

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

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

Dare County Schools Vision for local AIG program: The mission of Dare County Schools is to educate every child. Academically and intellectually gifted students require a high level of intellectual stimulation and appropriate differentiation of the curriculum in order to reach and increase their individual potential. A continuum of gifted services is made available to all highly able students capable of outstanding performance, including students from culturally diverse, economically disadvantaged, and disabled populations.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$230238.00	\$22964.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

This practice is a Maintained Practice for 2013-2016.

Rationale: Dare County Schools has effective processes in place for the purpose of screening, referring, and identifying students at all levels. Survey results indicate a need to communicate these processes more clearly to the stakeholders.

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

Description: - Maintain and update a comprehensive Academically or Intellectually Gifted (AIG) webpage as part of the process of improving communication with stakeholders;

- Invite parents to serve on the AIG Advisory Committee;
- Create a district-wide AIG brochure;
- Include the AIG student identification process on the webpage;
- Foster parent/community awareness that highlights AIG student services provided via the K-3 Nurturing Program, 4-12 Talent Pool, and other AIG student programs;
- Place copies of the Dare County AIG Plan on the website, in local libraries, and in each school's media center. School administrators and AIG staff will receive a copy of the plan, to be reviewed at appropriate faculty or team meetings; and
- Survey AIG program stakeholders annually.

Planned Sources of Evidence: - AIG Webpage on Dare County Schools site

- Processes for identification included on Webpage
- AIG program district-wide brochure
- Documentation of parent/community awareness initiative
- Documentation of plan distribution

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: Current identification practices employ multiple criteria using student characteristics, ability, achievement, performance and student interest from objective and subjective sources. Records for students in the K-3 Nurturing Program and 4-12 Talent Pool are kept and are used to support the case for formal identification.

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

Description: 1. AIG facilitators at each school regularly review standardized test data (both traditional and non-traditional) to screen all students for possible AIG identification.

2. In addition to standardized test scores, at least three of the below listed appropriate criteria in a single academic or intellectual area, with adequate reliability and validity to identify the student as AIG in any school at the same educational level in the system, are included in a multi-criteria list presented by the AIG facilitator to the gifted review team for consideration:

- Verbal or Quantitative Cognitive Aptitude Test (CogAT) score in the 90-99 percentile range
- Individual IQ (97% or higher)
- Naglieri Nonverbal Abilities Test (NNAT) or similar instrument score in the 88-99 percentile range
- Reading or Math End of Grade (EOG) test score in the 90-99 percentile range
- English or Math End of Course (EOC) test score in the 90-99 percentile range
- Advanced Placement (AP) test score for an English or Math course in the 88-99 percentile range
- Consistently high classroom performance (A/B average in reading or math)
- Records of previous K-3 nurturing program and/or 4-12 Talent Pool participation
- Teacher/parent/community/peer/self Referral Form
- Classroom work samples

3. For students who transfer into Dare County Schools from another state, AIG facilitator reviews records received from the previous school and calls a meeting with the Gifted Review Team to determine eligibility. If the student was previously served in an advance program, but documentation does not support placement in the Dare County Schools AIG Program, student will be included in the K-3 Nurturing Program or the 4-12 Talent Pool and served in that capacity so that further observation can occur.

4. Gifted Review Teams, composed of AIG facilitator, guidance counselor, grade-level teacher reps, and administrative designee, review data for each child and determine identification eligibility.

Planned Sources of Evidence: - Student AIG folder reflecting use of multiple criteria

- Dare County Schools forms used for student identification
- Annual AIG headcount

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 Focused Practice for 2013-2016.

Rationale: Dare County Schools has experienced a significant increase in certain demographic groups in the past ten years, especially in economically disadvantaged and Hispanic students. Along with African-American, economically disadvantaged, and twice-exceptional students, these populations are currently under-represented in Dare County's AIG Program.

Goals:

- Provide professional development on the characteristics and needs of gifted students in under-represented populations;
- Develop characteristics checklists for under-represented populations;
- Seek out alternative objective assessments for under-represented populations;
- Investigate other North Carolina Local Education Agencies' efforts and initiatives to identify under-represented populations; and
- Collaborate with the English as a Second Language (ESL), Title I, Exceptional Children (EC) departments, and community youth programs in student search.

Description: Dare County Schools teachers are aware of the need to ensure that the potential of under-represented groups is recognized, nurtured, and served. Providing professional development along with collaboration with ESL and EC departments will help to ensure that the needs of students from all populations are met.

Planned Sources of Evidence: - Professional development attendance logs

- Characteristics Checklist forms
- Universal screening documentation
- Non-traditional measures and documented use
- Records of collaborative meetings - ESL, AIG, EC, and Title I
- AIG headcount, including disaggregation of under-represented groups

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: Screening, referral and identification processes are consistent at all education levels in the county. The majority of students are identified at the elementary school level. At the middle and high school levels, student search continues as new information is gathered through objective testing results, referrals, and the review of transfer students by the counselor and gifted facilitator.

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

Description: - Provide professional development on the characteristics and needs of gifted students in under-represented populations;

- Develop characteristics checklists for under-represented populations;
- Seek out alternative objective assessments for under-represented populations;
- Investigate benchmark systems' efforts and initiatives to identify under-represented populations
- Partner with the English as a Second Language (ESL), Title I, Exceptional Children (EC) departments and community youth programs in student search; and
- Continue intentional screenings in an effort to increase the number of underrepresented students served by the AIG Program.

Planned Sources of Evidence: - Professional development attendance logs

- Characteristics checklist forms
- Screening/referral instrument for classroom teachers
- Universal screening documentation
- Alternative objective assessments
- Records of collaborative meetings - ESL, AIG, EC, Title I, and community youth programs
- AIG headcount, including number of underrepresented students receiving gifted services

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: Written policies to safeguard the rights of AIG students and their families are included in the Dare County Schools AIG Plan, which is located in the media center of every school, is available online, and is used as a tool by every AIG facilitator.

