

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

**Approved by local Board of Education on:** 06-MAY-13

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Jones 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, Jones County Schools local AIG plan is as follows:***

**Jones County Schools Vision for local AIG program:** Jones County Public School system is dedicated to the students of our Academically and Intellectually Gifted Program through the academic, social, and emotional needs of gifted learners with the vision of these students reaching their potential.

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$57946.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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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:**

The Jones County Public Schools' AIG program will continue to articulate and disseminate the processes for screening, referral and identification for all grade levels to school personnel, parents/families, students and the community-at-large.

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

### **Description:**

Jones County Public Schools' AIG program will maintain this practice in the following ways:

- Prepare and distribute informational pamphlets district-wide
- Provide professional development opportunities to each school faculty at the beginning of each school year highlighting identification processes and procedures.
- Increase communication about the AIG program through various meetings.

More information about student identification is available in appendix files.

### **Planned Sources of Evidence:**

- Staff development rosters of training by each AIG Facilitator for their staff
- Screening data provided by staff members for students to be reviewed
- AIG team meeting minutes
- Website/newsletter information to community and parents
- Open house and parent meeting sign in sheets
- Parent 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 Focused Practice for 2013-2016.**

**Rationale:**

Multiple criteria are used for identification of students in Jones County for AIG/IG.

**Goals:**

The JCPS AIG Team will continue to develop and implement measures for IG identification based on researched best practice.

**Description:**

JCPS will ensure that appropriate identification criteria will be uniform in all schools and designed to reflect student differences related to gender, development, learning and diversity. Qualitative and quantitative criteria can be used for identification. See Appendix for detailed list of student identification criteria.

Professional Development on measures for IG identification and services will be on going in the JCPS AIG Team Meetings and the JCPS AIG Advisory Meetings.

Students will be presented before the AIG Referral Team to determine final placement.

**Planned Sources of Evidence:**

- Student portfolios
- Students identification criteria

**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:**

Every effort is made to mirror the demographics of all JCPS students.

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

**Description:**

Utilizing the various identifying factors helps us to include many of the generally under-represented populations in our AIG program.

**Planned Sources of Evidence:**

AIG student records

**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:**

JCPS will continue to implement the processes for screening and referral at all levels.

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

**Description:**

Utilizing the various identifying factors helps us to include many of the generally under-represented populations in our AIG program.

**Planned Sources of Evidence:**

AIG student records.

**Other Comments:**

**Practice E**

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:**

JCPS AIG program will continue to implement written policies and procedures to preserve and protect the rights of our students and parents.

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

**Description:**

JCPS will ensure that appropriate identification criteria will be uniform in all schools and is designed

to reflect student differences related to gender, development, learning, and diversity.

**Planned Sources of Evidence:**

- JCPS Academically and/or Intellectually Gifted Learners Brochure
- Student portfolios
- Parents/Guardians Procedures to Resolve Disagreement Policy
- AIG Forms

**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:**

Documentation is maintained at the school level and discussed with the AIG Placement Team and with parents when matching students with services as evidenced by annual review of student DEP forms.

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

**Description:**

JCPS will maintain this practice by:

- Review of student portfolios
- Random internal audits
- Annual review of DEP with parents/families

**Planned Sources of Evidence:**

Review Team Documentation

- Annual Audit
- Student DEP
- AIG Placement Criteria
- Parent signatures of all AIG students stating they have received the AIG Appeals Procedure

**Other Comments:**

One way to strengthen this practice is to continue developing procedures for the identification process and service provisions for IG students.

## **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:**

JCPS AIG Facilitators and Regular Classroom Teachers will use researched best practice provided by Professional Learning Communities and other Professional Development Workshops to differentiate student learning within classroom instruction.

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

### **Description:**

The following Program Service Options are available for JCPS students:

#### K-6 Students

Cluster grouping in the regular classroom (DEP required)

A student is assigned to a regular heterogeneous class with several other high achieving students. These students form a cluster group. The regular classroom teacher consults with the AIG teacher to design appropriate differentiated curriculum for the cluster.

#### Subject Acceleration

A student receives instruction at a higher level in a specific subject, yet remains with his/her peer group for most of his/her other instruction.

#### Grade Acceleration

A student advances an entire grade.

#### Flexible Grouping (in-class, subject, across block, cross-grade)

Students with like abilities and/or skills are pulled together in one group. This group stays together for a specific grading period or instructional unit. This group may be taught by classroom teacher or an AIG teacher.

#### Pull-Out

Students leave their regular classroom for a specific period of time. They receive instruction extending the North Carolina Standard Course of Study and focusing on critical thinking, research skills, and short-term projects from an AIG teacher.

