

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

**Approved by local Board of Education on:** 01-JUL-13

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

**Northampton County Schools Vision for local AIG program:** Northampton County Schools provides gifted students the opportunity to become independent learners and decision makers, inspires the love of learning, facilitates high achievement capabilities and fosters individual interests. The educators believe they have a duty to nurture highly able learners from all populations and produce independent learners for the 21st century who will maximize their intellectual potential.

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$104797.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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## **Standard 1: Student Identification**

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

### **Practice A**

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

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

**Rationale:** Screening, referral and identification procedures are in place. Teachers, administrators, and student support staff work as a team with AIG specialists to follow the screening, referral, and identification procedures. These procedures are clearly communicated to staff, parents, students, and the community.

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

**Description:** The AIG handbook includes the identification and qualifying process. Procedures for screening, identification, referral and acceptance of transfer students are reviewed with all school staffs at the beginning of each school year by the AIG Coordinator. These procedures are provided to parents and the students being referred and the community at large through the LEA's AIG website, brochures, DVD, newsletters, and handbook. The AIG Coordinator is available for PTA/Faculty meetings and one-on-one conferences with parents.

**Planned Sources of Evidence:** • AIG brochures and handbooks

- Agenda and presentations at PTA meetings and faculty meetings
- Documentation of interviews with appropriate stakeholders
- AIG Plan
- Surveys
- AIG Newsletter
- AIG DVD
- Board of Education meeting minutes

**Other Comments:**

### **Practice B**

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

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

**Rationale:** Employing multiple criteria for AIG student identification ensures that students from all populations are targeted. Measures are in place that clearly reflect the use of multiple criteria to be considered in the eligibility for services decision. The use of multiple criteria lessens the risk of potential bias in the identification process and allows flexibility when needed.

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

**Description:** The Individual Student Eligibility and Placement tool (see attachment) that is in place is broad enough to reflect the demographics of the district. This tool equally considers student aptitude, achievement, teacher observation, classroom performance, and student motivation to expose students' latent talents and abilities. Continuing to use this tool allows for the inclusion of students with disabilities, ESL students, socially and economically disadvantaged.

**Planned Sources of Evidence:** • Minutes from AIG Team meetings based at schools

- Student AIG folders containing identification information
- AIG Plan
- AIG Surveys
- Individual Student Eligibility and Placement form

**Other Comments:**

**Practice C**

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

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

**Rationale:** Research and theory supports the use of traditional and non-traditional standardized measures. These assessment instruments create an identification system that is responsive to students from all intellectual, cultural, and socioeconomic groups.

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

**Description:** Traditional measures utilized include aptitude and achievement tests; non-traditional measures include teacher observations, student self-assessments, projects, and performance based assessments. The Individual Student Eligibility and Placement Record tool (see attached form) documents traditional and non-traditional measures.

**Planned Sources of Evidence:** • Student AIG folders with information on measures

- List of administered testing instruments

- Testing calendars
- AIG Plan
- Surveys

**Other Comments:**

**Practice D**

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

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

**Rationale:** Student populations from minority and low socioeconomic groups have been identified as being under-represented based upon current demographics of gifted students in the district.

**Goals:** Utilize alternate identification tools that focus on non-traditional measures. Increase the number of students in the targeted under-represented populations.

**Description:** The designated AIG committee will utilize alternate identification tools that are non-traditional and research based. The committee will continue to research what other districts in the state are doing to identify traditionally under-represented populations. The selected identification tools will be utilized for students in the underrepresented groups scoring between the 75th and 84th percentile on a standardized aptitude or achievement test. Traditionally, the under-represented populations are black males, Hispanic males, and Hispanic females.

**Planned Sources of Evidence:** • Selected identification tool(s) that focuses on non-standard measures

- AIG child count-school's demographics reflected in the count
- Documentation of trends in screening, referral and identification
- Parent referrals' examples
- Samples of identification using non-traditional criteria
- Testing accommodations' documentation
- Documents and descriptions of special programs
- AIG Plan and surveys

**Other Comments:**

**Practice E**

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

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

**Rationale:** Fair and equitable guidelines for screening, referral, and identification processes are in place and being implemented district-wide. These clearly articulated guidelines ensure consistency in all aspects of the identification process.

