

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

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LEA Superintendent's Name: Ron Melchiorre

LEA AIG Contact Name: Beth Lamb

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

Martin County Schools Vision for local AIG program: Martin County Schools provides gifted education programs for those learners who perform or show the intellectual potential to perform at high levels of academic achievement. Students learn in a nurturing and rigorous environment where opportunities are presented for them to excel, flourish and become self-directed learners. Martin County embraces this vision to meet the needs of our identified AIG students.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$189000.00	\$7905.00	\$0.00	\$183110.00

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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: Through the years, Martin County Schools has maintained clearly articulated procedures for the identification of AIG students. However, over the past three years the county has focused on greater dissemination of this information to all stakeholders. This information includes the screening, referral, and identification process for students.

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

Description:

- Martin County Schools uses multiple indicators to recognize students who need gifted or differentiated services. These indicators are clearly articulated and include student aptitude, student achievement, student observation, student motivation and/or interests, and student performance. (See Practice 1B for more details.)
- The district uses the following as a means of disseminating the process for screening, referral, and identification to all stakeholders:
 - District AIG webpage
 - District AIG plan
 - AIG Parent Handbook
 - Information sessions such as PTA meetings, staff meetings, professional development sessions
 - Letters of communication to stakeholders such as parents and teachers
 - Annual meetings with parents or family members to discuss Differentiated Education Plans (DEP)
 - District ELL staff will assist in the translation of information as needed.

Planned Sources of Evidence: Martin County Schools AIG Plan

District AIG website
AIG Parent Handbook
Agendas from information sessions
Letters of communications to stakeholders
Signed DEPs

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: Martin County Schools currently employs multiple criteria for student identification and has access to traditional and non-traditional standardized measures.

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

Description: Martin County Schools knows the importance of multiple criteria indicators to recognize students who need gifted or differentiated services. The following are recognized by Martin County as indicators of giftedness and as such will be used to identify students who would benefit from differentiated education services:

- * Observation of student recorded through both formal (checklists) and informal means;
- * Student performance demonstrated through work samples, portfolios, grades, or other authentic assessment strategies;
- * Student achievement demonstrated through a standardized test score on an End-of-Grade or End-of-Course standard exam; Students who are identified AIG must have an achievement score at or above the 90th percentile.
- * Student aptitude demonstrated through an individual or group IQ score that measures reasoning, problem-solving, or memory; Students who are identified AIG must have an aptitude score at or above the 90th percentile.
- * Student interest may be indicated through a student's focus area and/or curiosity. Interest may also be demonstrated through a student's participation in extracurricular activities;
- * Student motivation to learn is demonstrated by a student's commitment to pursue learning experiences. This may be shown in the classroom, at home, and/or in the community.

For identification of AIG, a student needs to meet at least four of the five categories within the strong to very strong range.

- A variety of measures may be used to determine AIG identification including the Naglieri (NNAT), the UNIT, and the Cog-AT
- A student's need for differentiation/nurturing at the K-3 level may be assessed using all or some of the following:
 - Formal/informal assessments such as Successmaker, Waterford, 3D, benchmarks, aptitude
 - Student portfolios
 - Interest inventories
 - Curiosity
 - Advanced abilities
 - Imagination
 - Verbal ability
 - Analytical thinking
 - Demonstration of leadership qualities
 - Problem solving ability

- Focus
- Perception
- Abstract thinking skills

Planned Sources of Evidence: •Martin County Schools AIG Plan

- Student Identification Profile Sheets
- Teacher referral applications
- Minutes from Needs Determination Team Meetings

Other Comments:

Practice C

Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Maintained Practice for 2013-2016.

Rationale: Martin County casts as wide a net as possible to identify potential AIG students; however; the district must remain vigilant in trying to identify all capable students, particularly those from traditionally under-represented groups.

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

Description: •100% of grade 3 students will be tested and screened for AIG or nurturing placement.

- Discrepancies in test results may require the use of additional non-traditional measures.
- All non-identified students will be monitored for AIG potential throughout subsequent grades. Students may also be placed in classes with clusters of AIG identified students for nurturing.
- Provide information to teachers in all grades on the characteristics of potentially gifted students.
- Needs Determination Teams at every school meet and review students in grades 3 through 12. Students who are not identified during the third grade year will be monitored by the Needs Determination Team and possibly further assessed in subsequent years.
- The Needs Determination Team reviews the grades, performance, and teacher/parent recommendations throughout the year as well as annually.

Planned Sources of Evidence:

- Grade 3 IQ testing schedule
- Student Identification Profile Sheets
- Samples of information provided by teachers

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: With the implementation of Needs Determination Teams at the two current high schools, the process of screening, referral, and identification has become consistent for grades 3-12.

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

Description:

- All schools containing grades 3-12 have implemented Needs Determination Teams (NDT) that annually review AIG student progress and course selections, communicate with parents, watch for new enrollees with AIG potential, and address any problems/difficulties AIG students may be experiencing. Members of the NDT would be the principal or designee, the counselor, AIG certified teacher(s), regular classroom teacher(s), and the District AIG Specialist. The attendance of the AIG Specialist will ensure consistency across the district. NDT meetings are not limited to the end of the year.
- Identification procedures are clear and consistent throughout the district.
- The AIG Specialist maintains records for all AIG identified students as well as those who have been referred.

Planned Sources of Evidence: •Needs Determination Team minutes and agendas
•Student records and portfolios

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: Martin County will maintain written policies and procedures that will protect the rights of AIG students and their parents/families relative to all program aspects and practices including those outlined within the standard

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

Description: •The local AIG plan will be available in all schools.