### Computer-Based Instruction

Students receive individualized computer instruction that allows them to accelerate at their own pace.

### Individualized Projects

These projects may be designed for the student and monitored by the classroom teacher and/or resource teacher. Individualized projects include curriculum-related activities appropriately challenging for the learner regardless of the classroom setting or content area.

### Learning Contracts

A learning contract is an agreement made between a teacher and a student that allows the student to work independently on either accelerated or enriched materials related to a unit of study.

### Differentiated Instruction

Instruction incorporates multi-level assignments and activities (i.e. tiered assignments, journal prompts, Tic Tac Toe activities)

### Curriculum Compacting

An instructional strategy that modifies or streamlines the North Carolina Standard Course of Study eliminating repetition of previously mastered material allowing the teacher to accelerate the level of content.

### Learning Centers

These are work stations designed for individual or group work that include multi-level learning activities. Learning centers can be assigned by the teacher or self-selected by the student.

### Special Programs

Special programs include academic contests, clubs, and competitions (i.e. Spelling Bee, Battle of the Books, Drama/plays).

JCPS Grade 7 and 8 receive all the opportunities of the K-6 students with the additions of

### Accelerated Math Curriculum

Advanced learners are homogeneously grouped in a yearlong Math course with the curriculum based on the North Carolina Standard Course of Study.

### Accelerated English/Language Arts Curriculum

Advanced learners are homogeneously grouped in a yearlong English/Language Arts course with the curriculum based on the NCSCOS of Study.

### Online Courses

Online courses provide alternate instructional formats for students to complete a course that may not be offered at the school site.

### Service Learning Program

Students complete a variety of service learning activities and tasks within the school and community

Students in Grades 9-12 have the opportunity to participate in  
Online Courses-See above for the definition

### Honors Courses

Provide students rigorous academic instruction incorporating opportunities for students to excel in the specified content area.

### AP Courses

Students are provided both on campus and online: successful completion of these courses and a level 3 or higher on the AP exam will allow students to receive high school and college credit.

### Dual Enrollment Courses

Students are offered either online or on the community college campus. Students receive both high school and college credit for courses.

### **Planned Sources of Evidence:**

- Differentiated learning plans for AIG students
- School/teacher schedules that show differentiation
- Lesson plans to show differentiation
- Use of AIG IRP Forms (Instructional Research Project)

### **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:**

Documentation is in place to provide effective differentiation strategies to students.

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

### **Description:**

Program Service Options are the same as in Practice A. See above.

### **Planned Sources of Evidence:**

- Student Differentiated Learning Plans
- Teacher lesson plans
- Projects/work samples completed by students
- AIG IRP form

### **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:**

Standard Course of Study materials and computer-based instruction are used to augment instruction.

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

#### **Description:**

Standard Course of Study materials, websites, and other technology will enable the development of AIG students' knowledge of 21st Century content.

#### **Planned Sources of Evidence:**

- Student Differentiated Learning Plans
- Teacher lesson plans
- Projects/work samples completed by students
- AIG IRP form

#### **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:**

All of these 21st Century content and skills are incorporated when using the NCSCOS Curriculum.

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

#### **Description:**

## Differentiated Curricula/Instructional Practices

It is essential that time be provided for classroom teachers and the AIG facilitators to work closely together to plan, design, and deliver appropriate differentiated curriculum for gifted students. This curriculum should build upon and extend beyond the NCSCOS. Classroom teachers and AIG facilitators will meet on a regularly defined schedule to develop this curriculum. These meetings will take place on a regular schedule. The developed curriculum is aligned with our mission statement in that it challenges students through rigorous, relevant, responsive instruction and prepares them to be global learners.

Professional development in differentiated instructional strategies will be provided for teachers of gifted students as well as regular classroom teachers. Teacher lesson plans and collaboration between teachers and AIG facilitators will be used to evaluate the use and effectiveness of differentiated instruction. Multiple assessment and evaluation tools for monitoring student understanding and achievement include the following:

- Rubrics developed by the teacher and student
- Student led conferences
- Portfolios of student work

It is necessary that teachers know strategies to differentiate instruction for all students. Those working with AIG students in particular need to be responsive to the unique characteristics of advanced learners. Instructional services will provide partial or full acceleration in appropriate areas for any student displaying instructional need. Appropriate challenges in the curriculum for these students may include, but should not be limited to the following:

- Advanced content
- Acceleration of instruction
- Curriculum compacting
- Flexible pacing
- Cluster grouping
- Independent study units
- In-depth study
- Grade acceleration
- Subject acceleration

### **Planned Sources of Evidence:**

- Sign in sheets and agendas from collaborative meetings between regular teachers and AIG Facilitators
- Sample lesson plans, units, or activities developed by teachers and/or AIG Facilitators
- Student surveys reflecting use of AIG strategies within the classroom as well as with the AIG Facilitator.