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

**Description:** Procedures for screening, referral, and identification process are reviewed at the beginning of each school year with faculty and parents. Ongoing screenings and referrals for students with high academic potential occur throughout the school year and at any grade level. These processes include teacher referrals based upon classroom observation using provided checklists and formative/summative assessments. Parents have the right to make referrals and the AIG specialist, classroom teacher, or school guidance counselor gives documentation of the process/requirements upon request. AIG Procedures and Identification guidelines are adhered to for each student referred (see appendix for Screening, Identification, and Placement procedures). The AIG team reviews referrals, secures parental permission to test, and collects documentation. The AIG team reconvenes after testing to determine eligibility and recommendations for placement. Parents are included in all of phases of the process and receive information concerning the appeals procedures. The LEA director is responsible for ensuring that screening, referral, and identification processes are consistently implemented.

**Planned Sources of Evidence:** • Minutes from AIG Team meetings

- Agenda for presentations at PTA meetings and faculty meetings
- District calendar for AIG identification procedures and other documents
- DEPs
- Documentation of interviews with appropriate stakeholders
- AIG Plan
- AIG surveys

**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 Focused Practice for 2013-2016.**

**Rationale:** AIG students are protected through written policies that state required parental consent and procedures for resolving disagreements. Guidelines for reassessment and transfer students from other LEAs are adhered to by NCS.

**Goals:** Policies regarding assessment will be updated and disseminated to the parents/guardians. Policy regarding transfer students from other systems will be adhered to explicitly. Students whose DEP no longer meets their needs will be evaluated and services adjusted as appropriate by the AIG team at each school.

8/8/2013

**Description:** Policies regarding reassessment will be updated by the AIG committee and information will be disseminated via website, flyers, and placement/annual review meetings. DEPs (including those of transfer students) will be evaluated and services modified as needed based on assessment data and teacher input during the annual review process.

**Planned Sources of Evidence:** • reassessment policies

- transfer student policies
- revised 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:** The rigor and complexity of the Common Core State Standards offer a challenging curriculum to all students. The diverse needs of gifted learners necessitate that teachers have an understanding of research-based strategies that enrich, extend, and accelerate the curriculum. Additional training must be incorporated and implemented to keep teachers abreast of current research based practices.

**Goals:** AIG support specialists will collaborate with classroom teachers to share ideas and teaching strategies that modify assignments based on the Common Core State Standards, National Association for Gifted Children (NAGC) Gifted Program Standards, and the North Carolina AIG Program Standards.

**Description:** Gifted education students will continue to have Differentiated Education Plans (DEPs). Classroom teachers and support specialists will work together to plan enhanced instruction to meet the needs of gifted learners. Online collaboration with teachers and support specialists will be initiated through the use of web 2.0 tools. Teachers and support specialists will contribute ideas and teaching strategies that adapt the Common Core State Standards and are aligned with National Association for Gifted Children (NAGC) Gifted Program Standards and the North Carolina AIG Program Standards.

Regular education teachers will provide differentiated activities in addition to the rigorous curriculum and enrichment provided by the AIG teacher that align to the Common Core State Standards. Challenging opportunities to optimize student growth will be achieved through these service delivery options:

- Within-class grouping
- Cross-age grouping
- Cluster grouping
- Independent study
- Differentiated units
- Computer-based instruction
- Interest-based enrichment
- Learning centers
- Tiered assignments

Service delivery options are aligned with Differentiated Education Plans for students in the identified areas of giftedness.

At the middle and secondary levels, students are cluster grouped to allow for greater rigor which

promotes abstract thinking, conceptual understanding, and procedural fluency. In addition to instruction being differentiated in the classroom based on DEP service options, various opportunities are in place such as dual enrollment at the local college, course or grade acceleration, and access to North Carolina Virtual Public School.