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

Description: Written policies that safeguard the rights of AIG students and their families are featured in a section of the Gifted Guidelines Handbook and in a parental rights brochure. These documents contain the procedures to be followed if there is a disagreement regarding student identification or appropriate services. These procedures are as follows:

1. Contact the Gifted Education facilitator at the school.
2. Request a review of the concern(s) by the full Gifted Review Team at the site.
3. Appeal to the principal (or designee) of the child's assigned school.
4. Submit a written appeal to the Gifted Education Coordinator at the district level.

Planned Sources of Evidence: - Agenda, minutes of Gifted Review Team meetings

- Documentation of Gifted Review Team decisions for student placement
- Agenda, minutes of meetings at each level of appeals process, if they occur
- Gifted Guidelines Handbook
- Parental rights brochure

Other Comments:

Practice F

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG facilitator at each school maintains the student AIG records including each student's referral, initial placement, mid-year review, annual reviews, and the Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP). The AIG Facilitator is also responsible for reviewing AIG program service options annually with parents/families.

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

Description: The AIG facilitator creates a Differentiated Education Plan (DEP) Or Individual Differentiated Education Plan (IDEP) based on student need and the array of service options available. Parents attend initial placement conferences and participate in creation of the DEP/IDEP. Annual and mid-year reviews are held for all AIG students. K-3 Nurturing Program and 4-12 Talent Pool records are kept for those students served in these programs.

Planned Sources of Evidence: - Archived student data

- Headcount rosters
- Documented parent signatures on DEP/IDEP completed annually
- Nurturing Program and Talent Pool data
- Gifted Review Team documentation

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: The Dare County Schools AIG Program aligns its program goals with the North Carolina Standard Course of Study (NCSCOS) and the NC Essential Standards, addressing gifted learners' needs through differentiation of standards contained in these documents. However, based on data from the 2012-13 school year survey, students perceive that science and social studies courses, although reflecting basic NC Essential Standards, may not be as rigorous and challenging as other academic areas. Therefore, there is a need to ensure that teachers are equipped with strategies and resources for effectively differentiating instruction in all curricular areas.

Goals: - Plan professional development on differentiation of instruction to increase rigor.
- Collaborate through professional learning communities on rigorous and challenging lessons in the areas of science and social studies.
- Utilize technology as a tool for differentiation.

Description: Based on data from the 2012-13 school year staff survey, professional development is designed to enhance teachers' ability to differentiate for and challenge gifted learners. Areas of greatest interest include effective Independent Study, Differentiating Curriculum, and utilizing the Flipped Classroom approach with focused emphasis and consistent practice at the secondary level.

Planned Sources of Evidence: - Professional development agendas and rosters
- Annual student and staff survey data
- Development, sharing, and utilization of curriculum units/lessons that include challenge/enrichment opportunities for gifted students

Other Comments: (Optional)

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: The needs of the gifted student are met through a variety of research-based instructional practices and services. Formative assessment data is used to guide instructional practice. Screening

tests are used to determine appropriate acceleration for AIG students.

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

Description: Gifted students are offered more challenging or accelerated courses to address a range of ability levels. Screening for these courses include the Cognitive Aptitude Test (CogAT), the Orleans-Hanna Algebra Prognosis Test, ACT Explore and Plan tests, and other appropriate measures. College courses are optionally offered for credit. Online learning opportunities allow students to work at an individualized level and pace. AIG facilitators serve in each Dare County school and provide expertise in best practices in gifted education.

Planned Sources of Evidence: - Number of AIG students enrolled in Honors, AP, North Carolina Virtual Public School, online, and college level courses
- Number of AIG students in accelerated programs
- Rosters of online programs utilized by AIG students
- Data from standardized tests used for screening of AIG students to determine appropriate service options
- Professional development rosters

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: Dare County Schools educators continually evaluate resources utilized to support differentiated instruction, enriching, extending, or accelerating the North Carolina Standard Course of Study and NC Essential Standards. The selection of resources used to supplement the AIG curriculum is research-based, reflecting student interest and student need.

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

Description: AIG facilitators collaborate by sharing effective lessons/units and research-based materials. The AIG Coordinator and designees share materials and instructional practices from conferences, regional meetings, and gifted publications. Differentiated instructional strategies are shared through professional learning communities (PLCs), and specific strategies may be modeled by AIG facilitators for classroom teachers. Teachers of gifted students continue to select supplementary resources and programs to support the AIG curriculum including, but not limited to:

- Hands on Equations Pre-algebra program
- Junior Great Books
- Standards-based online learning software
- Problem-Based Learning
- Socratic Seminars
- Reading, Writing, and Math Workshops

- Collaborative Learning Models

Planned Sources of Evidence: - Gifted Education resource books available for use in each school's professional library

- Curriculum units/lessons that include challenge/enrichment opportunities for gifted students
- PLC agendas and rosters

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: In order to be prepared for the technological and collaborative demands of the 21st century, students need the skills encompassed in Practice D to be successful in their educational endeavors. Providing challenging, engaging educational opportunities enables students to meet goals of the global society.

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

Description: - Provide students with the opportunity to participate in collaborative activities, including service learning projects, peer tutoring/mentoring/teaching, volunteer experiences, science and technological based projects, enrichment blocks and book studies;

- Provide students with the opportunity to participate in a variety of competitive venues, including, but not limited to: Math Competitions, Odyssey of the Mind, Technology Student Association, National Spelling Bee, National Geographic Bee, Battle of the Books, Fiction Diggers, Remote Operated Vehicle Competition (NASA), and Poetry Out Loud;
- Provide students with opportunities to create technology-based products to demonstrate their knowledge and skills. These may include the use of programs such as PowerPoint, Excel, Photo Story, Movie Maker, Publisher, on-line courses, blogs, Skype, animation software and Google apps.
- Generate a list of community members that may contribute to the learning environment in various ways such as: guest speakers, resource experts, mentors, and tutors; and
- Integrate technology into regular classroom instruction.

Planned Sources of Evidence: - Student work products reflecting 21st Century skills

- List of student participants in competitions
- Samples of technology-based products
- List of students participating in community service projects
- List of guest speakers, resource experts, mentors and tutors

- Lesson plans reflecting technology integration

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Teachers in Dare County Schools use many different types of assessment to monitor student progress and to drive instruction. Examples include: benchmark assessment data, common formative assessment data, standardized test data, state tests, software pre/post tests, student portfolios, and teacher observation. Teachers then design instruction and interventions to meet the needs of students who are performing at grade level, below grade level, and above grade level expectations. Common formative assessments are used at all grade levels to monitor student progress and to determine instructional focus.