### **Other Comments:**

### **Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

#### **Rationale:**

Formative, summative, and standardized assessments will be used to gauge student learning to identify next steps.

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

#### **Description:**

Assessments are given to identify students' knowledge and skill level. This data is used to differentiate instruction.

#### **Planned Sources of Evidence:**

- Assessment data
- Flexible grouping schedules

#### **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:**

AIG students have unique social and emotional needs and feel more at ease in a small-group pull-out setting with their AIG peers. Social and emotional needs of gifted students must be addressed in a systematic way to develop talent, maximize learning, and promote positive adjustment. There is clear evidence that failure to address the affective needs of gifted students contributes to academic underachievement, difficulties with peer relationships, and other problems with social adjustment. Attention to the affective domain of the gifted is incorporated into current practices through a nurturing relationship with the AIG Facilitator.

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

#### **Description:**

The social and emotional needs of gifted learners are extremely important for our student's well-being and is taken into account when making decisions for students.

#### **Planned Sources of Evidence:**

- Interest Inventory results

- 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 Maintained Practice for 2013-2016.**

**Rationale:**

Our program typically does not identify students until the end of their third grade year. Up until that time, all students in K-3 who are potential AIG students are nurtured and accelerated as necessary using flexible grouping in their classroom.

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

**Description:**

Classroom teachers and support teachers use flexible grouping and nurturing practices to help students develop to their full potential.

**Planned Sources of Evidence:**

- Differentiation in Lesson Plans
- Flexible grouping

**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 collaborate with each other and classroom teachers to develop differentiated curriculum for AIG students. Professional Development Workshops are available to all staff.

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

**Description:**

AIG teachers will pursue opportunities to increase collaboration with regular education teachers and other professional staff through various means of communication. AIG facilitators will assist with differentiation strategies, unit preparation/lesson plans, and understanding characteristics of gifted

learners. Leadership will work with AIG specialists to assure that adequate time for collaboration with staff is provided. District leadership will ensure that adequate time is provided for AIG specialists to plan, share, and learn from each other.

**Planned Sources of Evidence:**

- Planning notes, agendas, and minutes from school and district meetings
- Examples of differentiation resulting from the collaborative meetings with classroom teachers

**Other Comments:**

**Practice I**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** A comprehensive county AIG plan provides and articulates the differentiated curriculum and instructional services that are offered in the academically and intellectually gifted program. The annual review of this plan provides opportunity for continual effectiveness in the program and services provided.

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

**Description:** At the end of each year a conference will take place between each elementary school and the middle school AIG Facilitators to pass records and discuss students. Additionally the middle school AIG Facilitator will meet with the high school AIG Facilitator to pass records and discuss students moving from the middle school to the high school.

Each AIG student that qualifies for services at a tier above nurturing will have a DEP annually reviewed with the AIG coordinator, parent, and teacher involved to provide the correct services to each student.

**Planned Sources of Evidence:**

- DEP for each AIG student.
- Agenda and minutes from annual parent meetings.
- Agenda and minutes from AIG planning meetings.

**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:**

It is important for program continuity and stability that JSPS continues to employ a licensed educator to guide, plan, develop implement, revise, and monitor the local AIG program at their assigned school. With the increased demand for developing, implementing, revising, and monitoring the AIG program, it is imperative that the AIG Facilitators at each school be afforded more time to oversee the AIG program and its development.

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

#### **Description:**

AIG-licensed and AP-certified personnel will provide quality professional development to all teachers in the development of planning and implementing lessons which encourage students to reach their highest potential.

#### **Planned Sources of Evidence:**

- Licensure of each AIG Facilitators or record of courses being taken to obtain licensure
- Log documenting the time spent on AIG program administrative duties
- Meeting agendas, roster, and minutes
- Lesson plans

#### **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:**

AIG Facilitators develop long range plans which address the academic/intellectual needs of students. These plans are a part of the NCSCOS, including Common Core and Essential Standards, and will enhance, not supplant, gifted education services.

There will be ongoing analysis of current practices in the academic, intellectual, social, and emotional needs of all AIG Students to make sure the gifted education services support the optimal development of our AIG learners.

