

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

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New Hanover 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, New Hanover County Schools local AIG plan is as follows:***

**New Hanover County Schools Vision for local AIG program:** The Academically or Intellectually Gifted program in New Hanover County is structured to ensure that gifted students receive instruction and programming suited to their needs. With the continual evolution of content and skills, rigorous and relevant curriculum is an important component to the growth of advanced learners. It is our duty to create an environment in which our gifted students can flourish. It is also our duty to educate parents, the community, and educators that work directly with gifted learners about their characteristics, social and emotional needs, and the resources available to ensure their success. Through sound identification practices, challenging and differentiated curriculum, professional development, comprehensive and varietal programming, partnerships, and transparent accountability, our district will continue to build a program for AIG students that will not only prepare them for college and career, but create a desire for continual growth and community involvement. New Hanover County recognizes and supports the need for gifted programming and continued advocacy for AIG student rights to an outstanding education.

The purpose of the AIG plan is to ensure services for the academically or intellectually gifted students that perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require

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differentiated education services beyond those ordinarily provided by the regular educational program. Advanced abilities are present in students from all cultural groups, across all economic strata and in all areas of human endeavor.

**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>\$1234177.00</b>	<b>\$833024.00</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:** New Hanover County Schools currently has county-wide procedures in place for students nominated for the Academically or Intellectually Gifted program, which is articulated to AIG stakeholders through multifaceted processes. Consistent practices across schools have been established, are monitored by the Supervisor of AIG, and will be maintained. It should be noted that as our district develops processes and procedures for the screening, referral, and identification of intellectually gifted students, these processes will be included in our current practices for disseminating information to all AIG stakeholders.

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

**Description:** The NHCS gifted program expectations for disseminating information to all AIG stakeholders includes:

#### Elementary Level:

- AIG program website including information in regards to each state standard, an electronic copy of the plan, K-2 Nurturing Program implementation and aligning with the AIG website rubric expectations
- Paper copy of the plan available at each school site
- Third grade informational meeting for ALL families to include an overview of the Draw A Person Intelligent Quotient, or DAP-IQ, additional screening tools utilized for nomination, criteria for AIG identification, and timeline of nomination process
- Annual Differentiated Education Plan review for AIG families to review the document and criteria for identification/service match, overview of curriculum goals, and extra-curricular opportunities

#### Middle School Level:

- AIG program website including information in regards to each state standard and electronic copy of the plan and aligning with the AIG website rubric expectations
- Paper copy of the plan available at each school site
- Sixth grade Open House/informational meeting for ALL families to include transition information, criteria for AIG identification, and timeline of nomination process
- Annual Differentiated Education Plan review for AIG families to review the document and criteria for identification/service match, overview of curriculum goals, and extra curricular opportunities

#### High School Level:

- AIG program website including information in regards to each state standard an electronic copy of the plan and aligning with the AIG website rubric expectations

- Paper copy of the plan available at each school site
- Ninth grade informational meeting for ALL families to include transition information, criteria for AIG identification, and timeline of nomination process
- Annual Differentiated Education Plan review for AIG families to review the document and criteria for identification/service match, overview of curriculum goals, and extra curricular opportunities

**Planned Sources of Evidence:** School AIG websites

Site visit monitoring data

Parent/student survey data

Presentation templates from informational meetings and DEP reviews

**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:** Our district employs multiple criteria to screen, refer, and identify students for academic services in grades K-12. Data collected from each school's Match Team is reviewed to determine qualification for the AIG program and appropriate academic services for nominated students. It is important for our county to now focus on researching, developing, and designing multiple criteria identification measures for intellectually gifted students.

- Goals:**
1. Research current practices in identifying students as intellectually gifted
  2. Develop multiple and comprehensive criteria to evaluate
  3. Design service options for students identified as intellectually gifted
  4. Create supporting documents and processes to support new identification practices

**Description:** Identification Processes and Procedures for all levels, K-12

Elementary, Middle, and High Schools

1. Student search-The student search phase includes all activities designed to review the entire population of students at a school to establish a pool of students who may require further assessment and eventual access to differentiated services. Particular attention should be given to students from culturally diverse, economically disadvantaged, or disability populations during this process. Student search strategies will establish a pool of students who may need differentiated services. These strategies may include but are not be limited to:

- Annual analysis of students' participation in K-3 nurturing component
- Annual analysis of general population performance on the Draw-A-Person Intelligence Quotient, or DAP-IQ (third grade only)
- Annual analysis of general population in grades 3-12 by reviewing End of Grade/End of Course/Common Exams
- Regular, school-based data reviews of benchmarks

2. Schools screen data collected on all students, including benchmark data, EOG/EOC data, common exams, Dibels, M-Class, Draw-A-Person Intelligence Quotient (third grade only) to create a targeted population for nomination. In addition, students may be nominated by a parent, peer, or other school staff member. Students may nominate themselves.

3. Data is collected on each nominated student, including teacher surveys and checklists, parent/family surveys, student survey, grades and assessment data, and critical thinking work samples.

4. The Match Team meets to review initial data collection and determines evidence of three criteria: Observable Behaviors, Interest and Motivation, and Performance. If two or three of the criteria is met, then, and only then, additional data will be collected.

5. If additional data is needed, the school will assess the nominated students' aptitude.

6. After aptitude testing has been administered, achievement data will be collected if the student has met three criteria. If a student meets four criteria after aptitude testing, achievement data will not be needed.

7. The school's Match Team will meet to review testing data and make final identification and service match decisions. All data will be considered when determining the level or intensity of services needed.

#### Observable Behavior Criteria

Data collected indicates high frequency and/or high intensity of the following student behaviors:

- Learns easily
- Shows advanced skills
- Displays Curiosity/Creativity
- Shows advanced reasoning and problem solving
- Displays spatial abilities
- Shows social perceptiveness
- Displays leadership

Observable Behavior is documented through an Observable Behaviors Checklist completed by a teacher.

#### Interest/ Motivation Criteria

Data collected indicates high frequency and/or high intensity of the following student behaviors:

-Has strong interests

-Shows motivation

Interest and Motivation are documented through an Observable Behaviors Checklist, teacher checklist, parent checklist, and student survey or interview.

#### Student Performance Criteria

Data collected indicates that the student demonstrates advanced performance when compared to peers.

Student Performance is documented by benchmark and summative assessment data, formative assessment data, advanced work samples, competitions and/or contests

#### Aptitude Criteria

Data collected indicates that the student has an advanced aptitude for reasoning, thinking critically, and problem solving.

Aptitude is documented by a standardized, nationally-normed aptitude assessment, such as the Cognitive Abilities Test or CogAT.

#### Achievement Criteria

Data collected indicates that the student has achieved an advanced level of knowledge.

Achievement is documented by a standardized, nationally-normed achievement assessment, such as the Iowa Test of Basic Skills or ITBS.

#### **Planned Sources of Evidence:** NHCS AIG Sample Indicators

AIG Nomination Procedures Flow Chart

Pentagon Criteria

Match Team records

Site monitoring data

School attestations of identification practices

#### **Other Comments:**

#### **Practice C**

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

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

**Rationale:** NHCS utilizes AIG practices that respond to traditionally under-represented populations in gifted programming. These practices include implementation of DAP-IQ as a universal screener in third grade, collection of nonverbal, critical thinking work samples from nominated students, and evaluation of observable behaviors as indicators of student need for advanced differentiation. Even

with these practices consistently in place, the demographic make-up of our county does not reflect the demographic make up of our AIG program. Because we are not identifying traditionally under-represented populations at a comparable rate, we will focus on this practice.

- Goals:**
1. Research non-traditional, standardized assessment for middle grades and high school
  2. Develop strategic professional development for schools that serve large populations of under-represented students in gifted programming
  3. Research practices in districts with similar demographics as NHCS, that have high success rates in identifying traditionally under-represented populations in gifted programs

**Description:** Our current identification process uses multiple indicators that take the whole child into account. Indicators include:

- Observable Behaviors checklists
- Parent and Teacher Checklists
- Student surveys or interviews
- County benchmark assessments
- Teacher formative assessments
- Advanced student work samples
- NC EOGs/EOCs
- Aptitude test
- Achievement test

**Planned Sources of Evidence:** Pentagon criteria

Match Team records

NHCS AIG Sample Criteria Indicators

Site monitoring data

**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:** Processes and procedures have been created in NHCS to ensure the consistent implementation of identification practices. These processes and procedures are both monitored by the Supervisor of AIG and evidenced by the annual attestation that all school principals and gifted education specialists sign. Because of the high success of monitoring for consistency, this practice will be maintained.

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

**Description:** Elementary, Middle, and High School Levels:

- Annual internal audit of student folders
- On site review of student AIG files and cumulative folders by AIG Supervisor
- Attestation of identification practices signed by all schools

**Planned Sources of Evidence:** Annual site monitoring data  
Attestations

**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:** NHCS has maintained written policies to protect the rights of gifted students and students that are considered for AIG placement. Communication of these policies and processes has increased to ensure parent awareness, and this will be a maintained practice.

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

**Description:** Elementary, Middle, and High School Levels:

**AIG Nominated Students:**

All students that go through the AIG nomination process receive descriptive documentation of the Match Team decision. Parents sign this document, or Match Team record, indicating their understanding of the process and their receipt of the grievance policy and process. The signed Match Team record of identified and non-identified students is kept in the Module Two student cumulative file.

**AIG Identified Students:**

Upon identification, AIG families receive a Differentiated Education Plan, or DEP, that documents the student's area of identification and matched service options. This document is signed by the parent and kept in the Module Two student cumulative file.

**AIG Re-Evaluation:**

If there is a significant increase or decrease in the data, a student may need to be re-evaluated for service level and matched service options. The Match Team record will document this re-evaluation and the parents sign the document, indicating their awareness of the decision.