- Each parent of an AIG identified student will receive a handbook that explains:
 - The purpose of the program
 - Martin County Schools' definition of gifted
 - Identification and Placement Standards
 - Service options and descriptions of each option
 - Annual review procedures
 - Transfers from other LEAs
 - Procedures to resolve disagreements
- A set of procedures is in place to resolve disagreements:
 - Procedures for Resolving Disagreements are as follows: In the event a parent has a concern or disagreement regarding identification, evaluation, eligibility, or services, the parent shall first request a meeting with the school principal, AIG Specialist, and the regular teacher. If the disagreement cannot be resolved, an administrative team meeting consisting of the AIG Specialist, AIG Program Coordinator, and the Superintendent or designee can be requested. If a resolution does not occur at this level, the local school board will review the disagreement. At any point in the discussion, the school system may request mediation. In the event that the procedure developed under G.S. 115C-150 (b) (7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G. S. 115(C) 150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 Chapter 150B of the General Statutes.
- The AIG Specialist will meet with the parents/guardians of each newly identified AIG student and obtain consent regarding identification and placement. Rights will also be discussed.
- Parents/Guardians will also meet with teachers to discuss Differentiated Education Plans.

Planned Sources of Evidence: •Martin County AIG Plan

- Martin County AIG Webpage
- AIG Parent Handbook

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: Each AIG student's identification process and/or service plan is reviewed annually by the AIG and /or regular education teacher.

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

Description: •The district AIG specialist will meet with parents/families of all initially placed AIG students. Subsequent annual reviews are the responsibility of the AIG and/or regular education teachers who provide direct services to the students. The district AIG Specialist is available to assist in these subsequent annual review meetings.

Planned Sources of Evidence:

- Differentiated Education Plans with parent and teacher signatures.
- Annual Review appointment schedules/calendars

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: Martin County teachers of AIG students have always worked diligently to differentiate the curriculum to meet the needs of K-12 students. In light of North Carolina's recent adoption of the Common Core and Essential Standards as its curriculum, the district will benefit from a renewed focus on aligning differentiated materials and strategies with the new curriculum, as well as utilizing any new materials that will enhance learning.

Goals: •Utilize differentiated support materials provided by the North Carolina Department of Public Instruction and its AIG Department.

- Adapt existing differentiated materials and strategies to the Common Core and Essential Standards.
- Develop differentiated curriculum that will extend, enrich, and/or accelerate AIG or potentially AIG students.

Description: •Identified AIG students receive either direct instruction and/or resource support services from a regular classroom teacher or AIG certified teacher that enriches, extends, and accelerates the curriculum to address a range of ability levels. Teachers are also expected to present differentiated lessons which would include the following instructional practices:

interest inventories, pre-assessments, curriculum compacting, tiered lessons, content acceleration, flexible grouping, cluster grouping, mentoring, and thematic instruction.

•When creating DEPs and lesson plans, teachers are encouraged to pay close attention to the following:

- Content: alignment, depth, research based, authenticity, accuracy, accessibility, and engagement
- Process: use of critical thinking skills
- Product: pre-assessments, ongoing assessments, post-assessments, rubrics, expression style preferences, authenticity.

•While there are many additional opportunities to provide gifted students with programs to meet their unique needs, the options below identify those most likely to be available to Martin County Students:

- Accelerated Content
- Advanced Placement Courses
- Career and College Promise
- Clubs and Organizations
- Competitions
- Computer-based Instruction

- Cross Grade Grouping
- Demonstrated mastery following state guidelines
- Differentiated Instructional Units
- Dual Enrollment
- Early Entry
- Enrichment Centers
- Grade Advancement
- Honor Courses
- Independent Study and/or Contracts
- Internships
- Learning Centers
- Project Based Learning
- Online Classes with the North Carolina School of Science and Math
- Seminars
- STEM Activities
- Subject Acceleration
- Type I Experiences
- Type II Experiences
- Type III Experiences
- Virtual Public School Curriculum

Planned Sources of Evidence: •Performance Growth for AIG Students
•Lesson plans and Differentiated Education Plans

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: Martin County teachers currently employ diverse and effective instructional practices that address the range of needs exhibited by AIG or potentially AIG students.

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

Description: •Teachers are expected to present differentiated lessons that include but are not limited to the following instructional practices:

- Interest inventories
- Pre-assessments
- Curriculum compacting

- Tiered lessons
- Content acceleration
- Thematic instruction
- Independent study and/or contracts
- Seminar instruction
- Computer-based instruction
- Project Based Learning
- Understanding by Design
- Problem Based Learning
- Simulations
- Internships
- Mentorships

Planned Sources of Evidence:

- Teacher lesson plans
- Differentiated Education Plans (DEPs)

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: The teachers of the gifted in Martin County make every effort to enhance student achievement by the use of differentiated curricula and research-based instructional practices.

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

Description:

•Various research-based supplemental resources are available and based on individual school choice, such as:

- Spatial Reasoning by the Center for Learning at William and Mary
- Jacob's Ladder by the Center for Learning at William and Mary
- Junior Great Books
- Thinking Maps
- Waterford
- Successmaker
- Study Island
- Accelerated Math
- Hands on Equations

- Content, Process, and Product Model as researched by Maker and Gallagher
- Renzulli's Enrichment Triad Model
- Cooperative Learning
- Understanding by Design
- Project-based Learning
- Bloom's Revised Taxonomy

Planned Sources of Evidence:

- Program assessment data
- AIG growth data
- Staff development
- Differentiated Education Plans

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 Focused Practice for 2013-2016.

Rationale: The state's adoption of the Common Core State Standards (CCSS) and Essential Standards has enhanced the gifted program by inherently incorporating more rigorous content and the development of higher level thinking than was consistently present in the previous SCOS. However, in order for students to demonstrate the knowledge, skills, and understanding they must possess in a global community, these new standards are not sufficient alone. Education for gifted students should include accelerated depth and pace, advanced content, complexity, enrichment, and differentiated instruction. The district's AIG program currently addresses many of the 21st century skills; however, due to the large scope of this practice, Martin County will continue to incrementally incorporate this content into the AIG curriculum.