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

**Description:**

AIG Facilitators will keep current licensure requirements and attend professional development opportunities which will address the academic, intellectual, social and emotional needs of the gifted learners in their charge. AIG Facilitators will meet monthly or as needed to share best practices and successes that address the academic, intellectual, social and emotional needs of gifted learners.

**Planned Sources of Evidence:**

- Agenda and minutes from planning meetings or AIG PD provided by AIG Facilitators for Classroom Teachers
- Lesson Plans of AIG Facilitators
- Evidence of any activities such as fieldtrips, etc that might fulfill the social and emotional needs of students

**Other Comments:**

**Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:**

JCPS provides professional development for all stakeholders who are involved in AIG programs and services. It is crucial for AIG teachers and regular classroom teachers to obtain professional development specifically concerning the needs of AIG students and differentiation strategies for the regular classroom implementation.

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

**Description:**

JCPS Professional Development is built into our school-year. On-going PD is provided throughout the year on designated workdays for all stakeholders. Differentiation strategies and higher-level thinking skills are integrated throughout the training. AIG personnel will utilize materials from the NCDPI Website to be informed of AIG professional development options and holds monthly professional development training.

### **Planned Sources of Evidence:**

- Professional development agendas, sign in sheets, and survey information specifically related to AIG services for all teachers
- AIG Meeting minutes
- SEA System certification evidence

### **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:**

All of JCPS teachers have received training on differentiation during Professional Development planned by the JCPS Administrators. On-going training concerning AIG specific needs is held at each school with those teachers involved with the education of AIG students.

### **Goals:**

1. Continue to focus on common core and differentiation in the regular classroom.
2. Provide professional development on mapping rigor and AIG in the regular classroom.

### **Description:**

Professional Development Training is provided because regular classroom teachers also have the responsibility of differentiating for the unique characteristics of AIG students within their regular classroom. Instructional services will provide partial or full acceleration in appropriate areas for any student displaying instructional need.

It is essential that time be provided for classroom teachers and the AIG facilitators to work closely together to plan, design, and deliver appropriate differentiated curriculum for gifted students. This curriculum should build upon and extend beyond the Common Core/Essential Standards. Classroom teachers and AIG facilitators will meet on a regularly defined schedule to develop this curriculum. The developed curriculum is aligned with our mission statement in that it challenges students through rigorous, relevant, responsive instruction and prepares them to be global learners.

### **Planned Sources of Evidence:**

- Professional development agendas, sign in sheets, and survey information specifically related to AIG services for all teachers
- AIG Meeting minutes

- SEA System certification evidence

### **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:**

Jones County Schools believes it is important to continue the professional development of AIG teachers to support goals and initiatives of the LEA to provide consistency and guarantee maximum student growth and success. We will focus more closely on providing some professional development which specifically targets instructional practices for AIG students in the regular education classroom.

### **Goals:**

One of the goals of the JCPS AIG Program is to develop and support a cadre of well-prepared teachers and support personnel to meet the needs of gifted learners. In order to assure the quality of our educational personnel, we are committed to providing an ongoing and comprehensive plan for staff development.

### **Description:**

We consider staff development to be a key feature of the plan for expanding options for the AIG students and crucial for successful implementation. Our staff development proposal for building an excellent gifted program includes:

- promoting awareness of gifted student characteristics and learning needs to all stakeholders
- increasing positive attitudes toward gifted students and their uniqueness
- expanding teachers' backgrounds in content areas appropriate for gifted student learning
- providing information about methods of differentiated programs and building a repertoire of teaching strategies appropriate for gifted students
- enhancing skills for working effectively with the highly gifted
- generating enthusiasm for programs that provide differentiated learning opportunities for a wide range of student abilities and needs
- contributing to an overall purpose of renewal and revitalization through the total school program
- encouraging administrative support and involvement in differentiated educational programs

Professional development concerning AIG will be implemented county wide as activities for all teachers.

### **Planned Sources of Evidence:**

- Professional development plan for the school system
- Participation logs of professional developments

- Personnel surveys that reflect needs for AIG staff development

**Other Comments:**

**Practice F**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:**

Process and skills standards are evolving at the state and national level to reflect the needs of 21st century learner. JCPS will continue to determine professional development needed and align it to state and national standards.

**Goals:**

Align all professional development with state and/or national teaching standards including 21st Century Skills, Common Core and Essential Standards and content at advanced levels.