**Transfer Students:**

As a district, we will honor AIG identification from other districts, but may need to collect additional data to assess the service level or service options. The Match Team Record will be used to document the service level and options decision, which will be signed by the parent.

## PROCEDURE TO RESOLVE DISAGREEMENTS

In accordance with Article 9B, New Hanover County Schools must develop a procedure for resolving disagreements between parents and the school system when a child is not identified for the Academically or Intellectually Gifted program or concerning the appropriateness of the service options offered to an identified AIG student. These procedures relate to the processes of student referral, evaluation, identification, and the availability of approved service options. Parents will be informed of the School's AIG Match Team decision for their child.

Parents have the right to disagree with the recommendations made for nomination, referral, or identification. Parents also have the right to disagree with the service options provided to an AIG identified student.

If a parent has a disagreement, the following steps should be taken:

1. The parent should meet with the regular classroom teacher and/or AIG teacher to seek a resolution.
2. If the meeting does not resolve the issues, the parent should document the issues and the parent's perspective of the situation should be outlined in a letter to the teacher, requesting a written response from the teacher within ten working days.
3. If a resolution is not reached, the school-based AIG Match Team should schedule a meeting to review the problem and conference with school administration.
4. If a resolution is not reached at the school level, the parents may contact the following Central Office staff in the order listed:  
NHCS AIG Supervisor  
Director of Instruction  
Assistant Superintendent of Instruction and Accountability  
Superintendent
5. Upon exhausting these channels of communication, the parents may elect to pursue the grievance process as outlined below.

### Procedures to Resolve Disagreements Regarding AIG Decisions

Parents have the right to disagree with the recommendations made at any of these stages.

1. The parent may make a written request to meet with the school-based AIG Match Team to discuss concerns about identification or service decisions. At the AIG Match Team meeting the parent may provide additional documentation for consideration and the Match Team will share documentation used to support recommendations and review any new documentation.
2. If the disagreement is not resolved at the school-based AIG Match Team meeting, the parent may make a written request within thirty school days to conference with the principal. The principal will review the AIG Match Team recommendation, grant the conference within ten school days of the request, state his/her position in writing within twenty school days of the parent conference.
3. If the grievance is not resolved through the conference with the principal, the parent may appeal in writing to the district's AIG Supervisor. The AIG Supervisor will review all documentation concerning the unresolved issue, review the grievance within ten work days of the appeal, and respond in writing within ten work days following the review.
4. If the grievance is not resolved through the AIG Supervisor review, the parent may appeal in writing to the district's Superintendent. The district's Superintendent will review all documentation concerning the unresolved issue, review the grievance within ten work days of the appeal, and respond in writing within ten work days of the review.
5. If the grievance is not resolved through the Superintendent's review, the parent may file a petition

for a contested case hearing (Article 3 Chapter 150B of the General Statutes). The purpose of the review is to determine if:

- The local school administrative unit improperly failed to identify the student as Academically or Intellectually Gifted

or

- The local plan has been implemented inappropriately with regard to the student.

**Planned Sources of Evidence:** Match Team Records

Parent letters

websites

Attestations

**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:** NHCS documents the identification process for all nominated students with its Match Team Record and the service level and service options for individual AIG students with its Differentiated Education Plan, or DEP. The documentation provided to parents and kept in the students' files effectively communicates how the students qualified for the program and what services they shall receive, so this practice will be maintained.

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

**Description:** Elementary, Middle, and High School Levels:

**AIG Nominated Students**

The Match Team record will document the criteria met, in the area nominated, and provide descriptive feedback for criteria that is lacking. This document will be signed by the Match Team and parent and kept in the student's Module Two cumulative file.

**AIG Initially Identified Students**

A Differentiated Education Plan will be developed based on the area of identification, level of service needed, and best service options to meet the student's needs. This plan will be reviewed with the parent, signed, and kept in the Module Two cumulative file. (see sample DEPs, appendix)

**AIG Identified Students**

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Each year the Differentiated Education Plans, or DEP, will be updated based on AIG program implementation and individual student need and reviewed with AIG families. This annual DEP review session usually takes place in the fall of each school year. (see sample DEPs, appendix)

**Planned Sources of Evidence:** Site monitoring data

Posted presentations on individual school websites

Review of student files by AIG Supervisor

Attestations

Sample Elementary, Middle, and High School DEPs

**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:** With transition to the Common Core and Essential Standards in the 2012-2013 school year, availability of AIG appropriate lessons from the Independent Research Project, or AIG-IRP, and the new Honors Level Course Rubric and Honors Level Implementation Guide in the 2013-2014 school year, classroom teachers are not only learning a new curriculum, but also investigating ways to adapt this curriculum for diverse learners. Because our district has trained the gifted specialists in instructional coaching strategies, schools are able to use the specialists to work directly with teachers to ensure that gifted students are receiving services all day, every day. In addition, the State Board of Education has passed a policy in which students have the opportunity to demonstrate mastery in a subject, based on an assessment and performance based task, and will receive credit for that course. The Department of Public Instruction is also providing a framework for Responsiveness to Instruction, or RtI, in regards to AIG. Our district will focus on this practice to ensure the development of practices, processes, and procedures that align with state initiatives and assist in adapting the newly designed SCoS for gifted learners.

- Goals:**
1. Attend webinars, informational sessions, and forums to discuss the policy and guidelines related to Credit by Demonstrated Mastery
  2. Create a local Oversight Committee to develop our district guideline in regards to the process
  3. Develop processes and procedures to support Credit by Demonstrated Mastery, State Board of Education policy
  4. Create a timeline for Credit by Demonstrated Mastery
  5. Create an implementation plan for Credit by Demonstrated Mastery
  6. Align local RtI~AIG structures and processes to state framework

### **Description:** Elementary Level:

K-2 Nurturing Program-All students will receive instruction in critical thinking skills. Students that demonstrate strengths in critical thinking will be targeted for further instruction and learning opportunities.

Schools are encouraged to cluster students for instruction.

Classroom teachers are responsible for differentiating the curriculum to meet the needs of gifted learners. Gifted specialists will support classroom teachers through collaboration, team teaching, coaching, providing resources, and facilitating professional development.

Students that require a higher intensity of services may be served in a pull-out resource classroom, facilitated by the gifted specialist.

#### Middle School Level:

Schools are encouraged to cluster AIG students for instruction.

Classroom teachers are responsible for differentiating the curriculum to meet the needs of gifted learners. Gifted specialists will support classroom teachers through collaboration, modeling, coaching, team teaching, providing resources, and professional development.

Students that require a higher intensity of services may be accelerated to access high school curriculum. Students may earn credit by demonstrating mastery in a course through an assessment and performance based task. These students may receive accelerated instruction through virtual courses or face-to-face instruction.

#### High School Level:

Because classes are more specialized, students can customize their learning options. Gifted specialists and counselors will guide student course selection to best meet the needs of each individual student. Students may earn credit by demonstrating mastery in a course through an assessment and performance based task. Classroom teachers are responsible for differentiating the curriculum within the advanced Honors and Advanced Placement courses to meet the needs of gifted learners. Gifted specialists will support classroom teachers through pulling failure reports of AIG students, counseling students, offering professional development, and providing resources.

#### All Levels K-12

Gifted specialists will unpack the AIG-IRP lessons, available online, to assist teachers in using these resources with gifted students. In addition, specialists will use the AIG-IRP planning template to create consistent resource lessons.

**Planned Sources of Evidence:** Framework for services Elementary, Middle School, High School

Site monitoring data

Professional development offerings

Credit by Demonstrated Mastery support documents

RtI-AIG support documents

Site monitoring data

#### **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:** NHCS has provided multiple professional development opportunities for classroom teachers to learn various differentiation practices that are responsive to gifted learners' needs. The district recognizes that "more of the same work" is not appropriate for our AIG students; therefore it is important to maintain this practice and continue to provide quality learning opportunities for our teachers.

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

**Description:** Elementary, Middle, and High School Levels:

Teachers and gifted specialists should employ practices that differentiate content, process, and product for our gifted learners. This can be evidenced in a variety of ways, some of which include:

- Interest inventories that drive content, process, or product choices
- Research
- Project based learning
- Flipped classroom
- Utilizing Thinking Maps to facilitate student learning
- Small group instruction
- Tiered assignments
- Compacting curriculum
- Independent learning contracts
- Simulations

In addition, the implementation of Responsiveness to Instruction for AIG, or RtI~AIG, will ensure that AIG student needs are being met all day, every day. Through universal screening, supplemental and intensive services, and progress monitoring, classroom teachers, in collaboration with gifted education specialists, will provide opportunities for all students to learn something new every day. RtI~AIG structures and processes will be developed in compliance with the state framework.

**Planned Sources of Evidence:** Site monitoring data

- Teach Scapes walk-through data
- RtI~AIG local structures and documents

**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:** NHCS uses research-based materials proven effective for gifted learners so that we can deliver quality instruction. We will maintain this practice so that we can employ the most current and research reliable methods and curriculum.

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

**Description:** Elementary, Middle, and High School Levels:

The Supervisor of AIG provides a gifted education resource library for the district, including books and program manuals that support current research in gifted education.

School based research-based resources can include:

**Elementary Level**

K-2 Nurturing Program-Primary Education Thinking Skills, or PETS program

Grades 3-8-Jacob's Ladder, Junior Great Books, Word Masters, SAT vocabulary, Problem Solver, Socratic and Paidiea Seminar, Interact Simulations

**Middle School Level**

William and Mary materials, Problem Solver, Content based choice menus, Socratic and Paidiea Seminars, Interact Simulations

**High School Level**

Honors aligned curriculum, Advanced Placement curriculum, Socratic

**Planned Sources of Evidence:** Site monitoring tool

Honors documents

Curriculum units and lesson 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:** While we have made strides toward consistent understanding and integration of 21st century skills, it is important to continue this as a focused practice to ensure that the development of 21st century skills are aligned with the new Standard Course of Study and infused across content areas at advanced levels.