Goals: To encourage students to :

- Learn and apply the innovation skills of higher-order thinking, critical reasoning, creative production, problem finding and solving, and decision making.
- Learn and demonstrate effective practices in communication and collaboration,
- Develop life, career, and self-regulation skills,
- Develop effective information, media, and technology strategies.

Description:

Martin County Schools will utilize many instructional resources, tools, and strategies to foster the development of 21st century learning skills in our AIG students. These practices, resources, and/or strategies may include but are not limited to the following:

- Accelerated content
- Distance Learning
- Career and College Promise/Dual Enrollment
- STEM activities
- Student Exchange Program
- Thematic Enrichment Program that focuses on these areas
- Internships/Apprenticeships
- Articulation of 21st century skills in Honors course portfolios.
- Partnership with NCSSM (online opportunities)
- Clubs and organizations
- Competitions
- Increasing the number of Honors courses in arts and CTE
- Entrepreneurship Conference for Seniors
- MATCH program (Motivating Adolescents with Technology to Choose HEALTH)

Planned Sources of Evidence: •Lesson plans

- Enrollment numbers for distance learning
- Rosters of clubs and organizations
- Competition updates
- Class rosters for Honors courses in the arts and CTE
- Portfolios for Honors
- Rosters for AP courses
- AIG student growth data

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG certified teachers, as well as regular classroom teachers use on-going assessments to drive instruction.

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

Description: •Formative assessments (benchmarks, etc)
•Summative assessments (EOG/EOC, Common Exams, WorkKeys)

- Classroom instruments (teacher made tests, report cards, etc.)
- Program Assessments (Study Island, Successmaker, etc.)
- EXPLORE, PLAN, ACT, PSAT, SAT
- District initiative for NC FALCON professional development training.

Planned Sources of Evidence: Data from on-going assessments

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: Martin County Schools has made gains in the development of affective curricular and the use of instructional practices that support the social and emotional needs of AIG students; however, the district still is committed to expanding this component of the AIG Plan.

Goals: Continue the development of curriculum and practices to address the social and emotional needs of gifted students.

Description:

- Use of Bibliotherapy
- Use of interest inventories
- Create lessons that address the social and emotional needs of AIG students
- Cluster grouping
- Flexible grouping
- Library of books for parents, students, and teachers that address topics concerning the challenges of AIG learners
- Conferencing between AIG teachers, guidance counselors, and students
- Extra curriculum activities, clubs, and organizations
- Anti-bullying programs embedded in Character Education Instruction
- Career Development Plans beginning in eighth grade
- Protocols for reactive attention to issues such as eating disorders, depression, extreme perfectionism, etc.

Planned Sources of Evidence: •Lessons

- Conferencing records
- Career plans
- Library of books
- Program agendas

Other Comments: •Data from on-going assessments

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: Martin County does not formally identify students as AIG until the end of the student's third grade year. However, the AIG program and its students will greatly benefit from the cultivation and nurturing of potential AIG students in the grades prior to formal identification. Thus, as a district we need to strengthen our use of purposeful and intentional strategies to differentiate instruction for advanced learners K-3.

Goals: Nurture and cultivate the potential of advanced learners in grades K-3 through the use of differentiated curriculum and instructional strategies.

Description: •Cluster grouping

- Flexible grouping
- Professional development for teachers of students K-3 concerning characteristics of gifted learners and best practice strategies for teaching advanced learners.
- Academic competition opportunities such as a science fair
- Computer-based instruction such as Waterford and Successmaker
- Accelerated content
- Independent studies/contracts
- Scheduled enrichment/remediation time
- District participation in First School Program which is a researched based program to improve the school experience for African Americans, Latinos, and low income students.
- Early Entry
- Cross grade grouping for subjects
- Grade Advancement
- See Practice 1B for identification strategies of potentially gifted learners at K-3 level.

Planned Sources of Evidence:

- Professional development agendas and sign in sheets
- Data from Computer-based programs
- Rosters from enrichment groups, cluster groups, and/or flexible groups
- Feedback from First School
- Lesson plans

Other Comments:

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: Although collaboration between AIG personnel and other professional staff does occur, it is still somewhat irregular and inconsistent throughout the district. Martin County will benefit from developing a plan for structured, regular, and purposeful collaboration throughout the district.

Goals: To increase regular collaboration:

- Among AIG personnel
- Between AIG teachers and the AIG Specialist
- Between AIG personnel and other professional personnel

Description: •Routine planning and professional development sessions involving the AIG Specialist, AIG personnel, and other professional personnel.

Planned Sources of Evidence: •Agendas from planning sessions

- Agendas from professional staff development
- Product outcomes from planning sessions

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: Martin County Schools' current AIG plan requires that every AIG identified student have a Differentiated Education Plan (DEP) that clearly states the differentiated curriculum and instruction services that the student will receive. This plan is reviewed with parents/families annually.

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

Description:

- The teacher providing differentiated services to an identified AIG student will develop a DEP that articulates the differentiated curriculum and instructional services that the student will receive.
- The teacher and/or AIG Specialist will review the DEP with the parents/families and obtain their signature.
- Records of yearly DEPs will be maintained by AIG staff

Planned Sources of Evidence:

- DEPs
- DEPs with parent/family signatures

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 Martin County School district employs an AIG lead coordinator/AIG Specialist to provide support to the AIG program, its teachers, and its students.