**Description:**

In order to assure the quality of our educational personnel, we are committed to providing an ongoing and comprehensive plan for staff development. We consider staff development to be a key feature of the plan for expanding options for the AIG students and crucial for successful implementation. Our staff development proposal for building an excellent gifted program includes:

- promoting awareness of gifted student characteristics and learning needs to all stakeholders
- increasing positive attitudes toward gifted students and their uniqueness
- expanding teachers' backgrounds in content areas appropriate for gifted student learning
- providing information about methods of differentiated programs and building a repertoire of teaching strategies appropriate for gifted students
- enhancing skills for working effectively with the highly gifted
- generating enthusiasm for programs that provide differentiated learning opportunities for a wide range of student abilities and needs
- contributing to an overall purpose of renewal and revitalization through the total school program
- encouraging administrative support and involvement in differentiated educational programs focus on the common core and new essential standards in staff development

**Planned Sources of Evidence:**

- Documented alignment with NCSCOS
- Agendas, sign-in sheets, and sample presentations of professional development

**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:**

Partnerships among AIG Facilitators and regular classroom teachers must be cultivated through on-going training and support to provide such services.

### **Goals:**

Schools will provide collaboration sessions between regular classroom teachers and AIG facilitators.

The AIG Coordinator for the county will provide the opportunity for AIG Facilitators to be part of some focus groups in order to enhance the collaboration between and among classroom teachers and AIG facilitators.

The AIG Coordinator for the county will seek opportunities for collaboration with other LEAs for instructional practices and support.

### **Description:**

The JCPS AIG Coordinator will provide the opportunity for AIG Facilitators to participate in grade level district wide curriculum and instruction focus groups in order to enhance the collaboration between and among classroom teachers and AIG Facilitators.

Schools will provide regular planning sessions for AIG facilitators and classroom teachers.

The JCPS AIG Coordinator will attend regional and state AIG meetings.

### **Planned Sources of Evidence:**

- JCPS AIG Plan will be incorporated into the strategies portion of JCPS School Improvement Plans.
- Meeting notes and agendas
- Examples of resource collaboration

### **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:**

JCPS AIG Program provides services to meet the academic and intellectual needs of gifted learners at the elementary, middle, and high school levels.

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

### **Description:**

Current practices for addressing the academic and intellectual needs of gifted students will be maintained. These include yearly review of student needs and matching services accordingly. In some instances a DEP may be developed during the school year to reflect evolving student needs. JCPS will focus on providing specific services to address the social and emotional needs of gifted students. Several strategies will be employed to address these needs.

See appendix for Program Service Options.

### **Planned Sources of Evidence:**

- Multiple service options are available to students
- Students' DEP plans will reflect various service options for all grades
- The student identification profile will be matched to the appropriate service option for that student

### **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:**

JCPS AIG Program aligns program services in English and Math in correlation with the NCSCOS by developing differentiated education plans for identified gifted learners. The JCPC recognizes that the NCSCOS, including Common Core and Essential Standards, does not replace the needs for gifted education services. The new standards will enhance, not supplant, gifted education services and further support the optimal development of our AIG learners.

**Goals:**

1. JCPS AIG Program and services will align with North Carolina AIG Program Standards.
2. JCPS AIG Team will continue to work on establishing identification and services for Intellectually Gifted students.

**Description:**

The JCPS AIG Team will continue to align the AIG programs with each area of AIG identification, goals of the program, and resources with a focus on the identification and services for Intellectually Gifted students. AIG students will be served in their area of AIG identification.

**Planned Sources of Evidence:**

- Student DEPs
- Student portfolios
- Copies of procedures/processes for identification and services for Intellectually Gifted students.

**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:**

JCPS will continue to focus on the delivery of services that are integral and connected to the total instructional program according to the NCSCOS.

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

**Description:**

JCPS AIG program and services are aligned with NCSCOS and provide rigor and challenge based on individual student needs.

**Planned Sources of Evidence:**

- Array of Service options available for K-12
- AIG student DEP folder data
- Minutes of meetings and collaboration or products from collaborative planning
- Grade level, cross grade level, or multi-disciplinary planning that includes the AIG Facilitator

**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:**

All stakeholders need to be aware of the needs of gifted learners and collaboratively work to provide the best differentiated services based on individual AIG student needs.

**Goals:**

Develop an aligned staff development to be used at all schools regarding differentiated services and instruction, regulations related to gifted education, and the local AIG plan and program.

Develop a process for consistent dissemination of information that focuses on differentiated services and instruction, regulations related to gifted education, and the local AIG program, and plan.

**Description:**

1. AIG Facilitators will develop a process to disseminate information to stakeholders through website, newsletters, brochures, etc.
2. AIG Facilitators will develop a common power-point and script to be used for site-based training.
3. AIG Coordinator will present information to school based administration.
4. AIG Facilitators will present information at the beginning of the year staff meetings of each school year.
5. AIG Coordinator and teachers will share strategies and ideas for differentiation.