- Goals:**
1. Provide professional development for all stakeholders, particularly gifted specialists, classroom teachers, administrators
  2. Provide tools for implementation, such as Karen Hess' Cognitive Rigor Matrix
  3. Encourage opportunities for observations of successful implementation
  4. Provide opportunities for collaboration and curriculum development among gifted specialists and cross-curricular teaching teams
  5. Promote extra-curricular opportunities that promote 21st century skills, such as Odyssey of the Mind, Science Olympiad, and Debate

**Description:** Elementary, Middle, and High School Levels:

Gifted specialists will participate in monthly professional development, which will include curriculum development and strategies for 21st century skill integration  
Gifted specialists will collaborate with cross-curricular teaching teams to facilitate curriculum planning, using tools for success, such as Karen Hess' Cognitive Rigor Matrix  
School AIG websites will advertise extra-curricular opportunities available to students  
Gifted specialists and administrators will assist in facilitating guided observations of successful implementation  
Gifted specialists will provide professional development opportunities at school sites to develop integration of 21st century skills

**Planned Sources of Evidence:** Site monitoring data

AIG training agenda/notes  
AIG staff wiki  
AIG Credentials wiki  
Curriculum units/lesson plans  
AIG school websites

**Other Comments:**

**Practice E**

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

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

**Rationale:** NHCS currently uses consistent assessment practices with all students. This assists school-based gifted specialists in the review and analysis of student data. Through regular data reviews and meetings, the specialists are able to support classroom teachers in determining student needs. As a district, we will maintain the practice of using regular, on-going assessment data to drive instructional decisions.

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

**Description:** On-going assessment measures can include the following

Elementary Level:  
Dibels  
M-Class  
ClassScapes (reading, math, science)  
EOG  
teacher made pre-tests  
teacher made exams  
common exams

Middle School Level:  
ClassScapes (reading, math, science)  
EOG  
teacher made pre-tests  
teacher made exams  
ACT Explore (8th grade)  
common exams

High School Level:  
ClassScapes (reading, math, science)  
EOCs  
Common exams  
ACT Plan (10th grade)  
ACT (11th grade)  
PSAT  
SAT  
teacher made pre-tests  
teacher made exams

**Planned Sources of Evidence:** District data (Dibels, M-Class, ClassScape, EOG, EOC, ACT, SAT)  
Site monitoring data  
Specialist schedules (data reviews)

**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:** In developing curriculum and instruction for AIG students, it is important to consider their social and emotional needs in order to ensure maximum growth and achievement. It is important to maintain this practice to ensure the holistic development of advanced learners.

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

**Description:** Elementary, Middle, and High Schools Levels:  
Our district currently uses instructional methods that promote the social and emotional needs of gifted learners, such as flexible grouping, collaboration with counselors, and parent, individual, or group meetings, such as Gifted Information Sessions and Advocacy or GISA. Providing a common understanding of the social and emotional needs of advanced learners can be accomplished through ongoing conversations.

The district provides AIG students with the opportunity to meet and work with other gifted learners, and we cluster students for instruction. In addition, we provide staff development for teachers

addressing the curricular social and emotional needs of gifted students. We also provide extracurricular opportunities during and after school.

NHCS understands the importance of meeting the social and emotional needs of gifted students and will be purposeful and consistent in the types of curriculum resources we implement based on those needs. We will continue to research types of instructional tools and resources that will expand this practice.

**Planned Sources of Evidence:** Site monitoring data  
GISA agendas and exit cards

**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:** Fostering potential in our youngest advanced students is essential to promote an engaging learning experience for these children. Our district recognizes that in the primary grades the focus is on building foundational skills for all content areas. Advanced learners acquire these skills and concepts quickly and need more. The purpose of the Nurturing program is to provide critical thinking skills to all students in grades K-3, and to provide opportunities to go deeper for students that are mastering skills and content at a rapid pace, and this practice will be maintained.

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

**Description:** Elementary, Grades K-3:

It is an expectation throughout the county that a nurturing program be in place at each elementary school. We have incorporated materials like, P.E.T.S, U-STARS Plus, and district developed programs to use in the nurturing program. The gifted education specialists also provide resources and instructional ideas for regular classroom teachers. In addition to the critical thinking lessons provided in the Nurturing Program, the gifted education specialists also provide individual and small group instruction to students who exhibit potential.

Our Academic Development K-3 Nurturing Component and Service Delivery and Instructional Planning Options Grid outline the instructional strategies designed specifically for cultivating potential in these young learners.

**Planned Sources of Evidence:** Elementary Framework for Services  
Site monitoring data  
Gifted Education Specialist schedules

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 Maintained Practice for 2013-2016.**

**Rationale:** Gifted students are AIG all day, every day. In order to meet these students' needs, collaboration among all staff is essential when developing appropriate curriculum and instruction; therefore this practice will be maintained.

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

**Description:** Elementary, Middle, and High School Levels:

Collaboration among staff to ensure appropriate curriculum and instruction can happen in a variety of ways: grade level or department meetings, PLCs, email communications, data analysis meetings, and instructional coaching.

NHCS Framework for AIG Services indicates instructional coaching as an essential component to meet the needs of our gifted learners. Coaching, which is implemented by the gifted education specialist, includes modeling with a purpose, observation with feedback, team teaching, and small group instruction. While the sharing of resources to build curriculum is important, monitoring the fidelity of implementation through instructional coaching is necessary for quality assurance.

**Planned Sources of Evidence:** Site monitoring data  
Gifted education specialist schedules  
Coaching logs

**Other Comments:**

**Practice I**

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

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

**Rationale:** As our gifted students transition from year to year, the Differentiated Education Plan should reflect the services that best align with the students' needs at that time. To do this, we need to reflect on data and student progress. While schools have begun to look at AIG students as a

subgroup when analyzing benchmark and summative data, there is a disconnect between the extension, enrichment, and acceleration that gifted students receive and the data that our assessments reflect. We realize the need for clear goal setting for gifted instruction. Article 9B states, " Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program." Our district needs to create structures to determine goals that reflect going "beyond those ordinarily provided" by the regular classroom and monitoring of students' progress toward those goals. This will be a focused practice for our district.

- Goals:**
1. Align structures and processes with state framework for RtI~AIG, including regular progress monitoring
  2. Develop a regular student progress review process to inform AIG families of goals and progress toward those goals
  3. Create AIG-appropriate guides for extensions of the SCoS

**Description:** Gifted specialists will collaborate to create guidelines for creating appropriate goals for advanced learners. Goal statements may be created to create a bank of examples. Goals will be set at the beginning of the year and documentation collected in a student portfolio. Regular reviews will include an evaluation of how the student has progressed toward the goals and next steps, including appropriate services for AIG students based on annual progress.

**Planned Sources of Evidence:** RtI~AIG supporting documents  
Progress review document  
Site monitoring data

**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:** NHCS recognizes the importance of the AIG program and the need to monitor the implementation and fidelity of the program. The district will maintain this practice by employing a full time, licensed AIG Supervisor.

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

**Description:** The Supervisor of the Academically or Intellectually Gifted program is responsible for:

- Monitoring the implementation of gifted education services through individual site visits, K-12
- Proposing and managing a budget and material selection for central library and school AIG resources
- Consulting with gifted specialists, classroom teachers, parents, administrators, and counselors to ensure the implementation of services for advanced learners
- Facilitating the NHC Gifted Advisory Council
- Collecting district data using the site monitoring tool
- Collecting, analyzing, and summarizing district AIG performance and demographic data
- Reviewing and analyzing data with gifted specialists at each school
- Partnering with UNCW Gifted Education Department for licensure, forums, and staff development for regular classroom teachers
- Facilitating Governor's School process, which includes, working with high school gifted specialists and counselors and overseeing the Governor's School Selection Committee
- Developing and maintaining district informational tools, such as an AIG district website, form letters, classroom teacher support wiki, and parent wiki
- Facilitating and leading monthly AIG training sessions for all gifted specialists
- Meeting and planning with regional Coordinators of Gifted Education and State AIG consultants to stay informed of current issues in gifted education
- Mediating parents, gifted specialists, classroom teachers, Match Team members, and administrators in dealing with disagreements concerning all phases of the program
- Facilitating annual State (Department of Public Instruction) AIG Headcount
- Participating in professional development offered at the district, state, and national levels to promote awareness of current research in gifted education
- Facilitating discussions and professional development in decisions for acceleration

**Planned Sources of Evidence:** Human Resources report of AIG licensure status

## **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:** NHCS recognizes the importance of gifted education and employs full time gifted specialists at every elementary and middle school and extra-duty gifted specialists at the high schools. This practice will be maintained to ensure alignment with the AIG state legislated standards.