**Planned Sources of Evidence:** • Curriculum, unit samples, lesson plans

- Video of instructional delivery
- Samples of student work (products and assignments)
- DEPs
- Student surveys
- Student interest inventories
- Supplementary instructional resources
- Data from classroom observations
- AIG Plan
- Middle school class rosters (documenting cluster grouping)
- Web 2.0 tools

**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 Focused Practice for 2013-2016.**

**Rationale:** Teachers and support specialists will employ research verified strategies that when implemented adapt the Common Core State Standards to meet individual needs. The diverse needs of gifted learners necessitate that teachers have an understanding of research-based strategies that enrich, extend, and accelerate the curriculum. Teacher collaboration with support specialists ensures the Common Core State Standards are adapted based on students' abilities, interests, and learning profiles.

**Goals:** Strategies that reflect the needs and strengths of students are used to facilitate the enrichment of the curriculum and reflect the needs and strengths of the students.

The AIG coordinator will also collaborate with the regular education teachers to enrich, extend, and accelerate the potential of gifted students.

Extension and enrichment activities that meet the unique intellectual and emotional needs of the AIG students include, but are not limited to:

Elementary level

- tiered assignments
- cluster groups
- AIG resource class
- flexible grouping

- individual conferencing
- grade acceleration

Middle school level

- independent studies
- tiered assignments
- flexible grouping
- course/grade acceleration
- mentorships
- high school course offerings, e.g. English I, Algebra I

High school level

- advanced placement courses
- dual enrollment at the local community college
- independent study
- grade acceleration
- NC Virtual Public Schools

**Description:** Grouping strategies that reflect the needs and strengths of students will be used to facilitate the enrichment of the curriculum and reflect the needs and strengths of the students. A description of differentiated curriculum resources can be developed to provide teachers with specific strategies to extend, enrich, and accelerate the curriculum. The AIG resource class and accelerated courses provide an accelerated curriculum.

**Planned Sources of Evidence:** • Curriculum unit samples, lesson plans

- Video of instructional delivery
- Samples of student work (products and assignments)
- DEPs
- Student surveys
- Student interest inventories
- Supplementary instructional resources
- Data from classroom observations
- AIG Plan
- Programs services that are content based
- Web 2.0 tools
- Class schedules
- Grade Level Team Meetings

**Other Comments:**

**Practice C**

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

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

**Rationale:** Teachers must be given additional professional development opportunities before implementing instructional practices that provide for a range of learning needs. There is a need for professional development opportunities for classroom teachers that emphasize effective and diverse instructional practices to address the specific needs of gifted learners.

**Goals:** Provide professional development opportunities that enable teachers to employ diverse and effective instructional practices.

Include strategies for diverse instruction in the curriculum guides.

Utilize Strategies of Effective Teaching Practices for Improving Student Achievement.

Compacting tools and resources to enrich, extend, and accelerate instruction should be made available.

**Description:** The designated AIG committee will provide professional development opportunities that will enable teachers of AIG students to employ diverse and effective instructional practices.

All students would benefit from improved instructional practices (to include differentiation, engaging strategies, and Common Core State Standards).

**Planned Sources of Evidence:** •schedule of professional development opportunities

•roster from professional development

•curriculum guides (including strategies and resources for diverse instruction)

•teacher surveys/feedback

**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:** AIG specialist presently uses William and Mary and Junior Great Books Language Arts concept-based curriculum materials. Thinking Maps and Hands on Equations also augment curriculum and instruction. More supplemental, researched-based resources will be utilized in the county. Research-based resources will be investigated and implemented. Materials that are used will be used with fidelity and consistency.

**Goals:** Investigate and implement teacher strategies and materials that are research-based. AIG specialist will plan with and share resources with classroom teachers.

Revise instructional services to include shared planning and co-teaching with the AIG specialist and classroom teachers.

**Description:** AIG specialists and classroom teachers utilize various differentiated strategies and resources that incorporate research-based methods. These include:

- Primary Education Thinking Skills (nurture program K-3)
- Revised Bloom's Taxonomy
- Junior Great Books
- Thinking Maps
- Paideia Teaching and Seminars/Socratic Seminars
- Teaching Gifted Kids in the Regular Classroom/Susan Winebrenner
- Marzano's High Yield Instructional Strategies
- How to Differentiate Instruction in Mixed Ability Classrooms/Carol Ann Tomlinson
- Mentoring Mathematical Minds Series
- DPI wiki of differentiated lesson plans