**Planned Sources of Evidence:**

- Schools will provide regular planning sessions for AIG facilitators and classroom teachers
- Agenda minutes from collaborative meetings
- Survey results from personnel and stakeholders
- District and school web sites

**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 is key to ensuring effective continuation of services, especially at transition points. We are continuing to develop a clear and consistent transition plan for students as they move from elementary to middle and middle to high school.

**Goals:**

To convey information to all stakeholders concerning the AIG program and plan in Jones County.

**Description:**

The JCPS AIG plan will be placed on the website as approved by the local board of education.

As previously stated collaborative meetings will take place at the school level on a monthly basis between the teachers and AIG Facilitators with input from the principal and AIG Coordinator as necessary.

Collaborative meetings of all AIG Facilitators and pertinent stakeholders will take place at the district level monthly.

The JCPS AIG Advisory Board will meet quarterly each school year to monitor the effectiveness of the JCPS AIG Plan.

**Planned Sources of Evidence:**

- Website
- Agendas and minutes of meetings

**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:**

JCPS AIG program collaborates with regular education teachers, exceptional children's teachers,

parents, families, administrators, and guidance counselors to provide differentiation, more professional development and communication between these stakeholders is needed.

**Goals:**

AIG Facilitators will collaborate with teachers, parents/families and other instructional staff to provide differentiated programs/services.

AIG Students will be served in their area of identification and clustered with other AIG students.

AIG Facilitators will seek professional development opportunities for implementation in school wide staff development.

**Description:**

The AIG Facilitators, regular education teachers, and other school resource personnel will work cooperatively to recognize and celebrate the students special gifts for learning and achievement by providing students academic challenges and opportunities for academic growth.

**Planned Sources of Evidence:**

- Meeting agendas
- Workshop Certificates

**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:**

JCPS will increase awareness among stakeholders of the social and emotional needs of AIG students.

**Goals:**

Increase the awareness of social and emotional needs for AIG students among all stakeholders.

**Description:**

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

**Planned Sources of Evidence:**

- Surveys

- Meeting minutes

**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:**

JCPS will maintain current policies and procedures related to acceleration.

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

**Description:**

Acceleration and placement options are offered to allow gifted learners opportunities to advance core content when appropriate. These include the following options listed in the Program Service Options Appendix.

**Planned Sources of Evidence:**

- Acceleration options available to AIG students
- Student portfolio and placement decisions for AIG students

**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:**

JCPS recognizes the need to seek out gifted learners from all populations represented at our schools. Students are screened for AIG by using various assessments, observations, and referrals. Disaggregated data is used to identify students from each subgroup.

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

**Description:**

JCPS will offer information through Professional Development to foster understanding of gifted

characteristics in under-represented populations and provide training focusing on observation of higher-level problem-solving and divergent thinking.

**Planned Sources of Evidence:**

- Training documentation
- Collaborative meeting minutes
- Sea System Certification

**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 Focused Practice for 2013-2016.**

**Rationale:**

There are concerted efforts to offer as much extra-curricular programming as possible, the resources to more fully expand the opportunities for all students are limited.

**Goals:**

Provide information to students and parents about available extra-curricular or community programs.

**Description:**

AIG teachers provides students and parents with information and assistance pertaining to extra-curricular interests and activities that will enrich student's academic strengths.

**Planned Sources of Evidence:**

- Website information links
- Newsletters

**Other Comments:**

## Standard 5: Partnerships

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

### Practice A

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

**This practice is a Maintained Practice for 2013-2016.**

### Rationale:

JCPS AIG Program develops partnerships with our parents/families through meetings conducted by the AIG Facilitator at each school. Our AIG Advisory Board is comprised of members representing all of the Jones County Public Schools, and the Jones County community, which supports our AIG program by contributing funding and effort to enhance the creative aspect of the AIG program.

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

### Description:

Parent and Community Involvement

Each AIG student will be a part of a collaborative partnership among students, community members, teachers, school administrators, and parents from all populations. This collaborative partnership requires specific responsibilities and goals for both our educational system and our parents.

The responsibilities of our educational system will be

- to develop an understanding of the characteristics and needs of gifted children;
- to create a comfort level for all members;
- to establish a vehicle for communications, and
- to offer educational opportunities to expand parental awareness.

The responsibilities of our parents will be

- to develop an understanding of the characteristics and needs of gifted children;
- to interact with the parents of other AIG students at both the school and system level;
- to gain awareness of the options available to their children, and
- to learn how to become effective advocates for their children.