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

**Description:** Gifted Education Specialists are responsible for:

#### Elementary Level:

- Demonstrating alignment and implementation of all six standards of the AIG plan
- Maintaining a school AIG website, that aligns with the district's website rubric expectations
- Reviewing and analyzing on-going, benchmark, and summative data for all AIG students
- Reviewing and analyzing on-going, benchmark, and summative data for students in grades K-2
- Implementing a nurturing program for students in grades K-2 that aligns with the state standards and AIG plan, which includes teaching critical thinking lessons to all K-2 students, and assisting in targeting students who demonstrate strengths in critical thinking skills
- Creating instructional and coaching targets based on data analysis
- Developing curriculum that is aligned with the SCoS and is appropriate for gifted students
- Collaborating with staff members at the school to meet the cognitive, academic, social, and emotional needs of gifted students
- Working directly with classroom teachers to provide feedback on differentiation for gifted learners
- Facilitating the NHCS Credentials for AIG at the school site
- Facilitating annual DEP reviews with AIG families
- Facilitating parent informational sessions regarding identification processes and criteria
- Attending monthly professional development or AIG training sessions
- Maintaining documentation of the demographic representation of the school's AIG program as it compares to the school's general demographic representation
- Assisting the school's data manager in ensuring the the AIG roster in Power School is accurate
- Promoting extra-curricular opportunities for gifted students
- Advocating for gifted learners in the school
- Facilitating the school's Match Team meetings and providing descriptive feedback via the Match Team record as documentation of decision making
- Assisting classroom teachers in providing AIG student progress reviews to AIG families

#### Middle School Level

- Demonstrating alignment and implementation of all six standards of the AIG plan

- Maintaining a school AIG website that aligns with the district's website rubric expectations
  - Reviewing and analyzing on-going, benchmark, and summative data for all AIG students
  - Creating instructional and coaching targets based on data analysis
  - Developing curriculum that is aligned with the SCoS and is appropriate for gifted students
  - Collaborating with staff members at the school to meet the cognitive, academic, social, and emotional needs of gifted students
  - Working directly with classroom teachers to provide feedback on differentiation for gifted learners
  - Facilitating the NHCS Credentials for AIG at the school site
  - Facilitating annual DEP reviews with AIG families
  - Facilitating parent informational sessions regarding identification processes and criteria
  - Attending monthly professional development or AIG training sessions
  - Maintaining documentation of the demographic representation of the school's AIG program as it compares to the school's general demographic representation
  - Assisting the school's data manager in ensuring the the AIG roster in Power School is accurate
  - Promoting extra-curricular opportunities for gifted students
  - Advocating for gifted learners in the school
  - Facilitating the school's Match Team meetings and providing descriptive feedback via the Match Team record as documentation of decision making
  - Assisting classroom teachers in providing AIG student progress reviews to AIG families
- High School Level:
- Maintaining annual documentation, DEP, of gifted services
  - Facilitating annual DEP review with AIG families
  - Maintaining a school AIG website that aligns with district website rubric expectations
  - Disseminating professional development opportunities to school staff
  - Disseminating extra curricular opportunities to AIG students and families
  - Pulling mid-term failure reports for identified students and facilitating counseling for those students
  - Facilitating on site opportunities or student seminars, such as interview skills and college essay writing
  - Advocating for gifted learners in the school
  - Facilitating the school's Match Team meetings and providing descriptive feedback via the Match Team record as documentation of decision making
  - Assisting the school's data manager in ensuring the the AIG roster in Power School is accurate

It should be noted that at this time, high school specialists maintain full time teaching responsibilities, and complete their gifted specialist tasks as an extra duty; therefore, there is an increased need for whole school support from classroom teachers, counselors, and administration to ensure the implementation of the AIG plan.

**Planned Sources of Evidence:** Site monitoring data  
Gifted specialist schedules  
Coaching logs  
websites

**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:** NHCS has developed strategic professional development for AIG stakeholders, including gifted specialists, classroom teachers, administrators, and counselors. The district will maintain this practice and continue to assess needs, in regards to AIG professional development, and expand these opportunities to include parents and community members.

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

**Description:** Elementary, Middle, and High School Levels:

District offerings:

- Monthly AIG half-day training sessions for gifted specialists
- NHCS Credentials for AIG - hybrid online and face-to-face training for classroom teachers
- Professional Learning Communities, or PLCs, such as an in depth study of rigor for administrators
- Strategic school PD

Out of district offerings:

- Virtual workshops, such as the North Carolina School of Science and Math webinars
- Conferences, such as ECU AIG Fall Conference, North Carolina Association of Gifted and Talented state conference, UNCW Spring AIG Mini-Conference

**Planned Sources of Evidence:** Site monitoring data

District and school websites

professional development rosters

**Other Comments:**

### **Practice D**

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

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

**Rationale:** While NHCS has developed and implemented local training for classroom teachers that work with gifted learners, these remains a focused a practice. We recognize the need to continue to offer professional development that will assist teachers in differentiating for advanced learners in addition to ensuring that identified students are strategically placed with classroom teachers who have received training and are effective in working with advanced learners, as evidenced by EVAAS

data.

- Goals:**
1. Each elementary and middle school will offer the NHCS Credentials for AIG, facilitated by the gifted specialist, to all classroom teachers.
  2. All AIG students in elementary and middle school will be placed with teachers that have earned their NHCS Credentials for AIG and proven effective when working with advanced learners, as evidenced by EVAAS data.
  3. The district will continue to research professional development opportunities for high school teachers that work with AIG students.

**Description:** Elementary and Middle School Levels:

NHCS Credentials for AIG, a hybrid, online and face-to-face workshop, is offered at each elementary and middle school and facilitated by the gifted education specialists. The purpose of this training is to assist regular classroom teachers in recognizing the characteristics of gifted learners, understanding the social and emotional needs of AIG students, and differentiating the curriculum at advanced levels. Gifted specialists publish the names of all staff members who have completed the local credentials training OR have attained state licensure for AIG. A list of the staff members who have had this AIG training will be listed on the school's AIG website which will also be linked from the district website: <http://www.nhcs.net/aig/NHCS%20Credentials%20for%20AIG.htm>.

Gifted specialists and administrators will collaborate to cluster and assign students to teachers who have received the appropriate training and proven effective with advanced learners, as evidenced by EVAAS data.

When it is not possible to place an identified AIG student with a teacher who has received the appropriate training, the teacher will participate in the training in that school year.

**Planned Sources of Evidence:** Site monitoring data  
websites  
class rosters

**Other Comments:**

**Practice E**

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

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

**Rationale:** The district's Instructional Services Department sets county-wide goals and strategies for success. The AIG program aligns its goals and professional development to meet the district's goals and AIG state legislated standards. This practice will be maintained to ensure common vision and language among all AIG stakeholders.

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

**Description:** The Supervisor for AIG, in collaboration with the Instructional Services Department, will create goals and strategies for professional development, which align with the district's vision. Gifted specialists meet monthly for half-day training sessions. Virtual workshops and PLCs will be designed

to meet specific district needs, as determined by school achievement and AIG demographic data. When appropriate, the gifted specialists and other content area leaders, such as instructional coaches, will collaborate and participate in professional development opportunities.

**Planned Sources of Evidence:** Site monitoring data  
Professional development agendas

**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:** While many strides have been made in implementing the new Standard Course of Study, or SCoS, it is evident that teachers and gifted specialists continue to need professional development and support in integrating 21st century content and skills, particularly at an advanced level. This is evidenced by regular site visits to schools by the AIG Supervisor and observations by gifted specialists and administrators. As a result, we will focus on this practice.

**Goals:** 1. Provide professional development to continue development of 21st Century content and skills  
2. Further develop Rigor PLCs and training  
3. Create teacher and administrator tools to assist with implementation

**Description:** Gifted specialists will participate in monthly AIG professional development. When appropriate, specialists will return to schools to train the staff. The AIG Supervisor will continue to develop the training for rigor in instruction through Professional Learning Communities, or PLCs and other PD formats. The AIG Supervisor and gifted specialists will create tools, such a walk through observation scales and planning frameworks, to assist teachers and administrators in the implementation of 21st Century Content and Skills. The AIG Supervisor will partner with Professional Development to research and compile video exemplars of using 21st century skills and content in teaching.

**Planned Sources of Evidence:** AIG monthly training agendas  
Site monitoring data  
TeachScape documents  
Video Exemplars Bank

**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 Maintained Practice for 2013-2016.**

**Rationale:** Our AIG staff meets monthly for half-day training sessions, which allow for professional development, collaboration, and curriculum and program design. In addition, the Framework for Gifted Services calls for collaboration between the classroom teachers and gifted specialist. These two strategies were implemented in the last three years and have greatly impacted the level of differentiation in the regular classroom; therefore, this practice will be maintained.

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

**Description:** AIG specialists attend regular meetings where ideas are shared, training takes place, and open discussions of successes and challenges take place. Gifted Specialists also provide evidence of team teaching, collaboration in planning, and providing resources to assist teachers in applying what they have learned.

Elementary Level

- GES to attend monthly AIG training sessions
- Collaborate with all teachers K-5, provide resources, create units and lesson plans, review and analyze student data
- Provide instructional coaching in classrooms with identified gifted students: team teach, observe, model lessons, facilitate small group instruction, provide feedback to classroom teachers
- Facilitate professional development opportunities for teachers and other staff members

Middle School Level

- GES to attend monthly AIG training sessions
- Collaborate with core content teachers (ELA, Math, Science, Social Studies), provide resources, create units and lesson plans, review and analyze student data
- Provide instructional coaching in classrooms with identified gifted students: team teach, observe, model lessons, facilitate small group instruction, provide feedback to classroom teachers
- Facilitate professional development opportunities for teachers and other staff members

High School Level

- GES to attend monthly AIG training sessions
- Disseminate professional development opportunities and resources to teachers
- Review interim failure reports, consult with students, teachers, and counselors

**Planned Sources of Evidence:** AIG monthly training agendas

Framework for Services

Site monitoring data

Coaching logs

**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:** NHCS aligns AIG services with the state legislated standards. In addition, we offer tools to communicate service options to AIG stakeholders, such as the Service Delivery Option Grids. The implementation of these services are monitored through regular site visits by the AIG Supervisor and the site monitoring tool. This practice will be maintained to ensure consistent and comprehensive program implementation.

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

**Description:** Elementary, Middle, and High Schools:

Schools are expected to communicate the needs of gifted students to all staff that work with these students. Classroom teachers sign the Differentiated Education Plan and assist in goal setting and student progress reviews. In addition, all schools will maintain a website that provides information about all six state standards and is aligned with the AIG website rubric expectations.