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

Description: The AIG coordinator is responsible for:

- Assisting in the record keeping related to state requirements for gifted students including student profiles, Differentiated Education Plans, yearly performance reviews, Individual Differentiated Plans, and headcount data.
- Providing recommendations and/or information to the Needs Determination Team.
- Assisting in implementing DEP's for strong to very strong need students who have unique needs for acceleration.
- Providing additional resource books and materials to support units that are appropriate for the learner's levels.
- Working consultatively with teachers in developing and implementing DEP's.
- Modeling strategies for regular teachers when appropriate.
- Providing a coordinated set of staff development activities related to Martin County's professional development needs for implementing this plan and for continuous growth of teachers.
- Provide end of year information to the AIG supervisor that includes performance outcomes for AIG youngsters and staff development activities.
- Ensures that records transfer between feeder schools and PowerSchool roster denotes "AIG" as appropriate.
- Develop and maintain relationships with key stakeholders such as Central Office Personnel, school personnel, business and community leaders, community and civic organizations, parents/families, etc.
- Attend local, regional, and state AIG meetings or professional development that will support the AIG program goals.

Planned Sources of Evidence: •DEP's

- PowerSchool roster
- Reports to supervisor

- AIG student performance records
- Lesson plans
- Agendas and minutes from 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: The AIG Specialist routinely engages in tasks that address the academic and intellectual needs of students. Although the district has made some gains in meeting the social and emotional needs of AIG students, efforts will still focus on improving this area.

Goals: The AIG Specialist will continue to collaborate with instructional personnel to make certain that AIG students receive rigorous, relevant curriculum and that teachers are using effective instructional strategies. The district will also focus on strategies that meet the social and emotional needs of AIG students.

Description:

- The AIG Specialist in collaboration with professional staff will develop appropriate curriculum for the educational needs of the AIG learners.
- The AIG Specialist in collaboration with professional staff will develop and /or use effective strategies to address the social and emotional needs of the AIG student. These strategies may include but are not limited to the following:
 - The use of interest inventories
 - Embedded lessons in the school character education program
 - Anti-bullying programs and lessons
 - Flexible grouping
 - Cluster grouping
 - Subject and/or grade acceleration
 - Enrichment activities
 - Clubs
 - Career planning
 - Career Technical Education program
 - The use of bibliotherapy
- The AIG Specialist will maintain a library of books for parents and students that is geared toward the social/emotional aspect of being gifted and problems and issues faced by gifted learners.

Planned Sources of Evidence: •Rosters

- Lesson plans
- Library collection

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 Focused Practice for 2013-2016.

Rationale: Personnel working with AIG students must be trained in strategies that will most effectively meet the needs of the AIG learner.

Goals: Through the use of specific guidelines, the Martin County School district will ensure that personnel are encouraged to remain current on effective instructional strategies to use with gifted learners.

Description: All personnel who work with students who need differentiation must earn professional development credit(s) in areas related to AIG instruction within each renewal cycle. This professional development may include but is not limited to the following:

- Brain-based research
- Learning styles
- Revised Bloom's Taxonomy
- Common Core lesson design
- Differentiated assessment
- Independent study design
- Project-based learning
- Teaching Tools
- Technology Tools
- Critical thinking
- Creative thinking
- Effective Instructional Practices (tiered assignments, curriculum compacting, etc.)
- National Board Certification
- Advanced Degrees
- Book studies
- Thinking Maps

Planned Sources of Evidence: •Certificates of completion for workshops

- Rosters
- Professional Development Schedules

- Lesson Plans

Other Comments:

Practice D

Places AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

This practice is a Maintained Practice for 2013-2016.

Rationale: Martin County Schools is committed to placing AIG students in a setting most suited for their growth and achievement.

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

Description: •100% of identified AIG students in grades 4-8 are clustered into classes taught by AIG-licensed teachers or teachers who have met the LEA's professional development requirements for that position.

- High school AIG students will take at least one Honors/AP course each year.
- The AIG specialist will work with the district licensure/PD staff to develop a set of professional development requirements teachers will meet in order to allow students to be placed in their classrooms.
- Teachers will be recruited and encouraged to obtain AIG certification.

Planned Sources of Evidence: •Class rosters

- Teacher licensure
- Professional development schedules and requirements
- Student transcripts

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: For the continued growth of teachers and the benefit of students, it is necessary to focus on local AIG program goals as well as district initiatives when planning professional development.

Goals: Seek and/or provide professional development that will assist in the accomplishment of AIG

program goals and district initiatives.

Description: •Martin County Schools will consider AIG program goals and district initiatives in the planning of professional development. The professional development will focus on but not be limited to, building 21st century learners and best practices to teach the Common Core curriculum.

- Instructional professional development programs in the district will include effective instructional strategies for all students including, EC, AIG, etc.
- Survey teachers and analyze student data to determine professional development needs.
- AIG orientation meetings conducted at each school for all staff.
- Development of professional materials that focus on learning and instruction.
- Utilize materials and instruction that are provided by the state.

Planned Sources of Evidence: •Menu of professional development

- Sign-in sheets from professional development sessions
- Professional materials
- Schedule of meetings

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: With the state adoption of the Common Core and Essential Standards curriculum, as well as Martin County's commitment to the AIG program, it is a necessity for the district to make every effort to align professional development to state and/or national teaching standards.

Goals: In order to maximize student growth, Martin County Schools will provide professional development that is aligned with local, state, and/or national teaching standards. This professional development will include best practices for gifted learners, 21st century skills, and content at advanced levels.

Description: •Professional development opportunities for Common Core and Essential Standards will include a focus on 21st Century Skills and differentiated instruction for students including the gifted.

- AIG teachers will continue to attend local, state, and national AIG-related conferences as funding allows in an attempt to keep up-to-date on state and national standards and best practices.
- Martin County Schools has hired an Instructional Technology Facilitator. This facilitator will help teachers maximize the use of technology in the classroom and enhance the delivery of 21st century skills.
- Teachers will be encouraged to consider state and national standards when completing Individual Growth Plans and Differentiated Education Plans.

•Teachers will attend content area professional development as funds allow in order to facilitate the delivery of content at advanced levels. (Advanced Placement workshops, Honors courses, etc.)

Planned Sources of Evidence: •List of professional development attended

- Sign-in sheets
- Individual Growth Plans
- Differentiated Education Plans

Other Comments:

Practice G

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

This practice is a Focused Practice for 2013-2016.