In order to ensure open communication there is a need to establish opportunities for constructive dialogue. The establishment of the AIG Advisory Board will include parents from various populations and schools within our system. One purpose of this committee is to advise the school on the effectiveness of the implementation of the plan for AIG students. This committee also delivers some measure of positive interaction with and reaction to the concerns of parents on an annual basis.

Parents will be involved in the annual scheduled events for development and implementation of the

overall AIG program. Parents and community are regularly informed about the education of gifted students through various means such as student led conferences, progress reports, newsletters, annual review meetings, parent nights at schools, and Board of Education updates.

The JCPS AIG plan will be posted and accessible via the JCPS web site, [www.jonesnc.net](http://www.jonesnc.net). The plan will be available in English, Spanish, and other formats as needed.

### **Planned Sources of Evidence:**

Various means of communication-

- JCPS Website
- JCPS AIG Advisory Board progress reports
- Parent night agendas
- Sign in sheets

### **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:**

A process for sharing information regarding our JCPS AIG program, plan, and gifted policies with all stakeholders is crucial for strengthening parent and community support. The JCPS AIG Advisory Board is our vehicle for sharing this plan with the communities we serve. AIG conferences at the school level provide parent support.

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

### **Description:**

General information regarding the AIG program, policies, and local plan will be linked to the JCPS' website. Brochures will be provided outlining this information and made available to the general public and AIG parents.

### **Planned Sources of Evidence:**

- JCPS AIG documents available on JCPS website
- JCPS AIG Brochures

### **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:**

JCPS AIG Advisory Board includes a broader representation of parents/family members and the community in general in the planning and implementation of our AIG program.

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

#### **Description:**

JCPS Advisory Board members will participate in quarterly meetings to assist in the implementation and monitoring of our AIG plan.

#### **Planned Sources of Evidence:**

- JCPS AIG Advisory Board Quarterly Meeting Minutes
- AIG DEPs

#### **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:**

Students and parents will be informed of opportunities through their respective schools' AIG Facilitator in the students' native language.

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

#### **Description:**

Documents will be provided in the AIG students' native language.

#### **Planned Sources of Evidence:**

Documents in English/Spanish/or other types as necessary

#### **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:**

A set JCPS AIG Advisory Board quarterly meeting schedule will ensure successful formation of partnerships between stakeholders of the JCPS AIG program.

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

**Description:**

Meetings with the JCPS Advisory Board will provide information of the AIG program to AIG parents and the Jones County community-at-large. Awareness of services available to students will enhance community and parent support thus increasing their involvement in our AIG program.

**Planned Sources of Evidence:**

- JCPS AIG Advisory Board meeting minutes
- Surveys

**Other Comments:**

## **Standard 6: Program Accountability**

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

### **Practice A**

Develops a written AIG plan describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

**This practice is a Maintained Practice for 2013-2016.**

### **Rationale:**

The JCPS AIG Plan provides a written plan aligned with the North Carolina Academically or Intellectually Gifted Program Standards to assure that gifted students receive appropriate levels of support.

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

### **Description:**

Results from self-assessment as well as parent/student/teacher surveys are used to provide on-going monitoring and recommendations for modifications in the JCPS AIG plan. An JCPS AIG Advisory Board has been established to provide support and input from teachers, parents and community members.

### **Planned Sources of Evidence:**

- JCPS AIG Plan
- SBE/DPI review process documentation
- Minutes/agendas from JCPS AIG Advisory Board meetings

### **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:**

In order to maintain a consistent AIG Program the implementation for the plan at the school site will

be monitored by the AIG Facilitators. The JCPS AIG Advisory Team will monitor the plan by reviewing data and quarterly updates from the AIG Facilitators. The JCPS AIG Coordinator will complete a review each year.

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

**Description:**

The JCPS AIG Plan will be monitored for implementation on a yearly basis. The JCPS AIG Coordinator will conduct yearly assessments as well as monitoring during yearly intervals.

The AIG Coordinator will meet with AIG Facilitators as well as with school administrators concerning the fidelity of the AIG plan and its implementation.

A yearly review using all evidences will be conducted and changes made to implementation of the plan as necessary to produce a viable and effective AIG plan.

**Planned Sources of Evidence:**

- School based monitoring of records, meeting agendas, minutes, student portfolios and/or DEPs.
- Surveys of parents, teachers, and students concerning the AIG program that are completed yearly by AIG Facilitators at the direction of the JCPC AIG Coordinator.
- Data reports.

**Other Comments:**

**Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The district will continue to maintain accurate records of state funds allotted to the local AIG Program according to state policy.