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

Description: Teachers of AIG students continually use assessment data to plan and differentiate instruction for AIG students and hold collaborative meetings to plan differentiated lessons/units. Assessment data become rationale for flexible subject grouping and student participation in enrichment activities in which curriculum is compacted and instruction is differentiated according to student need.

Planned Sources of Evidence: - Data from formative/summative assessments

- Agendas and rosters from collaborative meetings
- Student portfolios
- Differentiated assignments and compacted curriculum units based on pre-assessment data

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: The positive emotional and social welfare of the student is crucial to the overall success of the whole child. The social and emotional needs of the gifted learner are varied and complex and are based upon their individual strengths and needs. Results of the 2012-13 AIG Parent Survey indicated a need to better communicate and meet the social and emotional needs of AIG students through instructional practices and other services.

Goals: - Research current trends in meeting the social and emotional needs of the gifted learner;

- Use the information gathered to plan professional development for educators working with AIG students;
- Create a parent resource bank of materials regarding social and emotional needs of the gifted; and
- Involve school guidance counselors in professional development and student services that meet social and emotional needs.

Description: - Gather information through research and conference attendance;
- At least quarterly, conduct a workshop or presentation for AIG students addressing social and emotional needs of gifted learners; and
- Compile and share a list of materials addressing topics related to the challenges of the gifted learner including the affective domain.

Planned Sources of Evidence: - List of resources on the affective needs of gifted students
- Lesson plans and presentation or workshop materials that address social and emotional needs of gifted students
- Professional development rosters (social/emotional issues)

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: The need for nurturing young gifted students is recognized by AIG facilitators and other professionals. Strategies and interventions are in place to differentiate for these young students. Dare County Schools will continue building a more structured program to address the needs of highly-gifted in K-3.

Goals: - Plan professional development for K-3 teachers in characteristics of young gifted students;
- Expand the use of tiered learning stations in K-3; and
- Encourage collaborative planning time for AIG facilitators and K-3 teachers.

Description: K-3 teachers currently utilize work stations to enhance student learning. Providing tiered assignments in these stations helps to differentiate the curriculum for high ability students. Professional development in characteristics of young gifted students will serve a two-fold purpose: (a) to give teachers discernment while observing student behaviors in various learning situations and (b) to more effectively provide tiered assignments in work stations that purposely address students' learning needs. Emphasis will continue to be on ensuring that the needs of young gifted students are met by the teacher within the regular classroom, not exclusively by the gifted facilitator.

Planned Sources of Evidence: - Professional development agendas and rosters (gifted characteristics of young students)
- Lesson plans reflecting tiered assignments in work stations

- Teacher descriptions on referral forms of differentiated opportunities given to high ability and gifted students
- Minutes from collaborative planning sessions

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: AIG facilitators meet with other professional staff and AIG personnel, as needed, to develop and implement differentiated curriculum and instruction and to discuss student progress. The development of differentiated instruction may vary depending upon individual or group need. AIG facilitators will continue to collaborate with other personnel on a regular basis.

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

Description: - Involve all personnel, including guidance counselors and resource teachers, who provide direct instruction or services to an identified gifted student in the development and implementation of the differentiated curriculum;
- Consult with administration and guidance counselors in determining appropriate class placement for AIG students; and
- AIG facilitators will:
* meet with classroom teachers to discuss and monitor the progress of AIG students;
* meet with other AIG facilitators across the school system to discuss a variety of topics related to gifted education; and
* participate in professional learning community activities at their building level.

Planned Sources of Evidence: - Agendas, minutes of planning sessions
- Dates of meetings between AIG facilitators/Gifted Review Team and regular classroom teachers, resource teachers, and administration
- Samples of differentiated instruction resulting from school and district collaboration
- Written products from professional learning communities (notes, blogs, etc.)

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: Currently, a Differentiated Education Plan (DEP) is created for students who are identified AIG. The DEP offers an array of services and delivery options/learning environments based on student need, ability, and interest. Each student's DEP is reviewed annually by AIG facilitators, teachers serving the student, and parents.

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

Description: The Differentiated Education Plan is created through collaboration of the AIG facilitator, classroom teachers, parents, and other specialists, as needed. The DEP is based on individual student data, including areas of strength, learning styles, and abilities and interests. Services may vary from year to year and from school to school, depending on student need.

According to the 2012-13 AIG Parent Survey, transition from one school level to another is an area needing continued monitoring. AIG staff will continue working to improve communication efforts between levels and with parents of AIG students who are transitioning to a new school.

Planned Sources of Evidence: - Gifted Review Team meeting agendas

- Differentiated Education Plans in students' AIG folders
- Lesson plans reflecting differentiated assignments and activities aligned with students' DEPs
- Documentation of parent meetings
- Array of services available on service option grid

Other Comments:

Standard 3: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Practice A

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Superintendent holds AIG licensure and has named the Director of Elementary Instruction as her designee to coordinate the Gifted Education Program.

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

Description: - Conduct AIG Advisory Board meetings; and
- Send Gifted Education Coordinator and AIG licensed representatives to state and regional AIG meetings and professional development activities.

Planned Sources of Evidence: - Documentation of AIG facilitators meetings and conferences attended
- Documentation of AIG Advisory Board meetings

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: All AIG facilitators at the elementary level are engaged in tasks which explicitly address the academic and intellectual needs of gifted learners. At the middle school level, AIG facilitators are responsible for regular classroom instruction as well as providing services to gifted students. At the high school, guidance counselors maintain student records, hold parent meetings, assist with Governors School identification and maintain DEPs. Survey results indicate that additional focus should be placed on meeting the social and emotional needs of AIG students at the high school level. Opportunities at both middle school and high school level should be offered by the Gifted Education Facilitators that target AIG students exclusively.

Goals: - Guidance counselors and AIG facilitators will collaborate to provide services to meet the social and emotional needs of gifted learners.
- As indicated by the 2012-13 AIG Parent Survey, increased engagement time at middle school by

AIG facilitators in instruction/tasks explicitly addressing the needs of gifted learners is needed.