Rationale: Martin County Schools' teachers, regular and AIG, are expected to implement professional learning and encouraged to plan together whenever feasible. The district will develop a structured approach for collaboration and application of professional development learning.

Goals: •The Martin County School district will seek and/or provide professional development that aligns with district initiatives, AIG program goals, and best practices in instructional strategies.
•Martin County Schools will develop and maintain a structured approach for collaboration, application, and refinement of professional development learning.

Description: •Teachers throughout the Martin County School system will provide input about professional development needs.
•Teachers will not only use regularly scheduled PLC's to collaborate on implementation of professional development learning, but they will reflect upon that implementation and through reflection assess the need for refinement.
•The AIG Specialist and teachers responsible for AIG service delivery will meet quarterly to plan, discuss, and/or refine professional development learning.
•Teachers will participate in the First School Design which is a school improvement initiative focused on improving the school experience of Pre-K to Grade 3 African American, Latino, and low income children.

Planned Sources of Evidence: •List of professional development

- Agendas from PLC meetings
- Agendas and sign-in sheets from quarterly meetings.
- Teacher reflections
- Lesson plans

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Martin County School district delivers AIG programs and services which are comprehensive of the academic and intellectual needs of AIG students. However, the district needs to strengthen the social-emotional component of the AIG plan.

Goals: The Martin County School program will implement initiatives that are directly related to the social and emotional needs of its AIG students in each grade level span.

Description: •Lesson plans designed around social-emotional networking

- The inclusion of anti-bullying programs in the Character Education program
- Cluster grouping
- Flexible grouping
- Academic competitions
- Use of interest inventories
- Strengthen the Career and Technical Education Program
- Use of bibliotherapy
- Library of books for parents, students, and teachers that address topics concerning the challenges of AIG learners.
- Extracurricular activities, clubs, and organizations
- Conferencing between AIG teachers, guidance counselors, and students.
- Fourth and Fifth grade monthly enrichment block

Planned Sources of Evidence: Lesson plans
Newspaper articles about competitions and activities
Class Rosters
Club and/or organization rosters
Library of books
Student course schedules
Student interest inventories

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Martin County Schools currently aligns program placement and services with the area of identification for each child.

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

Description: •AIG students will receive service(s) based on the area(s) in which they are identified.
•Each student's DEP will reflect exactly how the student's services will reflect/enhance his/her area(s) of giftedness.
•Maintain a menu of service options for gifted learners that is available throughout the district.

Planned Sources of Evidence: •Student DEP's

•Menu of service options

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: The AIG program and services are aligned with the Common Core and Essential Standards and meet LEA policy and practice.

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

Description: •Teachers of gifted learners design DEP's so that content, process, and products are aligned with the Common Core and Essential Standards curriculum and provide rigor, challenge, and relevance based on individual needs.
•Maintain an AIG Steering Committee to oversee the consistent implementation of the AIG Plan across the county.
•AIG will become a continuous element of school PLC discussion.
•The AIG Specialist will partner with Central Office personnel to ensure that AIG is included in the planning of professional development, development of curriculum and pacing guides, and financial planning.
•The AIG Specialist will maintain an AIG Advisory Group to promote transparency of the AIG program.

Planned Sources of Evidence: •Student DEP's

- Minutes from meetings with Central Office personnel, AIG Steering Committee, and AIG Advisory Group
- Teacher lesson plans
- Menu of professional development

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: Martin County Schools has made great strides toward consistent dissemination of local and state information concerning the AIG program and plan to key stakeholders: however, in light of the many changes such as a new state curriculum and new templates for Honors courses, the district feels that it is necessary to continue to focus on clearly disseminating pertinent information

Goals: •Delivery of differentiated services and instruction will be reviewed with all teachers, school administrators, and support staff.

- Key stakeholders will be informed of all regulations regarding gifted education and the local AIG program.

Description: •The AIG Coordinator and/or AIG Specialist may use a variety of means to inform teachers, school administrators, and support staff of differentiated instructional services and regulations related to gifted education:

- Professional development
- AIG website
- Emails
- Newsletters
- Staff meetings
- AIG plan

Planned Sources of Evidence: •Agendas and minutes from meetings

- Agendas and sign-ins from professional development
- Newsletters
- Emails
- AIG plan
- AIG website

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: With the help of the AIG Specialist and guidance counselors, teachers and administrators maintain communication between schools to ensure an effective continuation of AIG services.

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

Description:

- The AIG Specialist is a member of each school's Needs Determination Team.
- The AIG Specialist works with guidance counselors to ensure transfer of AIG student records between schools.
- Through the PowerSchool data system a record of all AIG students and their areas of identification will be maintained.
- DEP's are kept collectively in each student's folder.

Planned Sources of Evidence: •Minutes from NDT meetings

- Student folders
- PowerSchool data
- Correspondence between the AIG Specialist and school guidance counselors and administrators.

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: Collaboration between AIG personnel, regular education teachers, exceptional children's teachers, instructional staff, and administrators does exist; however, the students of Martin County will benefit from the development of a plan that structures collaboration throughout the district and provides for the inclusion of parents/families.

Goals:

AIG personnel, regular classroom teachers, exceptional teachers, parents/families, and other

instructional staff will collaborate to provide appropriate differentiated programs and services.

Description: •The AIG Specialist, AIG teachers, and other professional stakeholders will use regularly scheduled PLC's to plan and discuss the implementation or refinement of appropriate differentiated programs, differentiated services, and best instructional practices.

- Teachers of gifted students will include parents/families in the development of Differentiated Educational Plans for students.
- Quarterly meetings between AIG Specialist and the teachers responsible for the delivery of AIG service.

Planned Sources of Evidence: •Agendas from PLC's

- DEP's signed by parents/families
- Minutes from meetings between the AIG Specialist and teachers of the gifted.