**Planned Sources of Evidence:** •AIG specialist's schedule

- PLC minutes
- List of resources used
- Lesson plans created jointly with classroom teachers
- Students' products

**Other Comments:**

### **Practice E**

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

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

**Rationale:** A variety of formal and informal assessments are used to provide differentiated approaches, choices, and scaffolds for the varying needs, interest and abilities that exist with gifted learners. On-going assessment is required district-wide. Professional growth opportunities equips teachers with the knowledge skills to differentiate classroom curriculum and instruction for gifted learners

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

**Description:** Benchmark assessments, EOG data, report cards, and program assessments serve as on-going assessment that is used to drive instruction. Differentiated services are provided based upon these assessments.

**Planned Sources of Evidence:** • Formative assessment data

- Documented results from student readiness or diagnostic assessment

- Flexible-grouping
- Form for AIG Needs Determination Meetings

**Other Comments:**

**Practice F**

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

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

**Rationale:** NCS strives to create an environment in which the distinct social and emotional needs of gifted learners at all ages are understood, valued, nurtured, and supported. Application of this knowledge when instructing gifted individuals is essential.

Parents, educators, and counselors have to be informed about the affective development of gifted children. Application of this knowledge in relationship with gifted individuals is essential.

Instructional practices that support the affective needs of AIG students will be utilized.

Research based resource materials will be used to meet the affective needs of gifted learners.

**Goals:** Guidance counselors, teachers, administration, students, and parents will collaborate to share information concerning the social and emotional needs of gifted learners.

Professional development opportunities will be offered to provide research-based strategies for creating affective curriculum.

Conferencing between the AIG teacher and AIG student will provide support for the affective needs of gifted learners.

Books that address topics for the social and emotional challenges of gifted learners will serve as a resource.

**Description:** Academic underachievement and peer relationship difficulties are minimized when the non-cognitive needs of gifted children are met. Parents, educators, and counselors are informed about the affective development of gifted children. Training and research based resource materials will support a greater emphasis being placed on practices that support the social and emotional needs of gifted learners.

**Planned Sources of Evidence:** • Lesson plans

- Professional development agendas
- Professional development rosters
- Conference minutes

**Other Comments:**

**Practice G**

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

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

**Rationale:** The potential of young students should be fostered which compels the LEA to provide a "nurturing program" in grades K-3. The program will be strengthened to better serve the needs of students who have the potential for academic or intellectual giftedness.

**Goals:** Nurture and develop the academic and intellectual abilities of K-3 students. Provide teachers with meaningful strategies for promoting the development of latent academic abilities.

**Description:** AIG specialist will collaborate with classroom teachers to provide strategies to meet the needs of K-3 learners. Support materials and staff development will be made available in an effort to extend and enhance K-3 differentiation. "Building Thinking Skills" and "Habits of Mind" are additional resources that will be acquired and integrated in instruction. The P.E.T.S. program will continue to be implemented in grades K-3.

**Planned Sources of Evidence:** •Conference records

- Class rosters
- Lesson plans
- Guidance counselor logs

**Other Comments:**

**Practice H**

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

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

**Rationale:** PLCs allow for collaboration and planning among the AIG, classroom, EC, and ESL teachers. Emphasis is on planning differentiated instruction that meets the needs of all students.

**Goals:** AIG specialists communicate with regular education teachers on a consistent basis to share strategies and resources. Lesson plans will reflect differentiated instruction. High school students will be encouraged to enroll in courses that promote rigorous instruction such as Honors & AP courses.

**Description:** AIG Specialists will regularly participate in grade level PLCs which allows for collaboration among themselves and other instructional staff, including the classroom teacher and exceptional children's personnel. The primary focus of PLCs is to develop differentiated curriculum and instruction based on current data.

**Planned Sources of Evidence:** • Newsletters

- PLC attendance records
- Completed units (planned together)
- DEPs
- Professional development schedule

**Other Comments:**

**Practice I**

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

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

**Rationale:** An individualized plan that reflects the needs of each student is developed and will be reviewed annually to ensure effectiveness and continuous improvement of modifications and services offered.