- At the high school level, involve AIG certified teachers and guidance counselors in providing services/opportunities for identified AIG students with an initial focus on social and emotional needs.

Description: - Establish collaborative partnership between AIG facilitators and guidance counselors;

- Explore options at middle school to increase the AIG facilitator's involvement with AIG students;
- Provide orientation session on giftedness for newly identified AIG students; and
- Utilize the intervention/enrichment block to provide social/emotional support for AIG students.

Planned Sources of Evidence: - Documentation of partnership efforts between AIG facilitators and guidance counselors

- Schedules of AIG facilitators
- Orientation material used for newly identified AIG students
- Use of intervention/enrichment time at elementary, middle, and high schools
- Topics covered during student intervention/enrichment work

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: All teachers in Dare County Schools are involved in quality professional development highlighting NC Standard Course of Study and NC Essential Standards. Teachers participate in professional learning communities and collaborate to plan instruction for all students.

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

Description: 2012-13 AIG Staff Survey results indicated a need for professional development in the following areas:

- Differentiation of instruction;
- Effective independent study;
- Flipping the classroom; and
- Social and emotional needs of the gifted

These topics will be included in the AIG professional development plan. Information regarding pursuit of AIG licensure will be disseminated at all professional development sessions, with the goal of increasing the number of Dare County Schools teachers holding AIG licensure.

Planned Sources of Evidence: - Professional development agendas/rosters reflecting the above topics; and

- Updated list of teachers holding AIG licensure
- Credentials of staff working directly with AIG students or overseeing the AIG program at each school

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: Dare County Schools currently does not require AIG licensure for regular classroom teachers working with AIG students. Using data from our 2012-13 AIG Staff Survey, professional development in differentiation is planned for all teachers to enhance their instruction with AIG students in the regular classroom. Specific training in AIG best practices will assist all teachers in understanding how to best meet the needs of gifted students.

Goals: - Provide regular classroom teachers with appropriate professional development regarding AIG students;
- Increase the number of teachers who hold AIG licensure; and
- Incorporate annual survey results from student, staff, and parents in planning professional development.

Description: Dare County Schools will offer site-based professional development for staff who teach AIG students. These professional development sessions will focus on topics derived from needs expressed in the 2012-13 AIG Staff Survey, information learned at Northeast Regional AIG meetings, and topics explored at North Carolina Association of Gifted and Talented annual conferences. Information regarding pursuit of AIG licensure will be disseminated at all AIG professional development sessions, with the goal of increasing the number of Dare County Schools teachers pursuing AIG licensure. Annual staff surveys will provide focus for targeted professional development and will reflect percentage of teachers holding AIG licensure in Dare County Schools.

Planned Sources of Evidence: - Credentials of teachers directly instructing AIG students
- Agendas/rosters of AIG professional development sessions
- Annual survey results

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: AIG-specific professional development includes such topics as differentiation and recognizing specific traits that may indicate giftedness. In response to 2012-13 AIG Staff Survey results, a series of AIG-specific professional development opportunities aligned with program goals and district initiatives is under development.

Goals: - Planning and implementing professional development for differentiating NC Standard Course of Study and Essential Standards for AIG students
- Information session and overview of AIG Instructional Resources Project from NC Department of Public Instruction

Description: Teachers and staff directly working with AIG students or overseeing the AIG program will participate in site-based professional development aligned with program goals and district initiatives. Professional development topics will reflect annual staff survey results as well as the Dare County Schools Gifted Plan, 2013-16.

Planned Sources of Evidence: - Professional development agendas/rosters
- Annual survey results
- Lesson plans that are differentiated for AIG students

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Professional development activities/sessions are sponsored every year by gifted organizations and state universities. Opportunities for Dare County Schools staff to attend are provided. The gifted coordinator or a designee attends regional AIG meetings, state conferences, and seminars offered in the state. Information is then shared with gifted facilitators and other relevant staff. The NC Teacher Evaluation instrument, which includes 21st Century Skills, provides an opportunity for professional growth and reflective practice.

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

Description: The gifted coordinator and designees will continue to:
- attend local, regional and state meetings and conferences;
- participate in webinars and podcasts offered by the state and by national gifted organizations; and
- disseminate materials and information to appropriate facilitators and staff.

Planned Sources of Evidence: - Disseminated materials from meetings, conferences, and seminars reflecting topics aligned with state and national teaching standards and best practices in gifted education
- List of professional development opportunities offered and/or attended by all staff that reflect alignment with state and national teaching standards and best practices in gifted education

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: School schedules are developed to include common planning time for grade and/or department level teachers. All teams are expected to participate in professional learning communities. Due to scheduling issues and/or a full teaching schedule, some AIG facilitators, especially at the secondary level, have limited opportunities for collaboration with grade-level groups.

Goals: - Investigate opportunities to increase planning time between AIG facilitators and grade level teams to provide collaborative opportunities regarding AIG student academic needs; and
- Employ online collaboration tools (e.g., Google docs, blog, etc.) to provide AIG facilitators a forum for sharing and exchange of ideas and information.

Description: -Communicate with building administrators regarding school schedules in an effort to provide AIG facilitators with more time to regularly meet with grade level teams.
-Create an online forum for AIG facilitators, using collaborative technology and shared documents, allowing for free exchange of ideas and information between facilitators and other teachers and staff who work with AIG students.

Planned Sources of Evidence: - AIG facilitators' schedules reflecting collaboration time
- Published online forum for AIG facilitators to exchange ideas and information

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: Dare County Schools AIG Program consists of a large array of academic service options for elementary, middle, and high school students. Although the current program is strong, the AIG Team recognizes that services used to meet the social and emotional needs of the gifted learner warrant strengthening. There is also a need to determine criteria and service options for a stand-alone designation of intellectually gifted.

Goals: - Determine a tiered plan for identifying intellectually gifted students, including Cognitive Aptitude Test trigger score, teacher-administered instrument, and individual testing by a school psychologist;
- Collaborate with ESL and EC staff to screen for intellectually gifted within their student populations;
- Initiate ongoing collaborative efforts with school psychologists to ensure timely progression of individual testing and analysis of results;
- Create an Individual Differentiated Education Plan enumerating appropriate service options for intellectually gifted students; and
- Seek out research-based training opportunities regarding social/emotional needs of gifted students for counselors, Gifted Education Facilitators, and teachers working with the gifted.