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: In addition, to collaboration concerning academic programming and services, AIG students will benefit from renewed and planned collaboration among stakeholders regarding their social and emotional needs.

Goals: •AIG stakeholders will become more aware and perceptive of the social and emotional needs of AIG students.

- AIG stakeholders will develop and/or include affective curricular that addresses the social and emotional needs of the gifted learner.

Description: •Frequent meetings of the Needs Determination Teams.

- Development or addition of lessons that address the social and emotional needs of AIG students.
- Increased dialogue between teachers, students, and parents/families.
- Focus groups
- Surveys
- Parent/family, teacher, and student access to books and/or materials that address important issues faced by the gifted learner.
- Utilize instructional practices that benefit the social and emotional needs of AIG students. (Such techniques may include cluster grouping, flexible grouping, compacting, independent studies of interests, etc.)

Planned Sources of Evidence: •Minutes from Needs Determination Team meetings

- Lessons or programs used

- Library of books
- Transcripts from focus group meetings
- Survey results

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: Martin County Schools has a process and criteria for accelerated instructional placement.

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

Description: •One means of acceleration for highly gifted students is grade advancement. Considerations include:

- Aptitude at the 98th percentile
- Standardized achievement testing at or above the 98th percentile
- Performance equal to the grade of advanced placement as documented by work samples, portfolios, EOG/EOC scores, Common Exam scores, etc.
- Teacher recommendation noting social, emotional, and physical maturity.
- State law allows parents of four year olds to provide evidence of their child's giftedness for early Kindergarten entry. Students must demonstrate:
 - Standardized score on a measure of intellectual ability at or above the 98th percentile
 - Standardized score on a measure of achievement at or above the 98th percentile
 - Evidence of social and developmental maturity
 - Student performance (work samples) well above age expectations.
 - Evidence of motivation and interest in learning.
- Dual enrollment is an option that allows students to be enrolled in two levels of schooling at the same time. Criteria might include:
 - Teacher and/or principal recommendation
 - Student interest and ability to adjust to learning environments.
- Demonstrated Mastery will be implemented as stipulated by state guidelines.
- Subject acceleration will be available for students who demonstrate excellence in a particular area.
- Advanced Placement and Honors classes are available.
- Mentorships
- High school credit while attending middle school is an option available to students.
- The NC Virtual Public School is utilized.
- Students may take online courses through a partnership with the NCSSM.

Planned Sources of Evidence: •Student schedules

- Student DEP's
- Student transcripts

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: Martin County Schools is committed to identifying the academic needs of high-functioning and/or high-potential students from all populations.

Goals: To identify and implement programming and nurturing strategies to improve the representation, participation, and performance of under-represented populations.

Description: •Professional development for teachers on identifying under-represented high-functioning and /or high potential learners.

- District participation in First School which is a researched based program to improve the school experience for African Americans, Latinos, and low income students. It is the intent of this program to help these students become more successful in school; thus, increasing their ability to become identified as high-functioning students.
- Provide academic nurturing and enrichment opportunities before, during, and after formal identification of gifted services.
- Use non-traditional tests to help identify under-represented populations. (Example-NNAT)

Planned Sources of Evidence: •Pool of students to watch

- Lessons that implement the concepts provided through First School.
- Enrichment opportunities

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: Martin County provides extra-curricular activities for AIG students.

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

Description: •Mathcounts (middle and elementary)

- Battle of the Books (middle and elementary)
- Geography Bee
- Spelling Bee
- Science Fair K-8
- Art Contest
- Band
- Chorus
- Governor's School
- Summer Ventures
- Honor Societies
- Internships and Cooperative programs
- Clubs and organizations
- Special electives
- Online courses
- Student Exchange Program
- Duke TIP
- MATCH
- Cultural Programs sponsored by the Martin County Arts Council

Planned Sources of Evidence:

Increased number of students that participate in extra-curricular activities.

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: Conferencing and collaboration with parents/families of AIG students and the community at large is a must for the growth of gifted learners. Martin County Schools not only desires to increase this communication but to include a greater emphasis on the social-emotional needs than is currently included.

Goals:

Martin County Schools will increase its communication and collaboration with AIG parents/families and community stakeholders. This communication and collaboration will include but not be limited to the following: AIG program goals, AIG events, program achievements, services and options for students, and social-emotional needs of gifted learners.

Description: •Teachers who provide the service for AIG students will conference annually with parents/families to discuss DEP's.

- Parents and community leaders or stakeholders will be involved in the development, revisions, and/or monitoring of the district AIG plan.
- Martin County Schools will work with community leaders and businesses to provide mentors and internships for gifted learners.
- Parent/family and community stakeholders will be asked to volunteer or participate in AIG events and activities.
- Development of a PAGE group.
- Use of media, news publications, and AIG website to inform parents/families and the community about aspects of the AIG program.
- Survey parents, students, teachers, and the community for input on the AIG program.
- Use additional resources on the social-emotional needs of AIG students to assist in the placement of these students and the possible development of additional service options or enhancement of current service options.

Planned Sources of Evidence: •Surveys from stakeholders

- News publications
- Website
- Signed DEP's
- Mentorships and internships
- Minutes from meetings with stakeholders

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: For optimal growth and benefit of the gifted learner, communication about the AIG program and policies is a necessity.

Goals: Increase the level of communication with AIG stakeholders through both current traditional means and new modes now available within the district.

Description: •AIG stakeholders will receive information about the program through a variety of means which may include but not be limited to the following:

- AIG website
- Parent handbooks
- AIG plan which will be given to all teachers, all schools, and available on the website.
- Newspaper publications
- ConnetEd messages
- PowerPoint presentations
- Focus group meetings

Planned Sources of Evidence: •Website

- Parent handbook
- Publications
- PowerPoints
- Meeting minutes

Other Comments:

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

This practice is a Focused Practice for 2013-2016.