THE SERVICE DELIVERY and INSTRUCTIONAL PRACTICES PLANNING GRID

The Service Delivery and Instructional Practices Planning Grid was designed to assist with the comprehensive planning of differentiated services and options designed to meet the needs of AIG students. Information gathered during the referral process will be used to help determine which particular differentiated services are needed. All of the services listed on the Service Delivery and Instructional Practices Planning Grid adapted from A. W. Harrison (1996) have been effectively used to provide differentiated services to AIG students who need these services. A variety of options are listed to match the needs of the different learners. The grid should be viewed as a menu from which each school selects options that best match student need.

The Service Delivery and Instructional Practices Planning Grid is divided into two sections – Academic Development and Intellectual Development. Each section is further divided to show groups of differentiated services. For K-2, services are described as Discovery, Explore, and Challenge. Grades 3-12 are described under the headings Standard Differentiation, Moderate Differentiation, Significant Differentiation and Extensive Differentiation. Listed on the right side of the grid are Instructional Strategies. Instructional Strategies may be used in all service groups and might be used to deliver differentiated services in both academic and intellectual development areas. How such strategies are used will vary depending on the students and the nature of the task.

The dotted lines reflect the fluid nature of the plan. This allows for on-going flexible movement of students and supports the goal of matching services to student needs.

The grid provides parents, students, teachers and the community with a clear profile of the comprehensive program of differentiated services (K-12) available at the elementary, middle and high school levels. Services provided at individual schools are based on interest and need.

**Planned Sources of Evidence:** Service Delivery and Instructional Planning Grids  
Site monitoring data

**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:** Currently, the New Hanover County School's AIG identification practices address academically gifted students. The district recognizes math and reading identification for students that are achieving high academic success. Because the state has now added intellectually gifted as an area of identification, NHCS will address this label. This will be a focused practice, as our district researches, defines, develops criteria, and designs service options for intellectually gifted students.

**Goals:**

1. Research current practices state and nation wide, in regards to intellectually gifted
2. Define intellectually gifted for NHCS
3. Develop criteria to identify intellectually gifted students
4. Design service options for intellectually gifted students
5. Create supporting documents, such as a DEP, Match Team record, etc, for intellectually gifted students.

**Description:** The Goals of the AIG Program are:

- To value and nurture intelligence in children and youth so that they may reach their potential with encouragement to create their own opportunities for growth
- To promote student achievement by providing a continuum of services designed to appropriately differentiate, extend, enrich, and accelerate the core curriculum for advanced learners
- To screen and identify students including those from diverse cultural and socioeconomic backgrounds who demonstrate outstanding abilities and achievement through the use of varied assessments and multiple criteria
- To continue communication and collaboration among educators, administrators, parents and community to establish a positive vision of gifted education
- To continue a comprehensive staff development program to better serve the needs of advanced learners
- To review the Academically/Intellectually Gifted program to assess areas of strengths and needs for

continued improvement

The NHCS AIG Service Delivery Grids offer guidance to schools and teachers as to the appropriate services for gifted students. A summary of the grids is listed here:

## ACADEMIC DEVELOPMENT

### Grades 3-12

The academic development side of the grid describes different learning environments, grouping options and differentiation strategies that are appropriate for a variety of learners.

Standard Differentiation represents the regular education program and includes the existing grouping arrangements and differentiated strategies being used to tailor instruction for all students. It is within this environment that teachers might recognize gifted behaviors and develop gifted potential.

Moderate Differentiation represents "in-class" adaptations that might be made to accommodate students displaying academic skills in some areas, but not necessarily in all areas. The regular classroom teacher, in collaboration with the Gifted Education Specialist, is responsible for this group of services. The focus is on developing potential, increasing skills and exposing students to advanced content. Cluster grouping and curriculum differentiation are effective ways to address these needs. Trial participation within cluster grouping also is appropriate.

Significant Differentiation represents services designed for students who display strong academic abilities. Such students may already be working two grade levels above their classmates and need significant differentiation. Personnel (regular classroom teacher and GES) working with these students differentiate the curriculum with an increased awareness of the unique needs and characteristics of the students.

Extensive Differentiation represents the services that usually involve radical acceleration of either content or the environment. Students recommended for these services are usually working three to four years above grade placement. Options for these students should be individually designed.

## INTELLECTUAL DEVELOPMENT

### Grades 3-12

The Intellectual Development side of the grid follows the same general outline with some modification.

Standard and Moderate Differentiation – The goal is to expose students to a wide variety of experiences through general exploratory activities, special interest classes, enrichment clusters, and interest-based electives. Opportunities are available to enrich and extend experiences. Students usually select or are selected for these activities based on their interest and motivation.

Significant and Extensive Differentiation – Students explore specialized interest in more depth. These

experiences are usually individual responses to recognized strengths and interests. Such experiences may take place outside of school and may involve working with mentors or specialized internships. Submission of a specific independent project proposal and a student interview are often used as additional indicators of motivation when selecting students for these activities.

#### SUPPORT SERVICES

Across the bottom of the grid are listed some general ways that both media services and counseling might support the development of giftedness at the elementary, middle and high school level. Targeted areas might include underachievers, females and culturally diverse students.

**Planned Sources of Evidence:** Service Delivery and Instructional Practices Planning Grids  
DEPs  
Match Team Records  
Lesson Plans  
LEA budget allocation of a full time Gifted Education Specialist per K-8 school and extra-duty specialists at each traditional high school

#### **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 supervisor currently serves on leadership teams in the district, to assist in decision making, in regards to impact on AIG students. In addition, the AIG Supervisor actively monitors the implementation of all six state standards through regular site visits and use of a monitoring tool. This practice will be maintained to ensure consistent and comprehensive programming and services.

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

**Description:** The AIG Supervisor participates on the district's Professional Development Implementation Team in addition to being included in Instructional Services Department meetings. District goals for programming, data analysis, professional development, and strategic goal setting are developed by these teams. Gifted Education is an integral part of the district's instructional and comprehensive programming discussions.

Elementary, Middle, and High Schools:

New Hanover County allocates a full time gifted education specialist per elementary and middle school to ensure that the diverse needs of gifted learners are met. These specialists meet monthly to

participate in professional development, which creates a unified focus and common language. High school specialists also meet monthly. AIG program tools, such as the Service Delivery and Instructional Planning Grid, assist in the implementation of consistent and comprehensive programming. Fidelity and consistency across schools is monitored by the AIG Supervisor through regular site visits and use of the site monitoring tool. School sites provide evidences to demonstrate alignment with the all AIG state standards and the local AIG plan.

**Planned Sources of Evidence:** Site monitoring data  
District PD Implementation Agendas  
District Instructional Services Department meeting notes

**Other Comments:**

**Practice D**

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

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

**Rationale:** Gifted specialists advocate for their gifted students by informing all AIG stakeholders of the state law that defines AIG, Article 9B, and of the services the school is providing to identified students. Gifted staff at the school and district level communicate readily through email, websites, and face-to-face sessions. This practice will be maintained to ensure that all staff who work with AIG students are aware of the unique needs of these students.

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

**Description:** Elementary and Middle School Levels:

- Classroom teachers (in area identified) sign student DEPs
- Gifted rosters are distributed to other staff members that work with gifted students
- Services are clearly defined on school AIG website
- Gifted specialists meet with staff members that work with gifted to inform them of Article 9B and appropriate services for these students, as it pertains to their area of content

High School Level:

- Counselors sign student DEPs
- Gifted rosters are distributed to staff members that work with gifted students
- Planning guides and extra-curricular opportunities are posted on school AIG websites
- Article 9B is posted on school AIG website

**Planned Sources of Evidence:** Site monitoring data  
District and school AIG websites

**Other Comments:**

## **Practice E**

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

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

**Rationale:** NHCS developed a system of communication between AIG stakeholders to ensure that there is little or no interruption of services for AIG students. This is particularly important as students transition from elementary to middle school and middle to high school and as students transfer from school to school. Our district has effective transition processes in place, as evidenced by the AIG Parent and Student surveys, so this practice will be maintained.

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

**Description:** Transition from Elementary to Middle School Processes:

- Elementary specialists complete transition documents for middle school specialists, to document current roster, identification area and level, and pertinent information that may impact the students' success.
- Middle School specialists will visit feeder elementary schools, as requested
- Middle school specialists will host a rising 6th grade informational session to inform parents of the program and identification practices

Transition from Middle to High School Processes:

- Middle school specialists complete transition documents for high school specialists, to document current roster, identification area and level, and pertinent information that may impact the students' success.
- High School specialists will visit feeder middle schools, as requested
- High school specialists will host a rising 9th grade informational session to inform parents of the program and identification practices

## Student Transfers

Any student who transfers with evidence of participation in a program for academically or intellectually gifted students should be reviewed to match service area, level, and options. NHCS will honor AIG placement from other districts. However, it is imperative to appropriately match student services to available data and demonstrated need. Our goal is to serve the child, when need is evident.

## Process for Placing a Transfer Student

Transfers from schools outside the system:

Elementary, Middle, and High School students:

- Data Manager notifies GES of new student
- Students will be placed in appropriate grade-level classrooms, based on data available

- Gifted education specialist will review student's cumulative file and prepare for Match Team evaluation
- AIG Match Team will determine service area, level, and options within sixty days from receipt of student records

In addition, High School Students under guidance of high school gifted specialist, can self-select classes using criteria for honors and advanced placement classes when registering.

Transfers from schools within the system:

Elementary, Middle, and High School students:

- Data Manager notifies GES of new student
- AIG student folder with documentation of student placement, such as teacher, parent, and student surveys, observable behaviors checklists, and work samples, is sent to transfer school
- Match Team will meet to determine appropriate service options, based on available data (Note- service area nor service level should be changed by Match Team unless documentation is collected to support such a change)

**Planned Sources of Evidence:** Site monitoring data  
Transition meeting notes  
Websites

**Other Comments:**

### **Practice F**

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

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

**Rationale:** The Framework for AIG Services was developed as a balanced and comprehensive program guide for schools to use when making AIG scheduling decisions. This framework, which was developed for elementary and middle school, ensures opportunities for gifted specialists to collaborate and team with classroom teachers, EC staff, other instructional staff, parents, and administrators. Schools are encouraged to build flexibility into gifted specialists' schedules to meet the individual needs of the school, in regards to AIG.