Description: A wide array of service options to meet the differentiated needs of the gifted population will continue to be offered, including the following:

- clustering of AIG students
- pull-out classes
- course/grade acceleration
- cross-age/grade placement
- early entrance to kindergarten
- dual enrollment

AIG personnel will research and gather information to determine the Cognitive Aptitude Test (CogAT) trigger point for individual IQ testing in determining intellectual giftedness. This test is administered to all 3rd and 6th grade students in Dare County Schools. Concurrently, a list of service options including technology-based activities and problem-based learning will be developed to meet the needs of students identified as intellectually gifted.

Training regarding social/emotional needs of gifted learners will be provided for counselors, Gifted Education Facilitators, and teachers working with the gifted.

Planned Sources of Evidence: - Training session agendas/attendance rosters for social/emotional

needs of gifted

- Gifted Review Team records reflecting identification of students as intellectually gifted, including ESL and dually-identified students
- Individual Differentiated Education Plans delineating service options and anecdotal data used for identification

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Due to the new intellectually gifted designation, identification criteria and service options will need to be developed that appropriately serve this population.

- Goals:**
- Add intellectually gifted service options to the service options grid included in the Dare County Schools Gifted Guidelines Handbook;
 - Create an Individual Differentiated Education Plan enumerating appropriate service options for intellectually gifted students; and
 - Inform school administration, classroom teachers, guidance counselors, EC teachers, ESL teachers, and other key staff about the new designation and criteria for screening and identification.

Description: A wide array of service options aligned with each area of AIG identification, goals of the program, and resources of the Local Education Agency (LEA) is offered, with the exception of those specific to the intellectually gifted. As this designation is new, identification criteria and service options will be developed by AIG personnel and synthesized into our existing program. Specifics of the new designation will be communicated to stakeholders through the AIG web page, faculty meetings, PLCs, and other appropriate venues.

- Planned Sources of Evidence:**
- Updated service options grid including intellectually gifted service options
 - Individual Differentiated Education Plan enumerating appropriate service options for intellectually gifted students
 - AIG web page highlighting intellectually gifted designation
 - Faculty meetings and PLC agendas highlighting intellectually gifted designation

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: Instruction for gifted students in Dare County Schools is aligned with the North Carolina Standard Course of Study and NC Essential Standards. District-wide curriculum maps are used at all levels. Quarterly benchmark assessments and common formative assessments are administered and provide progress-monitoring in multiple subjects. Assessment results are used to plan instruction.

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

Description: Student progress continues to be monitored through formative and summative assessments and quarterly benchmarks. Student growth data and proficiency results are analyzed. Instruction is differentiated for AIG students to ensure they receive challenging content and materials.

Planned Sources of Evidence: - Samples of common formative assessments
- Documentation of student progress and/or achievement

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: The 2012-13 AIG survey results indicate a need to improve communication with all staff regarding the AIG program, especially at the secondary level. All teachers, school administrators, and support staff need to be aware of the AIG program and its components in order to work together to provide the best services possible for AIG students.

Goals: - Update AIG web page regularly and remind teachers of how to access it;
- Create online newsletter highlighting gifted education at each school and send it to all staff;
- Create informational powerpoints on various AIG topics to be shared at workshops for new teachers; and
- Make AIG update an agenda item for all staff and leadership meetings.

Description: Since the inception of the 2010-13 plan, an AIG web page was created and continues to be updated. It includes a staff directory and chain of inquiry, the gifted plan, parent and student resources that will help teachers answer parents' questions, and links to annual surveys. A quarterly newsletter highlighting AIG activities and accomplishments will be an asset. Informational power points on various AIG topics will be utilized for acquainting new personnel with such topics as characteristics of gifted, differentiation strategies, and social/emotional needs of gifted students.

Having AIG as a regular agenda item at all staff meetings will keep all staff abreast of important developments in gifted education and can serve as a review of various gifted education topics.

Planned Sources of Evidence: - Updated AIG web page

- Quarterly AIG newsletter sent to all staff
- Informational powerpoints on various AIG topics
- Meeting agendas listing AIG topics addressed

Other Comments:

Practice E

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

This practice is a Focused Practice for 2013-2016.

Rationale: Communication among and between AIG teachers and schools primarily focuses on identification. Additional time to discuss instructional strategies and other relevant issues would be beneficial. Staff survey results for 2012-13 indicated that secondary certified staff were less familiar than elementary level certified staff with screening and identification procedures.

- Goals:**
- Give classroom teachers the opportunity to review DEPs and IDEPs of students in their classes;
 - Send lists of Talent Pool students from elementary to middle to high, along with list of identified gifted students and their current service options;
 - Hold regular meetings of AIG facilitators to discuss issues impacting students at key transition points; and
 - Update DEPs and IDEPs to include signatures of regular education teachers responsible for delivery of AIG services.

Description: Communication among and between teachers and schools is stronger at some levels than at others. At the elementary level, teachers of students transitioning from K-3 Nurturing Program to 4-12 Talent Pool and Identified Gifted are readily accessible to each other and they communicate clearly about students and appropriate service options. At key transition points (elementary to middle and middle to high), the AIG facilitator must ensure effective communication by clearly disseminating information pertinent to classroom teachers. Facilitators will meet with regular classroom teachers and others directly serving the student to review the DEP or IDEP. As students transition to the next level, facilitators will communicate regarding identified and Talent Pool students, including service options currently provided.

Planned Sources of Evidence: - Documentation of communication between facilitators at key transition points

- Agendas/rosters of AIG facilitator meetings
- Updated DEP/IDEP with signatures of regular education teachers responsible for delivery of AIG services

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Focused Practice for 2013-2016.

Rationale: The Gifted Review Team collaborates with parents and creates a Differentiated Education Plan (DEP) for academically gifted students or an Individual Differentiated Education Plan (IDEP) for Intellectually Gifted students. Further efforts will be made to inform and involve instructional personnel and parents/families in providing differentiated programming and services to AIG students.