Rationale: In order to best strengthen, promote, and maintain an effective AIG program, Martin County Schools needs to develop and sustain an AIG Steering Committee that is reflective of the diversity of all stakeholders including the community at large.

Goals: •Create and maintain a district level AIG Steering Committee that reflects the diversity of gifted learners and the community of Martin County.

- Creation of an AIG Advisory Group
- Establish partnerships with community groups that reflect the diversity of our population.

Description: •Establishment of an AIG Steering Committee that reflects the diversity of the gifted population and community. This committee will be responsible for monitoring, developing, implementing and/or revising AIG program goals and the AIG plan.

Analyze surveys that have been periodically completed by administrators, staff, students, and/or parents. These surveys will reflect the progress of the AIG program as perceived by the participants.

Analyze growth data of gifted learners.

Share information with the community and school board.

Monitor student records and service options.

•Establish partnerships with community groups that reflect the diversity of our student population. (Civic organizations, churches, community clubs, etc.)

•The AIG coordinator will create an Advisory Group comprised of diverse stakeholders for the purpose of AIG program accountability, program implementation, and program advocacy. This group will make recommendations to the AIG Steering Committee. For more details see Practice 6G.

Planned Sources of Evidence: •Diverse AIG Steering Committee meeting minutes

•AIG student growth data

•AIG plan and program goals

•Meeting agendas

•Volunteer logs

•Minutes from Advisory Group meetings

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Self-assessment of the AIG program has led to a renewed commitment for better communication with parents/families concerning the opportunities available to students and the need to provide this information in the native language(s) that fit our community.

Goals: •Disseminate information to parents/families regarding the available opportunities for gifted students.

•To make information about the AIG program available in the native language(s) that meet the population of Martin County Schools.

Description: •District website that provides translations for relevant AIG information.

- Work with community partners to ensure translations are accurate and meaningful.
- Utilize Martin County School ELL staff
- Parent Handbook
- Provide media and/or news publications about activities and competitions
- Utilize Blackboard Connect
- Formation of a PAGE group
- Parent/Teacher conferences
- Opportunities for enrichment, extracurricular activities, clubs, and organizations, posted on school websites

Planned Sources of Evidence: •Parent Handbook

- Media and news publications
- Conference sign-in sheets
- Newsletters
- Websites

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: After self-assessment and reflection, Martin County Schools sees the need to help promote the AIG program by strengthening its partnerships with both local and regional stakeholders.

Goals: To build and/or strengthen partnerships with local and regional stakeholders (Businesses, industry, institutions of higher learning, civic clubs, local organizations, churches, etc.)

Description: •Build and/or continue partnerships with institutions of higher learning such as Martin Community College, East Carolina University, A&T University, North Carolina School of Science and Math.

- Maintain partnership with NC State Science House
- Maintain partnership with CFNC
- Maintain and continue to build partnerships with local businesses and industry that support AIG learners through donations, volunteer work, internships, mentorship, career fairs, demonstrations, etc.
- Maintain and/or build strong partnerships with local organizations such as 4-H, Martin County Arts Council, Rotary Club, Martin Community Players

Planned Sources of Evidence: •Publications of activities

- Receipts
- Products
- Portfolios
- Performances
- Student schedules

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: To comply with the most recent state policy and legislation and to ensure that the needs of AIG learners are met, Martin County Schools has developed a documented AIG plan.

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

Description: Maintain a written AIG plan that describes the local program in accordance with NC legislation and policy. This plan is monitored, reviewed, and revised by a District AIG Steering Committee. It is also approved and adopted by the local Board of Education, as well as reviewed by SBE/DPI.

Planned Sources of Evidence: Plan approved and adopted by local Board of Education

Other Comments:

Practice B

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

This practice is a Focused Practice for 2013-2016.

Rationale: In order to guarantee fidelity of the implementation of all local AIG components in accordance with NC AIG standards, the local AIG program and plan will need to be monitored.

Goals: •Martin County Schools will maintain an AIG Steering Committee which will conduct an annual review of the local AIG program, policies, and progress.

•The District AIG Specialist will work closely with AIG teachers, principals, and district directors to monitor the implementation of the AIG program.

Description: •The AIG Steering Committee will conduct a yearly review of the AIG plan. Data may be gathered from but not limited to the following: Progress of AIG students as seen on End-of-Grade/End-of-Course tests, Common Exams, benchmarks, report cards, portfolios, etc.

- Gather information from stakeholder surveys
- Gather information from AIG Advisory Group
- Checks on student AIG folders
- District Walkthroughs
- Needs Determination Meetings and conversations with guidance counselors at key transition points.
- Review Honors portfolios

Planned Sources of Evidence: •Evaluation of student scores on assessments both formal and summative

- Surveys from stakeholders
- Yearly assessment of the AIG plan.
- Reports from District Walkthroughs
- Minutes from Needs Determination Team meetings

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: Martin County Schools will continue to use state AIG funds to support the local AIG plan and program.

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

Description:

- The district level AIG Specialist will work with the MCS Finance Office and Superintendent to annually review the AIG budget and ensure that the state AIG funds are being used to support district AIG program goals.

Planned Sources of Evidence: •Purchase orders

- AIG budget spending report

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: The needs of the AIG program and of the students involved in this program are ongoing; therefore, it is essential that student progress is continually monitored by school personnel in conjunction with the AIG Specialist.

Goals: AIG student performance and growth will be enhanced by the continuous monitoring and sharing of individual student performance growth.

Description: •AIG student growth and achievement data will be gathered and analyzed. This data will include EOG, EOC, Common Exams, SAT, PSAT, AP, ACT, PLAN, EXPLORE, and any other available qualitative data.

- Disseminate growth and achievement data to all stakeholders.
- Maintain records concerning drop-out data.
- Continue to use school Needs Determination Teams to track underserved populations and disproportionality issues.