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

**Description:** The allocated budget from state that is above the salaries needed will be spent with input from AIG facilitators and principals. Currently we have no other money available for AIG programming.

**Planned Sources of Evidence:** Annual budget statement

**Other Comments:**

### **Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

#### **Rationale:**

In order to maintain a successful AIG program, student assessment data is continually analyzed by AIG Facilitators. This data is shared with stakeholders to improve the program. AIG drop-out data is tracked at the high school level. It is important to maintain this practice as analyzing data will promote the continual improvement and fidelity of our district's AIG program.

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

#### **Description:**

The JCPS will continue our system of effectively maintaining, analyzing, and sharing student performance data to reveal areas of strengths and weaknesses. Generalities will be shared with the appropriate personnel for instructional purposes and placement of students.

#### **Planned Sources of Evidence:**

- Disaggregated measures of student learning data
- Drop out data
- Possible lists of 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:**

JCPS AIG program believes that giftedness can be nurtured thus increasing the number of under-represented children identified as gifted.

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

#### **Description:**

JCPS AIG program collects and reviews data on the number of students from under-represented populations that are identified as Academically or Intellectually Gifted. Data on AIG participants will be disaggregated to reveal statistics on ethnic, economic, language, and disability diversity.

**Planned Sources of Evidence:**

- Annual AIG Headcount data
- AIG Student folders

**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:**

To ensure qualified personnel are serving identified students in the AIG program as well as the AP program, JCPS will maintain AIG licensure to be the teachers of record in all AIG/AP program areas.

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

**Description:**

AIG Facilitators have AIG licensure which are kept on record at JCPS Central Services.

**Planned Sources of Evidence:**

- Licensure reports
- Professional development records

**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:**

Involvement from multiple stakeholders is necessary to review all aspects of the AIG program and make recommendations for improvement and provide input reflective of the diverse interests and needs of the LEA. We have formed an AIG Advisory Board comprised of parents/guardians of gifted students, classroom teachers, school administrators, school board representatives, central office support staff, and AIG Facilitators to provide stakeholder ownership, advocacy, and understanding of the local AIG plan.

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

**Description:**

Annually the AIG coordinator will comprise a list of prospective representation from the community, schools, parents/guardians, classroom teachers, school administrator, school board members, and extend an invitation to serve on the JCPS AIG Advisory Board. The AIG Coordinator will ensure that the representatives will reflect the diversity of the JCPS population.

**Planned Sources of Evidence:**

- Agendas, minutes, and presentations of meetings and work sessions
- Surveys from stakeholders

**Other Comments:**

**Practice H**

Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the quality and effectiveness of the local AIG program.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:**

JCPS AIG program conducts annual surveys to determine the effectiveness of the JCPS AIG program. Feedback is collected from students, parents, teachers, and administrators.

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

**Description:**

Surveys are conducted annually for the purpose of evaluating the JCPS AIG Plan. All stakeholders are able to participate including students, parents, teachers, and administrators.

**Planned Sources of Evidence:**

- Survey results
- AIG Staff Meeting minutes pertaining to survey results discussion.

**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:**

The JCPS AIG Plan was reviewed and revised for the 2013 - 2016 cycle by AIG staff and AIG

Advisory Board members. The JCPS AIG staff will monitor and ensure the fidelity of the 2013 - 2016 AIG Plan.

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

**Description:**

Monthly AIG Facilitators meetings and quarterly AIG Advisory Board meetings will allow for review to provide continuous program improvement.

**Planned Sources of Evidence:** Meeting minutes

**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:**

JCPS will continue to share AIG data through our AIG Advisory Board and to the general public through our website and local media.

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

**Description:**

JCPS AIG student data will be shared in the following ways - AIG Advisory Board, JCPS Board of Education meetings, JCPS principal and staff meetings, and AIG meetings.

**Planned Sources of Evidence:**

- Meeting minutes
- Newspaper articles
- Website information

**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:**

JCPS recognizes that all AIG students have rights and currently maintains procedures to protect those rights through policies, procedures, and practices already in place.

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

**Description:**

JCPS will continue to carry out district policies as needed to serve the best interest of our AIG students.

**Planned Sources of Evidence:**

- Copy of Due Process Policies and Procedures
- AIG student folders

**Other Comments:**

**Glossary (optional):**

**Appendix (optional):**

AIG Appeals Process.pdf (*Appendix - Standard 1*)  
Student Identification Options.pdf (*Appendix - Standard 1*)  
Student Search and Nomination.pdf (*Appendix - Standard 1*)  
May 6 2013.pdf (*Local Board Approval Document*)  
Forms Index (1).doc (*Other Forms*)