Goals: - Include ESL and EC teachers in student referral and identification, and in determining appropriate service options;
- Include ESL teacher as adjunct member of the Gifted Review Team; and
- Increase awareness of differentiated enrichment opportunities for AIG students by communicating more effectively with parents/families.

Description: AIG facilitators are assigned to each school to ensure that an array of differentiated programming and services is provided to gifted students. In an effort to enhance collaboration and involvement, AIG facilitators will involve ESL and EC teachers in referral, identification, and programming for gifted students within their targeted populations. Facilitators will ensure that administrators are kept informed of who is identified and the differentiated programming and services utilized. Web page updates will include postings of differentiated enrichment opportunities for gifted students, in both English and Spanish.

Planned Sources of Evidence: - Meeting agendas/rosters including ESL and EC teachers in AIG referral and identification procedures
- Roster of Gifted Review Team and meeting agendas including ESL teacher as adjunct member
- Web page and/or print announcements of differentiated programming and services offered to gifted students

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: According to data from the 2012-13 AIG Staff Survey, professional development regarding social/emotional needs of gifted students is a need. Collaboration among AIG facilitators and school guidance counselors trained in social/emotional needs of gifted will more effectively address individual students' needs. Communication with parents regarding their child's gifted social/emotional needs can enhance the child's overall educational experience.

Goals: - Provide training for guidance counselors, regular education teachers and AIG facilitators in specific social and emotional needs of gifted students;

- Collaborate with guidance counselors, regular education teachers, parents/families, and others to develop social/emotional-based lessons and activities for AIG students;

- Locate lesson plans integrating academic curriculum with development of social/emotional needs; and

- Provide updated web links for parents directing them to relevant articles and resources.

Description: While the social and emotional needs of gifted students is met on some levels through exploration of themes and character traits in literature or historical events, this is an area that needs strengthening. Specific training and collaboration among guidance counselors, regular education teachers, AIG facilitators, parents/families, and others will lead to deliberate programming addressing social and emotional needs of AIG students. Web links for parents will reflect program goals and will provide access to additional resources.

Planned Sources of Evidence: - Attendance rosters from training sessions regarding social/emotional needs of gifted

- Bank of lessons/activities on social/emotional issues, including those appropriate for elementary, middle, and high school levels

- Documentation of collaboration between AIG facilitators and guidance counselors, regular education teachers, families/parents, and others

-Links to social/emotional resources on Dare County Schools AIG web page

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: Students in elementary and middle schools are currently grade/course accelerated on a case-by-case basis through action of the individual school's gifted review team. Beginning with the 2013-14 school year, Credit by Demonstrated Mastery will be available to students in grades 6-12.

Goals: - Develop a plan for consistent acceleration practices at the elementary and middle school levels; and

- Ensure that all staff become familiar with the policy regarding Credit by Demonstrated Mastery and the guidelines governing its use.

Description: Dare County Schools currently accelerates students through early entrance to kindergarten as governed by NC State Board of Education policy. Individual schools also employ grade/course acceleration by Gifted Review Team determination and through course offerings at the high school. Dare County Schools will be developing a Credit by Demonstrated Mastery policy in

middle and high school beginning with the 2013-14 school year. As consistent acceleration practices are developed for elementary and middle school, practices will be built on research-based programs such as the Iowa Acceleration Scale. Dare County Schools will continue to offer dual enrollment opportunities in college level courses.

Planned Sources of Evidence: - Procedures developed for grade/course acceleration at elementary and middle school

- Agendas/rosters of AIG Advisory Team meetings addressing Credit by Demonstrated Mastery
- Student schedules and transcripts reflecting acceleration and dual enrollment
- Published procedure for early entrance to kindergarten, as based on state board 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: Dare County Schools encompasses a diverse population, both socioeconomically and culturally/ethnically. The staff of Dare County Schools recognizes the need to seek out and serve gifted learners from all populations. Input needs be sought intentionally from ESL teachers, EC teachers, and all other staff members in order to meet the needs of their students who are involved in the gifted program.

Goals: - Coordinate with ESL and EC teachers to determine research-based, effective instructional practices for meeting the needs of specific underrepresented populations;
- Include ESL teacher as adjunct member of the Gifted Review Team, as needed;
- Provide professional development for teachers, focusing on strategies for effective instruction of under-represented populations; and
- Develop a research-based checklist to use for identifying gifted students from under-represented populations.

Description: Recognizing the need for continuing efforts in locating and effectively serving gifted students among underrepresented populations, Dare County Schools will administer a non-traditional assessment to students of promise. AIG facilitators will collaborate with ESL and EC teachers to widen the scope of screening efforts and to develop research-based instructional practices, lessons, and units of study that effectively meet the learning needs of gifted students from underrepresented populations.

Planned Sources of Evidence: - Documentation of collaborative meetings with ESL and EC teachers to determine research-based instructional strategies for students from underrepresented populations

- Gifted Review Team membership roster and meeting notes including ESL teacher as adjunct

member

- Professional development rosters/agendas regarding identification criteria and effective instructional strategies for gifted students from underrepresented populations
- Research-based lessons and units of study incorporating effective instructional practices

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: Dare County Schools offers a wide array of extra-curricular programs and events to its AIG populations at all levels. Some are academically-based, enhancing student development of important skills and concepts; others are interest-based and allow students to explore and acquire new knowledge and skills in non-academic areas. Data from the 2012-13 AIG Parent Survey indicate a need to continue efforts to increase extra-curricular activities in relation to gifted education.

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

Description: Elementary schools offer academically-based programs including math contests; Fiction Diggers, a district reading contest similar to Battle of the Books; and the Scripps National Spelling Bee. Interest-based opportunities include drama and music groups that perform for PTA and other groups; art shows and contests; Odyssey of the Mind; and in-school news and information shows.

Middle schools continue to build on elementary school offerings by participating in Odyssey of the Mind and math contests. They also offer technology clubs, science clubs, service clubs, sports programs of all types, spelling and geography bees, and performance groups in the fine arts areas.