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

**Description:** Elementary and Middle School Levels:

The Framework for Gifted Services should serve as a guide when scheduling AIG cluster classes and gifted specialist duties. Using a gifted specialist to lower class size is an inappropriate use of personnel. The gifted specialist should have built into his/her schedule opportunities to:

- work directly with AIG students in the areas of identification
- meet with grade levels/departments to analyze data, provide professional development, and collaboratively plan
- team teach, model lessons, observe, and coach classroom teachers as they work directly with AIG students

High School Level:

Gifted specialist duties are defined in the High School Gifted Specialist Duties form. These duties should be performed after school and during the day, if time allows. Gifted specialists at the high school level are full time teachers that have been assigned the additional duties of gifted specialist; therefore much of their collaboration will take place virtually, via email.

**Planned Sources of Evidence:** Framework for Gifted Services for Elementary, Middle, and High Schools

Site monitoring data

Schedules

**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:** This practice was designated as a future practice in the 2010-2013 NHCS AIG plan because of the number of practices that needed to be addressed during that plan cycle. While there are many ways that schools are addressing the social and emotional needs of gifted students, NHCS does not currently have an intentional and strategic plan in place to ensure that this practice is implemented with fidelity. Because of these reasons, we will focus on this practice.

- Goals:**
1. Establish AIG Support teams at schools to assess and address the social and emotional needs of AIG students
  2. Provide support resources for classroom teachers, students, and AIG families
  3. Provide professional development for gifted specialists to promote comprehensive support for social and emotional needs

**Description:** Elementary, Middle, and High Schools Levels:

The gifted education staff will research and review books, articles, websites, and wikis that support social and emotional needs of gifted students, targeted for a variety of audiences (students, parents, teachers), to create a resource library for each school.

Each school will develop an AIG support team to intervene when social and emotional issues arise

The AIG staff will participate in professional development that aligns with current research on the social and emotional needs of gifted children.

**Planned Sources of Evidence:** Site monitoring data

Resource libraries

Professional development rosters

**Other Comments:**

### **Practice H**

Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

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

**Rationale:** Currently, the district utilizes the Iowa Acceleration Scale for whole grade acceleration consideration and the NHCS Subject Acceleration Checklist for subject acceleration consideration. These research-based tools provide clear and data driven guidelines to assist schools in making acceleration decisions for individual students. Because the State Board of Education has passed the Credit by Demonstrated Mastery policy, our system will need to address local guidelines for this process; therefore this will be a focused practice.

**Goals:**

1. Attend webinars, informational sessions, and forums to discuss the policy and guidelines related to Credit by Demonstrated Mastery
2. Create a local Oversight Committee to develop our district guideline in regards to the process
3. Develop processes and procedures to support Credit by Demonstrated Mastery, State Board of Education policy
4. Create a timeline for Credit by Demonstrated Mastery
5. Create an implementation plan for Credit by Demonstrated Mastery

**Description:** Acceleration Guidelines

Early entrance to kindergarten:

NHCS follows the state guidelines, as outlined in state policy.

Policy ID Number: GCS-J-001

Policy Title: 16 NCAC 6E.0105 Policy delineating the standards for early admission to kindergarten

Current Policy Date: 07/09/1998

Other Historical Information:

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6E .0105

.0105 EARLY ADMISSION TO KINDERGARTEN

(a) To determine the eligibility of a four-year-old child to enter kindergarten pursuant to the provisions of G.S. 115C-364(d), the principal shall confer with a committee of professional educators to consider for each child the following factors:

(1) Student Aptitude. The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.

(2) Achievement. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.

(3) Performance. The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The principal may also require a teacher to complete an informal reading assessment of the child.

(4) Observable Student Behavior/Student Interest. The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.

(5) Motivation/Student Interest. The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

(b) The parent shall present the information required by this Rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days notice before exiting the child from school so the parent may arrange child care, if needed.

(c) LEAs may require parents to supply information in addition to that required by this Rule. LEAs may also require specific tests or other measures to provide information relating to the factors listed in

Paragraph (a) of this Rule.

(d) Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team determines that the child shall receive gifted services, it shall develop either a differentiated education plan or an individual differentiated education plan for the child.

Whole Grade Acceleration (grade skipping) for elementary, middle, and high school levels  
Schools will use the Iowa Acceleration Scale, which is available from the Supervisor of AIG, to collect data on students being considered for whole grade acceleration. The scale totals will be used to guide the decision making of the Match Team. If acceleration is recommended, the planning guide will assist the team in creating an acceleration plan for the student. A review of placement will take place 4-6 weeks after implementation. Additional follow meetings may be needed.

Subject Acceleration (subject skipping) for elementary, middle, and high school levels  
Schools will use the NHCS Subject Acceleration Scale, which is available on the AIG website, to collect data and a body of evidence for students being considered for acceleration. The scale will be used by the Match Team to make decisions. If acceleration is recommended, a review of placement will take place 4-6 weeks after implementation.

NOTE: This policy will be replaced by Credit by Demonstrated Mastery when local guidelines and processes are in place.

**Planned Sources of Evidence:** Student acceleration files

Match Team records

Site monitoring data

**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:** New Hanover County provides a local budget for AIG that affords the program a full time specialist at every elementary and middle school, as well as extra-duty specialists at the high schools. Because we are able to employ a person at each school, the gifted specialists can focus respond to the culture and demographics of their individual sites and intentional programming for students that are traditionally under-represented in gifted programs. This practice will be maintained by our district.

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

**Description:** Elementary, Middle, and High School Levels:

Our county currently offers nurturing programs, flexible grouping, and nontraditional academic opportunities to the advanced learners. With a full time gifted specialist at each school we are able to provide services to not only identified students, but also specifically to students who show potential from under-represented populations. We use research based assessments and curricula to extend the learning of these students. In addition, the district continues to seek out opportunities to expand and improve our programming, such as the addition of U-Stars Plus in recent years.

**Planned Sources of Evidence:** Placement of gifted specialist at each school  
Research based programs (P.E.T.S.program, Jacob's Ladder, Problem Solver,etc)  
Assessments (CogAT, P.E.T.S. checklist, DAP, etc.)  
Nontraditional opportunities (Think Lab, clubs, contests,etc.)  
Flexible group rosters

**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:** Our district values the impact that extra-curricular programs have on our students. Currently, our schools offer and promote a variety of opportunities for students to get involved in extra-curricular programs. This practice will be maintained to ensure that we are utilizing multiple pathways to meet our students academic and intellectual needs.

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

**Description:** Elementary, Middle, and High School Levels:

Schools offer a variety of academic and intellectual extra-curricular opportunities, both during the school day and during after school hours, to maximize student access. These opportunities are advertised on the school's AIG website, in addition to newsletters and flyers. The district in partnership with the Gifted Advisory Council will develop a Student Guide for Extra-Curricular Opportunities, that outlines specific descriptions, timelines, and other pertinent information.

**Planned Sources of Evidence:** Student Guide for Extra-Curricular Opportunities  
Site monitoring data  
School AIG websites

**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:** While partnerships with parents, families, and the community have continued to evolve in our district, this is an area that needs to be consistently developed. This will be a focused practice to ensure that intentional progress is made to bridge the gap between AIG programming and the community.

**Goals:**

1. Continue to create systems to support communication between schools and AIG families
2. Continue to develop the Gifted Information Sessions and Advocacy, or GISA, to all grade levels, K-12
3. Maintain AIG website rubric assessment to promote comprehensive and consistent information about AIG programming from school to school
4. Restructure the format of Gifted Advisory Council meetings to include an open discussion format to specifically address the AIG Program.

**Description:** Elementary, Middle, and High School Levels:

At the school level, gifted education specialists maintain an AIG website that aligns with the NHCS AIG website rubric, outlining information for each standard, including Identification, Differentiated Curriculum, Professional Development, Comprehensive Programming, Partnerships, and Accountability. In addition, specialists communicate program initiatives through annual informational meetings, email list serves, and written communication, such as newsletters.

At the district level, AIG staff partner with UNCW to offer Gifted Information Sessions and Advocacy to the community at large. These interactive sessions offer AIG families the opportunity to learn more about their gifted children and ways to support their continual growth in school. Feedback from AIG families will be collected through exit surveys.

In addition, the Gifted Advisory Sessions will offer parent discussion forums to gain feedback from parents and the community at large.

**Planned Sources of Evidence:** GISA flyers and exit surveys

Website rubric

Site monitoring data

communication logs

**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:** There are multiple avenues for which we supply information to AIG stakeholders about the local plan and program. This practice will be maintained to ensure consistent and varietal communications are disseminated to all AIG stakeholders.

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

**Description:** Elementary, Middle, and High School Levels

Communications about the AIG program, plan, and policies are available through the following:

- District and school AIG websites
- District AIG Parent wikispace
- Gifted Advisory Council meetings
- Gifted Informational Sessions and Advocacy (GISA)
- Alert Now system emails and phone calls
- School-based newsletters
- Annual, school-based informational meetings

**Planned Sources of Evidence:** District and school AIG websites

- District AIG Parent wikispace
- Gifted Advisory Council meeting notes
- Gifted Informational Sessions and Advocacy (GISA) agendas
- Site monitoring data

**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:** Our district will maintain this practice to ensure that the guidance provided by all stakeholders for the improvement of our AIG plan and program reflects the diverse populations within

our county.

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

**Description:** Elementary, Middle, and High School Levels:

AIG stakeholders are encouraged to get involved in the development, implementation, and monitoring of the local program in a variety of ways.

