advisory Committee meets on a regular basis. Flyers are sent to the parents to invite them to attend these meetings. Parent participation varies according to their needs or questions at the time. Community members have been invited to become members of the advisory committee as well. The AIG County Website is also updated with new information related to AIG programs and activities.

8/7/2013

Planned Sources of Evidence: Participation of community agencies, organizations, and families in AIG programming, professional development, mentorships, guest speakers, meetings, workshop agendas, AIG student involvement, etc.

Photos, brochures, newsletters, articles

Awards and recognitions from outside agencies

Participation in AIG Advisory

Parent Survey results

Student Survey results

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: Given the fact that Currituck County Schools' Self-Assessment found this to be completely evident, this was designated as a maintained practice.

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

Description: Continue to allow the AIG Plan to guide the practice for the delivery of services for students with giftedness
Submit approved AIG Plan to NCBOE by July 15, 2013.

Planned Sources of Evidence: AIG Plan
Documentation from NCDPI

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 Focused Practice for 2013-2016.

Rationale: Currituck County Schools' Self-Assessment found this to be mostly evident; however, there are still inconsistencies across the county in implementation. Thus, this is a focused practice.

Goals: To enhance access to rigorous and responsive lessons by increasing frequency and compliance to the AIG Plan

To ensure consistent services are provided across the county (i.e., similar services offered at elementary level, middle level and high school level).

Description: The monitoring of the implementation of the AIG Program is a team effort. Support is given from Central Office Staff, school-level administrators and AIG School Coordinators.

Planned Sources of Evidence: NC Teacher Evaluation data
System-wide site visits

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: Given the fact that Currituck County Schools' Self-Assessment found this to be completely evident, this was designated as a maintained practice.

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

Description: The state funds allotted for the local AIG program are used for teachers. Additional money for supplies and staff development has been supplied locally.

Planned Sources of Evidence: Budget

Financial Statements

District Web Page

Director's Advisory

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: Given the fact that Currituck County Schools' Self-Assessment found this to be mostly evident, this was designated as a maintained practice.

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

Description: Much data for this practice is available through NCDPI, EVAAS, and our own NCWise/PowerSchool data. The challenge is to use the analysis to guide more effective delivery of services.

Planned Sources of Evidence: Teacher Evaluation

Drop Out Data

Growth Model Data

Disaggregation of EOG and EOC data, other performance indicators

Interviews with school personnel

DEPs

List of evidence-based interventions and documentation of implementation

Other Comments:

Practice E

Monitors the representation and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Maintained Practice for 2013-2016.

Rationale: Given the fact that Currituck County Schools' Self-Assessment found this to be mostly evident, this was designated as a maintained practice.

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

Description: The demographics of our AIG identified students are consistent with our district demographics. We do not have a group of students who are statistically under-represented. However, Currituck County Schools strives to continue with policies and procedures in place to ensure no population is under-represented.

In completing our annual screening of referred 3rd grade students, the AIG school coordinators and AIG County Coordinator review the assessment measure used. We review the scores for all students and compare that with those students eventually identified. The current assessment measure used is a standardized measure of aptitude.

Planned Sources of Evidence: AIG Rosters

NC Wise Data

District and School Websites

Data regarding referral and identification trends based on demographics, sub-groups

Enrollment data in upper level courses

Retention data

Agendas, minutes, presentations at related meetings, work sessions

Surveys with related stakeholders

Evaluation instruments

Annual reports, policy revisions

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: Given the fact that Currituck County Schools' Self-Assessment found this to be mostly evident, this was designated as a maintained practice.

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

Description: All teachers in Currituck County are highly qualified. The majority of teachers who are a part of the AIG program and work directly with identifying, supporting, and monitoring AIG students are certified with AIG Licensure. AIG students will be placed in classrooms with regular education teachers that hold AIG licensure when possible to more effectively serve the gifted learners. AIG Students will be clustered according to their needs.

Planned Sources of Evidence: Licensure reports
Professional development records
Use of PRC 034 funds
Student placement
Teacher survey

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 Maintained Practice for 2013-2016.

Rationale: Given the fact that Currituck County Schools' Self-Assessment found this to be completely evident, this was designated as a maintained practice.

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

Description: Currituck County will continue to actively recruit members to the AIG advisory committee. Membership on the AIG Advisory Committee is open to any person interested in our gifted students. Our current committee membership consists of the AIG County Coordinator, the AIG School Coordinators, administrators, general education teachers, parents, students and interested community members. The purpose of the AIG Advisory Committee is to review the services currently in place and to assess the successes and the areas of growth. The Committee also celebrates teacher and students successes and serves as a time when parents, students and professionals come together for the betterment of our AIG program. The meeting dates, agendas and minutes are posted on the county WebPage listed below.