At the high school level, students are involved in many extra-curricular programs and events that build upon what students experience in middle school. Students at this level continue to participate in fine arts performance groups, Poetry Out Loud, and service clubs. They also have many opportunities to develop and practice STEM (science, technology, engineering, and math) skills and participate in environmental projects and community service events that further develop their interests.

Planned Sources of Evidence: - Club membership rosters

- News articles featuring gifted students' participation in contest and enrichment opportunities
- Recognitions and awards earned by AIG students
- Web page articles and documentation

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 Focused Practice for 2013-2016.

Rationale: Many successful partnerships have been established with parents, businesses and the local community. The need to ensure that partnerships are intentional and meaningful in support of academic, intellectual, social and emotional needs of AIG students continues, and is reflected in other goals in this plan, including the need to strengthen the overall social/emotional aspect of gifted services.

Goals: - Strengthen community/family partnerships which are currently in place;
- Continue to maximize relationship with the Dare Education Foundation;
- Pursue relationships with community and parent/family partners that support specific AIG programming, especially social/emotional aspects; and
- Explore on-line partnerships or use other technological advances to initiate partnering.

Description: Current partnerships are effective in supporting educational programming, including gifted services. Because student/service match is of foremost importance for student progress and growth, the first partnership is with parents in creating student DEPs and IDEPs, and in reviewing their effectiveness annually. Other partnerships are highlighted through parent organizations in each school, on the Dare County Schools web site, and in newspaper articles. Efforts will be made during this plan cycle to more specifically highlight partnerships in light of gifted services and programming and in alignment with academic, intellectual, and social/emotional needs of gifted students.

Planned Sources of Evidence: - AIG Advisory Board membership roster
- Membership in The North Carolina Association for the Gifted and Talented (NCA GT)
- Parent Meetings
- Signed student DEPs, IDEPs, and Annual Reviews
- School/county AIG parent information brochure
- Documentation of communication efforts
- News articles
- Channel 19 Highlights
- Updated web pages
- Documentation of alignment of partnerships with AIG-specific programming

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 Focused Practice for 2013-2016.

Rationale: Respondents to the 2012-13 AIG Parent Survey suggested that information flow is less at the secondary level than at the elementary. Renewed focus will be placed on ensuring that stakeholders are aware of the AIG webpage and that all AIG levels are represented.

Goals: - Increase awareness of the AIG webpage among all stakeholders;
- Ensure balanced coverage of the AIG program at all educational levels; and
- Enhance communication with all stakeholders about the local AIG program, the local AIG plan, and other policies relating to gifted education via print, electronic, and other media venues.

Description: The AIG webpage has become a viable source of information regarding AIG programming and services. Dare County Schools will be migrating to a new web host in the summer of 2013. AIG staff will ensure that the AIG page is publicized and easily accessible to all stakeholders. AIG publications including brochures and newsletters will be posted on the site, and, endeavoring to create more user interest, efforts will be made to increase the visual appeal of the main AIG page.

Planned Sources of Evidence: Webpage containing:

- AIG Plan
- AIG Brochures
- Media and news publications
- Annual reports
- Frequently asked questions (FAQs)

Communication with stakeholders, including:

- Media and new publications
- Brochures for parents of gifted students
- AIG facilitator communications with parents

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: Stakeholders represented in the development, implementation, and monitoring of the plan included teachers, parents, principals, and central office staff who reflected the diversity of AIG parents/families in Dare County Schools.

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

Description: Dare County Schools will maintain an operational AIG Advisory Board that is representative of the diversity of AIG parents/families. Annual survey results will be made available to members for review and analysis, and AIG Advisory Board recommendations will be incorporated into development, implementation, and monitoring of the Dare County Schools Gifted Plan.

Planned Sources of Evidence: - Rosters of AIG Advisory Board
- Agendas and minutes from AIG Advisory Board
- Recommendations of AIG Advisory Board
- Action plan for implementing and monitoring the Gifted Plan

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG facilitators disseminate information to school personnel, parents, students and community through a variety of sources such as news articles, web pages, and ongoing communication. The major policies and practices in gifted education (student referrals, screenings, appeals, informed consent, service options, and the AIG Plan) are available to all stakeholders via the Dare County Schools web page, the Gifted Guidelines Handbook, and the Parent Handbook.

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

Description: Dare County Schools keeps stakeholders informed of opportunities available to AIG students via a district web page and individual school web pages, news articles, and print and face-to-face communications between teachers and parents/families. Much of this information is available in both English and Spanish. Raising stakeholder awareness of AIG service options and opportunities through multiple sources is a continuing goal. Increased awareness of the district's web page will enhance these efforts, as will a more concerted effort to provide all communications in both English and Spanish.

Planned Sources of Evidence: - Dare County Schools AIG webpage, including articles in Spanish
- Updated AIG Brochures in English and Spanish
- Updated Gifted Guidelines Handbook and Parent Handbook in English and Spanish
- Copy of the AIG Plan at every school, both English and Spanish
- Copy of the AIG Plan in public libraries, both English and Spanish

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: Collaboration among families, institutions of higher education, local businesses, and other community resources assists the advanced learner and heighten the educational process. North Carolina Virtual Public Schools, local colleges, online courses, and other avenues are essential for Dare County Schools students to progress beyond the high school level and for high-achieving learners to participate in enriching courses.

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

Description: Partnerships with community leaders and businesses enable AIG students to gain a first-hand look at the world of business through mentorships and apprenticeships. Partnerships with institutions of higher education serve to better prepare AIG students to be competitive in pursuing successful college and career paths. As Dare County Schools continues to pursue these opportunities for AIG students, community support will be enhanced, leading to quality improvement for the total program.

Planned Sources of Evidence: - Number of students participating in dual enrollment
- Number of students taking courses through North Carolina Virtual Public School or other online opportunities
- Number of students participating in mentorships/apprenticeships through local businesses and community leaders
- Number of students participating in AIG sponsored programs and services in partnership with parents/families and community organizations

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: Before it became a state mandate, Dare County Schools was one of the first districts to develop an AIG Plan. The Dare County Schools Plan for Gifted Education has been continually modified and expanded and continues to evolve to meet the needs of our gifted and highly able students.

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

Description: Revise plan using data, state guidelines, and stakeholder feedback.