At the school level, stakeholders may form an AIG parent advisory group, attend School Improvement Team meetings, give feedback on school surveys, and participate in AIG informational and interactive events.

At the district level, stakeholders may attend the Gifted Advisory Council meetings or Gifted Informational Sessions and Advocacy (GISA) meetings and participate in district surveys.

**Planned Sources of Evidence:** Gifted Advisory Council bylaws

Survey data

Site monitoring data

GISA agendas and survey data

**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:** While the district upholds high communication expectations in regards to AIG programming, there are inconsistencies when communicating with a family whose native language is not English. This practice will be a focus to ensure the intentional and purposeful translation of important communications and documents for families that do not speak English.

- Goals:**
1. Identify district and school documents that need translation
  2. Obtain translation of documents for schools
  3. Provide translators during face-to-face meetings, if needed

**Description:** NHCS AIG program upholds high expectations for communicating with with AIG families and the community at large. All levels, K-12, are expected to align with district expectations for the following:

School-based AIG website content should align with district AIG website rubric.

Annual DEP reviews should be held and advertised for all AIG identified students and families.

Annual AIG informational meetings should be held for all families interested in learning more about the program. These meetings usually target second/third grade families (third grade is our initial identification year), rising 6th and rising 9th, as these are transition years, but any family may attend.

Communication of AIG curriculum and student progress through newsletters, emails, progress reports, or report cards.

Because not all families speak English, we recognize the need to offer translations for these families. The AIG staff will identify documents to be translated and post these for school accessibility. In addition, translators may be requested to attend face-to-face meetings when needed.

**Planned Sources of Evidence:** Website rubric

School-based AIG websites

Site monitoring data

Translated AIG documents

**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:** Because New Hanover County understands the value of our stakeholders' input for the improvement of programming, this practice will be maintained.

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

**Description:** The University of North Carolina at Wilmington has served as a longtime partner with New Hanover County Schools. The college and school system collaborate to offer professional development to teachers through the annual AIG mini-conference and to parents of gifted students through the Gifted Information Sessions and Advocacy, or GISA, sessions.

In addition, the district maintains a Gifted Advisory Council made up of parents, teachers, and community members. The council strives for diversity among the members balanced by gender, race, and geographic region. In addition to the ten members of the council, a liaison representing each school in the system ensures a direct communication link between council and school.

It is encouraged that AIG parents are members of the School Improvement Team at each school. This team makes decisions regarding the implementation of the AIG plan at the school.

Our AIG staff also partner with neighboring, regional districts for professional development, discussion of state initiatives, and resource sharing.

**Planned Sources of Evidence:** UNCW AIG mini-conference flyers and agendas  
Region 2 AIG meeting notes  
GAC meeting notes  
Site monitoring data

**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 Focused Practice for 2013-2016.**

**Rationale:** Our district's AIG program embraces continual improvement. As part of this effort, the AIG staff regularly evaluates the effectiveness of the AIG plan and gifted programs. This practice will remain a focus for the district to ensure growth and improvement in gifted programming.

**Goals:**

1. AIG staff will complete annual reflection and needs assessment of the AIG plan and program.
2. AIG staff will commit to standards-based committees to ensure that all state program standards are addressed and improving.
3. An AIG Oversight Committee, made up of administrators, gifted specialists, and the AIG Supervisor will gather data from AIG stakeholders such as parents, teachers, and counselors to drive decisions for improvement.

**Description:** Each year, AIG staff will join standards-based committees to determine action items for the school year. At the end of each year, the staff will evaluate the progress made and needs for continued improvement using the state AIG needs assessment rubric. In addition, the AIG staff and AIG Supervisor will conduct surveys of stakeholders, such as classroom teachers, AIG families, and gifted students, to evaluate the effectiveness of AIG programming and set goals for improvement. The AIG Oversight Committee will meet several times a year to assist in decision making for the district. This is especially important when considering implementation of state AIG initiatives.

**Planned Sources of Evidence:** AIG plan  
Needs assessment data  
Parent/Student/Teacher surveys

**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:** Over the past several years, the district has developed structures and processes for monitoring the implementation of the local AIG program and plan. By employing a full time AIG Supervisor to oversee these processes, the district ensures that there will be high level of fidelity in gifted services. Our county will maintain this practice to ensure consistent implementation among schools.

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

**Description:** Elementary, Middle, and High School Levels:

The AIG Supervisor will conduct regular site visits to review evidences of the implementation of AIG state program standards. Gifted specialists, administrators, counselors, and classroom teachers will assist in the collection of these evidences. The AIG Site Monitoring Tool will be used to reflect on the level of implementation for each state standard. To ensure fidelity and consistency in AIG programs, this data will be used at the school level to set improvement targets and at the district level to inform the need for professional development and/or resources. The site visit reviews will be shared with the school, the Director of Instructional Services, the Assistant Superintendent of Instruction and Accountability, and the Superintendent of New Hanover County Schools.

**Planned Sources of Evidence:** Site monitoring data  
Teach Scape 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:** State funds allocated for AIG programming, along with the local funds provided by the district, will continue to be monitored by the AIG Supervisor. This will be a maintained practice, as the county will continue to fund full time gifted specialists at each elementary and middle school and gifted specialist duties at the high schools.

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

**Description:** The AIG Supervisor will maintain budget records for certified salaries, student programs, staff development, and teacher resources. Budget decisions about professional development, resources, and equipment will be driven by needs assessment data collected. Documentation of the budget will be reviewed annually by the district's Finance Director. The AIG Supervisor also maintains these records for required state audits.

**Planned Sources of Evidence:** AIG Budget  
Purchase orders  
Professional development rosters

**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:** This practice will be maintained for the district, as the AIG Supervisor, gifted specialists, and school data teams will continue to collect and analyze AIG student performance growth data. In addition, the AIG Supervisor will begin to collect annual drop-out data for AIG students. AIG growth data will be reported through the North Carolina Schools Report Cards, in schools that have an AIG subgroup as defined by the state.

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

**Description:** Elementary, Middle, and High School Levels:

All gifted specialists, in collaboration with their administration and data team, will use EVAAS to analyze AIG student performance growth at the school level. The AIG Supervisor will analyze this data at the district level to assist in creating professional development and improvement targets.

High School Level:

The AIG Supervisor will begin to collect AIG student drop-out data, beginning with the class of 2016. Because high school AIG students were not clearly identified before the class of 2016, the district will use this as a starting point to ensure clean and accurate data.

**Planned Sources of Evidence:** EVAAS school and district reports

Site monitoring data

**Other Comments:**

**Practice E**

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

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

**Rationale:** In order to understand the strengths and weaknesses of the county's AIG identification practices, it is important to maintain an awareness of the demographics of our AIG programs. To promote continual improvement and equitable access to AIG programming, the district will continue to collect school-based AIG population data. In addition, the AIG Supervisor will continue to maintain data representing the demographics of the district AIG program.

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

**Description:** Elementary, Middle, and High School Levels:

Gifted specialists will maintain demographic data of their schools' AIG programs. This will be reported to the district annually.

The AIG Supervisor will collect district AIG program demographic data and conduct comparison analyses to the state demographics as well as to districts that have a similar make-up to our total population.

**Planned Sources of Evidence:** School demographic reports

Annual state demographic data

Site monitoring data

**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 Human Resources Department in our district, in conjunction with the AIG Supervisor, monitors the credentials of gifted education specialists. This practice will be maintained to ensure high quality and trained personnel are serving our AIG learners. Gifted specialists and the AIG Supervisor will also monitor the teachers at each school that have completed training to work with gifted students.

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

**Description:** Elementary, Middle, and High School Levels:

The AIG Supervisor will maintain data that lists the credentials of the county's gifted education specialists, which will include degrees earned, AIG licensure data, and national board certification data.

The gifted education specialists and AIG Supervisor will also maintain records of classroom teachers and school counselors that receive district supported training in regards to gifted learners, or Credentials for Academically or Intellectually Gifted (C-AIG). These rosters will be communicated to administrators for gifted student placement options. A focus goal for our district is to provide county training (C-AIG) for all teachers and counselors serving gifted students, who are not AIG certified.

**Planned Sources of Evidence:** Human resources report of AIG licensure status

School and district websites

School PD records for C-AIG

Site monitoring data

**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:** The Gifted Advisory Council, which is comprised of parents, teachers or administrators, and community members, meets regularly to evaluate effectiveness of the local AIG program and to make recommendations for improvement. This practice will be maintained to ensure consistent input for the AIG program by an informed, advisory council.

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

**Description:** The Gifted Advisory Council (GAC) aligns with the NEW HANOVER COUNTY ADVISORY COUNCIL FOR THE IMPROVEMENT OF GIFTED EDUCATION bylaws, which are as follows:

NEW HANOVER COUNTY ADVISORY COUNCIL FOR THE IMPROVEMENT OF GIFTED EDUCATION – Revised November 2010

**NAME**

The name of this council is the New Hanover County Advisory Council for the Improvement of Gifted Education.

**PURPOSE**

The establishment of this Council is a requirement of the school board and state approved New Hanover County Schools Gifted Education Improvement Plan – Academically or Intellectually Gifted (AIG)

Specifically, the Council will:

- Monitor the timely and accurate implementation of all components of AIG
- Advocate, communicate and liaise with business and the community at large with respect to AIG
- Advise and make recommendations to the New Hanover County Board of Education with respect to the improvement of Gifted Education.

**MEMBERSHIP**

The membership of the Council will be comprised of ten (10) persons. Members shall be appointed by the Board of Education and will include three (3) employees representing the teachers and school building administrators of New Hanover County Schools, no less than four (4) parents of children in

the school system and not less than two (2) community/business representatives. Membership shall be representative of the diversity (gender, race, geography) of the community. A committee composed of one parent, one community representative and one school system representative will recommend candidates to the full council who, upon concurrence, will submit the candidates to the Board of Education for approval. This method will also be used to fill vacancies.