<http://www.currituck.k12.nc.us/21291012811410297/blank/browse.asp?A=383&BMDRN=2000&BCOB=0&C=55960>

Planned Sources of Evidence: AIG Advisory Minutes/Attendance

AIG DAC agendas
AlertNow Logs
NCWise for tracking AIG parents

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: Given the fact that Currituck County Schools' Self-Assessment found this to be mostly evident, this was designated as a maintained practice.

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

Description: Currituck County Schools sent parent surveys to each parent of AIG identified students. The parent survey is also posted on the county WebPage at the address listed below. Unfortunately, the number of surveys returned were limited. Those surveys returned revealed primarily positive comments concerning the quality and effectiveness of the local AIG program. However, comments presented at the AIG Advisory Committee meetings revealed areas of growth. There was an inconsistency in the parents who completed the survey such that a true picture of parent concerns was not evident when looking at the surveys alone.

Broadening the scope of the survey (to include students, teachers and administrators) which has largely been parents, will provide more data that can be better generalized.

Planned Sources of Evidence: Data from surveys, interviews, focus groups with related stakeholders (students, parents, teachers, administrators, etc.)
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: Given the fact that Currituck County Schools' Self-Assessment found this to be mostly evident, this was designated as a maintained practice.

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

Description: The AIG Advisory Committee reviewed data from multiple sources when completing our self-assessment. Input was gathered from teachers, parents, students and administrators via surveys and AIG meetings. The committee reviewed the EOG/EOC scores and classroom performance of AIG students as a whole. We also reviewed the participation of students in advanced courses and extracurricular activities.

The formal review of the data gathered from the implementation of the AIG plan must be done on an annual basis. However, Currituck County Schools takes data received and reviewed throughout the year and makes changes to improve the program as needed.

Planned Sources of Evidence: Survey data

Accountability data

Teacher evaluation data

State Guidelines

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: Given the fact that Currituck County Schools' Self-Assessment found this to be mostly evident, this was designated as a maintained practice.

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

Description: Currituck County Schools shares test data with all parents via school handouts, report card conferences and internet postings. This includes the testing information of our AIG identified students. The Local AIG Plan is shared with the AIG Advisory Committee. All evaluation data gathered is reviewed by the committee in order to develop the new AIG local plan.

Planned Sources of Evidence: Annual Report posted

Various modes of communication, newsletter, website, media coverage, memos, emails, etc.

2013 AIG Plan

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: Given the fact that Currituck County Schools' Self-Assessment found this to be completely

evident, this was designated as a maintained practice.

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

Description: The rights of all AIG students are important and must be protected. Currituck County Schools has procedures in place to ensure the rights of all AIG students are protected. We have established procedures for dispute resolution as well. The following forms and items are included in our current procedures and are attached:

1. "AIG Parent Handbook"
2. "Prior Notice and Parent Consent for Evaluation"
3. "Prior Notice and Invitation to Conference"
4. "Service Delivery Options"
5. "Procedures for Dispute Resolution"

Current procedures and practices are in place.

District policies exist that protect all students and their rights.

In the event of a disagreement of AIG identification and/or services between parents and Currituck County Schools, parents have access to a step by step Resolution of Disagreements procedures.

Planned Sources of Evidence: Documentation of complaints and subsequent LEA responses and changes

Interviews with parents/guardians and school personnel where disagreements have occurred

Other Comments:

Glossary (optional):

Appendix (optional):

AIG Parent Handbook[1].doc (*Appendix*)
Currituck County Schools Gifted Behavior Scale.doc (*Appendix*)
Differentiated Education Plan 6-12.doc (*Appendix*)
Differentiated Education Plan Grades K-5.doc (*Appendix*)
Initial Screening Instrument Scale English LA.doc (*Appendix*)
Initial Screening Instrument.doc (*Appendix*)
Initial Screening Instrument Scale Math.doc (*Appendix*)
Nurturing Plan.doc (*Appendix*)
Parent Letters - End of Year.doc (*Appendix*)
Prior Notice and Invitation to Conference 2013 2016.doc (*Appendix*)
Prior Notice and Parent Consent for Evaluation.doc (*Appendix*)
Procedures for Dispute Resolutions.doc (*Appendix*)
Service Delivery Options all grades form.doc (*Appendix*)
Strategies for Placement.doc (*Appendix*)
Student Characteristic Profile NEW p1.doc (*Appendix*)
Student Characteristic Profile NEW p2.doc (*Appendix*)
Student Characteristic Profile NEW p3.doc (*Appendix*)
Summary of Student's Initial Eligibility and Options Record Elementary 2013 2016.doc (*Appendix*)
Summary of Student's Initial Eligibility and Options Record Secondary 2013 2016.doc (*Appendix*)
2013 2016 AIG signature page 001.jpg (*Local Board Approval Document*)