Planned Sources of Evidence: •EVAAS reports

- Agendas from meetings with principal's
- Agendas and minutes from NDT meetings
- Data reports and scores

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: Martin County Schools is dedicated to helping every student achieve his/her maximum growth. Therefore, it is essential to continuously examine the representation and retention of under-represented populations in the local AIG program.

Goals: Martin County will use available data concerning traditionally under-represented populations to assess the needs of, service options for, and continuous participation in the gifted education program.

Description: •The addition of a K-3 nurturing opportunities.

- Participation in the First School program.
- Annual examination of representation among referrals, identified students, and served students.
- Annual examination of the service options for students and how these options meet the needs of all

students.

- Communicate with district staff such as exceptional teachers, ELL Specialists, and Title 1 Directors to cultivate potential and recognize giftedness.

Planned Sources of Evidence: •K-3 nurturing lessons and notes about students

- Suggestions from First School and implementation ideas

- Annual reviews from Steering Committee

- Surveys

Minutes from meetings with NDT teams (Inclusion of exceptional teachers, ELL Specialists, and Title 1 directors.)

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: The most effective educational instruction and socio-emotional support for AIG students is provided by teachers who are certified in gifted education; therefore, it is imperative to maintain current data regarding the credentials of personnel serving the gifted population.

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

Description: •The Personnel Department and the District AIG Coordinator will keep a record of teachers who are certified in gifted education.

- AIG students will be placed with AIG certified teachers when possible in order to ensure effective learning environments are established.

Planned Sources of Evidence:

- Roster of AIG certified teachers

- AIG Headcount roster

Other Comments:

Practice G

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

This practice is a Focused Practice for 2013-2016.

Rationale: An Advisory Group comprised of diverse stakeholders is an excellent tool to promote the

needs of gifted students, strengthen the AIG program and maintain accountability.

Goals: •The AIG coordinator will create an advisory group comprised of diverse stakeholders for the purpose of AIG program accountability, program implementation, and program advocacy.

Description: •The AIG coordinator will create an Advisory Group that will include at least one of the following from each category: Central office personnel, Board of Education member, principal, AIG teacher, regular classroom teacher, parent, business/community leader and student. This group will also reflect the diversity of the gifted population.

- The Advisory Group will meet at least twice a year to provide on-going assessment of the needs of the gifted program K-12.
- The Advisory Group will not only evaluate the effectiveness of the AIG program, but it will monitor alignment of the local program with state standards.
- The Advisory Group will make recommendations/commendations to the AIG Steering Committee.

Planned Sources of Evidence: •Roster of Advisory Group members

- Minutes from Advisory Group meetings

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: To ensure that Martin County Schools maintains a high quality and effective AIG program, regular feedback from key stakeholders will be very beneficial. The development of an Advisory Group will be a much needed avenue of advocacy.

Goals: •Survey key stakeholders in an effort to assess how effectively the needs of gifted learners are being met.

- The AIG Coordinator will create an Advisory Group to provide regular feedback concerning the AIG program.

Description: •The AIG Steering Committee will create and distribute an annual survey to key stakeholders for collecting and reviewing the quality and effectiveness of the local AIG program.

- The AIG Coordinator will create an Advisory Group to monitor accountability, effectiveness, and strength of the AIG program.
- Parents will be given the opportunity to provide input during meetings with teachers about student DEP's.
- Teachers reflect on the effectiveness of the AIG program during PLC meetings.
- NDT meetings may be used to assess student and program needs.

Planned Sources of Evidence: •Existence of an AIG Steering Committee

- Existence of an AIG Advisory Group
- Minutes from Steering Committee and Advisory Group meetings
- Minutes from PLC's
- Minutes from NDT meetings
- Comments from parent/teacher meetings

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: To ensure that the AIG plan and program remain compliant and that all students continue to be effectively served, the AIG plan and program need to be annually reviewed by a committee of stakeholders.

Goals: Martin County Schools will maintain an AIG Steering Committee which will conduct an annual review of the local AIG plan and make suggested revisions.

Description: •Using multiple sources of data, the AIG Steering Committee will conduct a yearly review of the AIG plan and program. Data used may consist of but not be limited to the following: Student performance on EOC, EOG, Common Exams, ACT, SAT, PLAN, EXPLORE, PSAT; student portfolios; surveys from key stakeholders; recommendations from the Advisory Group; etc.
•The AIG Steering Committee will make revisions to the plan and/or program based on information from these sources.

Planned Sources of Evidence: •Revisions to the plan

- Minutes from Steering Committee meetings
- Data

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: In order to garner continued support and to increase the quality of the program, transparency and open communication must be maintained.

Goals: Data from the evaluation of the local AIG program will be made public through a variety of methods.

Description:

- Evaluation of the AIG plan will be made available through the website. Copies will be made available at schools and the district office.
- Evaluation of the AIG program may be shared with groups of stakeholders such as PTA meetings, community groups, Advisory Groups, etc.

Planned Sources of Evidence: •End of year program results

- AIG website
- Copies of results
- Meeting Agendas

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: Martin County Schools has both a legal and ethical obligation to protect the rights of all AIG students through policies, procedures, and practices.

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

Description: •Martin County Schools has a written plan available to everyone that specifically lists steps for identification, placement, testing, transfers, service options, and procedures to resolve disagreements.

- Parents meet with teachers to discuss DEP's and therefore, can add input.
- Parent handbooks are available.
- Parents and students provide feedback through surveys.
- Decisions about student placement and service are made by a team of individuals not just one individual.

Planned Sources of Evidence: •AIG plan

- District website and policies
- *DEP's
- *Needs Determination Team minutes

Other Comments:

Glossary (optional):

Appendix (optional):

Standard One Details.doc (*Appendix - Standard 1*)
Standard Two Details.doc (*Appendix - Standard 2*)
Standard Three Details.doc (*Appendix - Standard 3*)
20130612091254.pdf (*Local Board Approval Document*)
MCS AIG.JPG (*Local Board Approval Document*)