The term of appointment for membership shall be for two-year terms from August 1 to July 31 with one half of the memberships' term expiring each year. No member may serve more than two consecutive terms; however, the outgoing chairperson may serve one year as an ex-officio member after the individual's term of office has expired. This individual may also participate at executive committee meetings and ad hoc committee meetings. An individual must wait two years before returning to the council after serving the maximum four years as a member.

Each council member shall be entitled to one vote. If a Council member misses three meetings during a school year, the Chairperson shall contact the member. After contacting the member, the Chairperson may declare the member's position vacant with the concurrence of the council. Chairperson should notify the member in writing of the Council's decision. Vacancies shall be filled for the remainder of the member's term of office.

The Coordinator of Gifted Education, school board members, and other central office staff members shall be ex-officio members of the Council. Each school year, the Council shall invite each high school to provide a student representative to the Council. The student representative should be an AIG identified student. The student representatives will serve for one year as ex-officio members of the Council.

## MEETINGS

The Council shall hold regular monthly scheduled meetings when school is in session (except December). Additional sessions may be scheduled as necessary.

## OFFICERS

The Council shall at its first meeting each year elect a Chairperson, vice-chairperson and secretary. Each officer shall be elected at the August meeting of the Council and assume office immediately upon election. Nominations for officers will be made by the membership at the August meeting. The previous Vice-Chairperson becomes the subsequent Chairperson and if unavailable to serve, then the Chairperson will be elected at the August meeting also. Each office shall be eligible to serve two consecutive two-year terms except when said officer has already served the maximum four year term on the Council.

The Chairperson shall preside at Council meetings, facilitate the establishment of goals and strategies and prepare the agenda for each meeting. The Chairperson will assume responsibility for presenting the Annual Report to the Superintendent and will represent the Council as appropriate.

In the absence of the Chairperson, the vice-chairperson shall fulfill those duties. The vice-chairperson will assist the chairperson in facilitating the meeting agenda and will serve as Chairperson of the Annual Report committee.

The secretary shall be responsible for recording the minutes of each meeting and distributing the minutes in a regular and timely manner to the membership and others. The secretary shall be

responsible for notifying the membership and others as appropriate of the meeting, and maintaining records of the Council, with the assistance of the central office support staff.

## MISCELLANEOUS

The Council will strive for consensus in its decision making process. However, should consensus not be reached, actions requiring a vote of the Council will require a two-thirds vote of those members present. A quorum must be present to conduct official business. A quorum is defined as six (6) or more members of the Council.

(Any revision of this document must be approved, in advance, by the New Hanover County Board of Education.)

-END OF BYLAWS

The GAC sets meeting dates for the school year at its first meeting and communicates meeting notes through the district AIG parent wikispace, <http://nhcaig.wikispaces.com/>.

Each school is asked to send a liaison representative to the meetings in order to ensure effective and consistent communication between the GAC and the schools.

**Planned Sources of Evidence:** Gifted Advisory Council bylaws

GAC meeting notes

parent wikispace

School GAC Liaison nomination forms

**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:** In an effort to promote continual improvement, it is essential to collect feedback from AIG stakeholders. Our district does this through surveys, parent advisory groups, School Improvement Team meetings, focus group discussions, and regular site monitoring. This practice will be maintained to ensure that all stakeholders have a voice in evaluating AIG program effectiveness.

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

**Description:** Elementary, Middle, and High School Levels:

A district AIG Parent/Student survey will be conducted and reviewed every three years, at minimum. The survey will gather feedback on the effectiveness and implementation fidelity of the gifted program.

Annually, schools will collect feedback from AIG stakeholders through the use of surveys, school-based parent advisory groups, School Improvement Team meetings, or focus group discussions. Evidence of feedback collected will be provided to the AIG Supervisor during regular site visits.

**Planned Sources of Evidence:** District survey data  
Site monitoring data

**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:** Our district will maintain this practice to ensure that our AIG planning and program decisions are comprehensive and data driven.

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

**Description:** Elementary, Middle, and High School Levels:

Our district will continually evaluate the AIG program through the use of parent/student surveys, site monitoring data, and annual evaluations of AIG program needs. The plan will be reviewed by the gifted education specialists, Gifted Advisory Council, and other stakeholders, based on the legislated state standards. This evaluation data will contribute to the development the next plan cycle in 2016-2019 and continuous improvement of our AIG program.

**EVALUATION OF THE AIG PLAN AND PROGRAM**

The New Hanover County Schools AIG Improvement Plan shall be evaluated across two domains:  
Student Performance, as evidenced by annual AIG student growth data  
Program Effectiveness, as evidenced by stakeholder surveys and site monitoring data

Information from the plan evaluation is measurable and is used to assess student improvement, to assess program improvements identified in the plan, and to guide future program improvement.

**Student Performance Domain**

In order to measure improved student performance, the district will utilize two types of data sources:  
NC Testing Program growth data, as evidenced by EVAAS reports  
AIG Program Surveys

NC Testing Program data will be disaggregated from the system database by schools, content area, and demographics. It is the expectation that all AIG students meet their growth standard as measured by the NC Testing Program.

A district AIG Program Survey will be administered every three years, at minimum. The survey will measure the satisfaction of students and parents with the services received. The AIG Program Survey also will obtain data with respect to student and parent perception and understanding of the program services.

Student Performance Domain data will be analyzed and summarized. The analysis also will be shared with the New Hanover County School Board, the Gifted Advisory Council, the principals of each school and other plan stakeholders. The Student Performance Domain data will be formatted into a trend analysis for future improvement planning.

#### Program Effectiveness Domain

In order to measure program improvement, the AIG Program will use three types of data sources:  
AIG Program State Needs-Assessment Survey  
Site monitoring Data  
AIG Program Surveys

The AIG staff will complete a needs assessment survey annually. New Hanover County Schools' gifted education specialists will work in standards-based committees to ensure implementation of the practices listed in the AIG plan.

Site monitoring data will continue to be collected, in regard to the implementation of the AIG state program standards. Annual site reviews will be shared with schools and district leaders.

The AIG Program Survey specified earlier will also measure the students' and parents' perception of the program. The survey will request respondents to specify their satisfaction with plan components such as participation equity and communication and their understanding of service option access, differentiated services, and service match.

The Program Effectiveness Data will be formatted into a trend analysis for future improvement planning.

#### **Planned Sources of Evidence:** AIG Program survey data

Student growth data  
EVAAS reports  
Site monitoring data

#### **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:** Our district recognizes the importance of transparency in programming for fidelity purposes, so we will maintain this practice.

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

**Description:** Elementary, Middle, and High School Levels:

Data collected from the evaluation of our district's AIG program will be provided to the public, during the Gifted Advisory Council meetings, which are open for anyone to attend. This data includes AIG program surveys, needs assessment data, and Department of Public Instruction AIG plan/program feedback. In addition, the AIG plan, updated forms and systems, and DPI feedback on the program or plan will be posted on the district's AIG website.

**Planned Sources of Evidence:** Gifted Advisory Council meeting notes

Survey data

Needs assessment data

DPI feedback reports

**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:** Our district, in alignment with state legislation, provides a process for resolving grievances for AIG families. This practice will be maintained to ensure the protection of student rights in regards to gifted programming.

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

**Description:** Elementary, Middle, and High School Levels:

Article 9B drives the development, improvement, and implementation of New Hanover County's gifted program, as evidenced by our AIG plan. The district's grievance policy is disseminated to all students and families that go through the AIG nomination process. A letter from the school explains to families that they may file a grievance if they are in disagreement with the school's AIG Match Team decision. The Match Team Record and the grievance policy, which require parent signatures, is attached to ensure that the family is informed of their rights.

ARTICLE 9B , the NHCS Procedures to Resolve AIG Disagreements, a sample AIG results letter, and a sample Match Team Record are provided in the appendices.

**Planned Sources of Evidence:** AIG Criteria Sample Indicators (Appendix)

AIG Nomination Procedures Flow Chart (Appendix)

DEPs

Procedures to Disagreements (Appendix)

Article 9B

Sample Match Team Record

Sample Letter

**Other Comments:**

**Glossary (optional):**

See appendix: GLOSSARY of GIFTED EDUCATION TERMS

**Appendix (optional):**

AIG Nomination Procedures.docx (*Appendix - Standard 1*)  
AIG Sample Criteria Indicators.docx (*Appendix - Standard 1*)  
AIG website rubric.docx (*Appendix - Standard 1*)  
Criteria Pentagon.pdf (*Appendix - Standard 1*)  
Sample 3-5 DEP.docx (*Appendix - Standard 1*)  
Sample 6-8 DEP.docx (*Appendix - Standard 1*)  
Sample MatchTeam Record.docx (*Appendix - Standard 1*)  
Sample NHCS High School DEP.docx (*Appendix - Standard 1*)  
Elementary School AIG Service Framework.docx (*Appendix - Standard 2*)  
High School AIG Service Framework.docx (*Appendix - Standard 2*)  
Middle School AIG Service Framework.docx (*Appendix - Standard 2*)  
3-5 Service Delivery Options Grid.docx (*Appendix - Standard 4*)  
K-3 Service Delivery Options Grid.docx (*Appendix - Standard 4*)  
GAC bylaws.docx (*Appendix - Standard 5*)  
Article\_9B.pdf (*Appendix - Standard 6*)  
Grievance Policy.pdf (*Appendix - Standard 6*)  
Procedures to Resolve AIG Disagreements.docx (*Appendix - Standard 6*)  
Sample Nomination Results Letter.docx (*Appendix - Standard 6*)  
GLOSSARY of GIFTED EDUCATION TERMS.docx (*Appendix*)