Planned Sources of Evidence: - Data gathered from a variety of sources
- State guidelines from Department of Public Instruction and State Board of Education
- Stakeholder feedback

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: Dare County Schools AIG Advisory Committee monitors the implementation of the AIG Plan in accordance with current legislation and state policies. The AIG facilitators ensure that the program components are implemented with fidelity.

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

Description: - Implement, monitor and evaluate the AIG plan;
- Analyze the results of plan evaluation to assist with planning for new cycle; and
- Monitor AIG staffing levels and make recommendations for adjustments if needed.

Planned Sources of Evidence: - Orientation to AIG Plan for teachers, administrators, and other

stakeholders

- Agendas from Principals' Meetings
- Minutes from AIG Advisory Committee
- Facilitator meeting agendas and minutes

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: Dare County Schools effectively monitors and uses state funds allotted for the local AIG program in accordance with State of North Carolina laws, policies and guidelines.

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

Description: The Dare County Schools Finance Officer and AIG Coordinator will continue to collaborate to ensure all funds are expended according to established guidelines.

Planned Sources of Evidence: - Dare County Schools Budget

- AIG budgets
- Audits

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: Dare County Schools maintains all required student performance growth and annual drop-out data for AIG students. The data is shared with appropriate administrators. Dare County's dropout rate is one of the lowest in the state. There is an abundance of software programs available within the schools by which individual student performance can be measured.

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

Description: The performance of all student sub-groups, including gifted students, will continue to be disaggregated when analyzing overall school and district performance. Data will be shared with stakeholders via the AIG web site and other school publications.

Planned Sources of Evidence: - Data of student subgroups

- AIG student growth data
- ACT Explore and ACT Plan reports
- Web page and other school publications that include this data

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: Although Dare County Schools made gains in this area during the 2010-2013 plan cycle, the AIG Program needs to continue actively seeking members of under-represented populations.

Goals: - Seek students with potential to be selected for Nurturing Pool and Talent Pool;

- Actively partner with ESL and EC staff to locate potential AIG students; and
- Utilize multiple criteria for this selection.

Description: According to the data from the 2012-2013 AIG staff survey, teachers are aware of the need to ensure that the potential of under-represented populations is recognized, nurtured, and served.

Planned Sources of Evidence: - Nurturing Pool, Talent Pool Rosters

- Enrollment trends, by subgroups

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: AIG Facilitators at eight of the county's eleven schools hold current AIG licensure. All AIG staff participate in regular professional development. All personnel records are kept at the central office and managed and updated by the personnel department. Personnel records are updated at the end of each school year.

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

Description: The AIG licensure of all staff will continue to be monitored.

Planned Sources of Evidence: - Personnel files of AIG staff

- List of all AIG certified staff in Dare County Schools

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: Since the inception of the Gifted Plan at the state level, advisory groups have met to discuss and review local AIG programming. Advisory groups have consisted of AIG facilitators, AIG Coordinator, elementary and secondary curriculum facilitators, Board of Education members, parents, classroom teachers, administration and community members.

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

Description: Continue to hold meetings of the AIG Advisory Committee to facilitate communication and awareness of AIG services. The AIG Advisory Committee will serve as an accountability group to monitor progress in focused practices and overall implementation of the gifted plan.

Planned Sources of Evidence: - AIG Advisory Committee roster, agendas, and minutes of meetings

- Comments and recommendations from the Advisory Committee regarding implementation and progress of the plan

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: An annual survey will be given to stakeholders. Efforts will be made to increase the percentages of respondents to future surveys.

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

Description: - Conduct annual survey;

- Analyze results of survey;

- Share relevant information at AIG facilitator meetings and AIG Advisory Board meetings;

Planned Sources of Evidence: - Annual survey and results

- Survey participation rates
- Agendas, minutes of AIG facilitators' meetings
- Agendas, minutes of AIG Advisory Board meetings
- Roster, agendas, minutes from the Superintendent's Parent Advisory Committee

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: Dare County Schools conducts a systematic program evaluation every three years to prepare the AIG Plan. Prior to submission for state review, the plan is presented to the Dare County Board of Education for approval.

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

Description: - Conduct survey on an annual basis;

- Hold regular meetings of AIG Advisory Board;
- Create a three-year action plan addressing focused practices; and
- Give progress reports on the focused practices.

Planned Sources of Evidence: - Survey participation and results

- Meeting schedules, agendas, minutes of advisory board
- Three-year action plan
- Progress reports on focused practices

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: The AIG web page, created during the 2010-2013 plan cycle, proved to be an effective information medium for the AIG program. Efforts toward adding evaluation data need to be made during the upcoming plan cycle.

Goals: - The Dare County Schools web page will contain data from the evaluation of the AIG program;

- The web page will continue to be updated on a regular basis;

- Other communication media will be used to disseminate information to AIG stakeholders, including the TV educational channel, newspapers, brochures, online newsletters, and mailings; and
- Workshops for parents, students, and regular education personnel will be offered.

Description: AIG program information will be made available through a variety of media. This information will be made accessible in both English and Spanish and will use terminology understandable to the general public.

Planned Sources of Evidence: - Web page articles, newsletters, and other publications featuring AIG program data

- Newspaper and TV articles and features regarding AIG program data
- Workshop schedules, brochures, and attendance rosters

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: Parents of AIG students are given a parent handbook delineating policies, procedures, and practices for the academically gifted program. The handbook is also accessible via the Dare County Schools AIG web site. Procedural safeguards for resolving disagreements are outlined, in alignment with procedures followed by the school system.

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

Description: This year's updated handbook includes criteria for screening and identification of AIG students, programming, and service options. It also includes the following policies and procedures to safeguard students' and parents' rights:

1. Contact the Gifted Education facilitator at the school.
2. Request a review of the concern(s) by the full Gifted Review Team at the site.
3. Appeal to the principal (or designee) of the child's assigned school.
4. Submit a written appeal to the Gifted Education Coordinator at the district level.

Planned Sources of Evidence: - Parent handbook

- Gifted handbook
- Parental rights brochure
- AIG web page

Other Comments:

Glossary (optional):

Appendix (optional):

AIG Glossary-13-16.doc (*Appendix*)