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

**Description:** A range of services option is offered for kindergarten through 12th grade to meet the unique needs of identified AIG students. The Differentiated Education Plan (DEP) is developed with the input of administrators, teachers, parents, and students to document modifications that address the student's individual needs. Programming options include, but are not limited to, the following:

- flexible within-class grouping
- curriculum compacting
- subject grouping
- independent stuffy
- differentiated units
- computer-based instruction
- special electives
- interest-based enrichment
- grade/subject acceleration
- cluster grouping
- mentorships
- learning contracts

This DEP is reviewed annually to ensure programming is aligned with student needs. Revisions will be made at the recommendations of the committee. As a student transitions from elementary to middle and from middle to high, annual review meetings include the development of a new DEP.

**Planned Sources of Evidence:** • DEPs

- Documentation of annual parent meetings

- Any communications to stakeholders (documentation)
- Documentation of AIG plan review meeting(s)

**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 Focused Practice for 2013-2016.**

**Rationale:** The AIG position at the middle and high school is currently not filled; therefore, the program is not functioning efficiently. The AIG specialist at the elementary level is AIG-licensed and holds a Master's Degree.

**Goals:** The program will function efficiently at all levels. Having an AIG specialist at the middle and high school will promote consistency in the programs at all grade levels.

**Description:** A certified AIG specialist will be employed to guide, plan, develop, implement, revise, and monitor the program at the middle and high school levels. AIG specialists will update and enhance their professional responsibilities to AIG students by participating in professional organizations, reviewing current research, collaborating across the state to improve current practices, and participating in professional development opportunities.

**Planned Sources of Evidence:** • Documentation of meetings

- Evidence that the focused practices are being addressed
- Student schedule
- Personnel records
- Minutes from board meetings
- Annual list of professional development attended

**Other Comments:**

#### **Practice B**

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

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

**Rationale:** The comprehensive needs of gifted learners are addressed through strategies that intentionally focus on the academic, intellectual, social, and emotional needs. The AIG specialists and classroom teachers must have professional development in order to

implement these strategies.

**Goals:** Professional development opportunities will be offered that address the social and emotional needs of gifted learners.

Research-based resources focusing on the affective needs of gifted learners will be utilized to provide for the needs of gifted learners.

AIG specialists and classroom teachers collaborate to best provide for all of the needs of the gifted students.

Counselors will collaborate with teachers and will work with students as needed to address the social and emotional needs

**Description:** The AIG specialist engages students in activities that focus on the academic and intellectual needs of gifted learners. Specifically, the AIG specialists:

- Facilitate the implementation of rigorous curriculum for gifted learners.
- Collaborate with teachers to support differentiation by providing materials, instructional strategies, unit planning and professional development
- Act as chairperson for the AIG Team.
- Facilitate the implementation of a student's DEP
- Screen and identifies students for AIG service options.
- Administer achievement and aptitude tests.
- Communicate with parents by various means such as conferences, phone calls, emails, and newsletters.
- Perform additional duties assigned by the principals.
- Facilitate the transition to the middle and high schools
- Purchase appropriate materials to enrich the curriculum.
- Attend and provide Staff Development training.

Additional focus is being placed on meeting the social and emotional needs of gifted learners. The AIG specialists and guidance counselors are receiving professional development that addresses the social and emotional needs of gifted learners. Research-based resources focusing on these needs have been acquired. Specialists will provide these resources to counselors and teachers to integrate strategies that address the affective needs of gifted learners.

**Planned Sources of Evidence:** •Newsletters

- PLC attendance records
- Completed units (planned together)
- DEPs
- Professional development schedule

**Other Comments:**

### **Practice C**

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

personnel, counselors, and school administrators.

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

**Rationale:** In order to provide challenging, differentiated instruction, teachers will receive current, research-based professional development. It is essential that educators have knowledge of the academic, intellectual, social and emotional needs of AIG students.

**Goals:** To increase the number of teachers who have met the professional development district requirements for AIG.

Students will receive instruction that is challenging and differentiated based on individual needs.

**Description:** It will be required that classroom teachers who teach AIG students will obtain at least one C.E.U. of district offered differentiated training per renewal cycle. Counselors, administrators, and AIG specialists will also be offered training in gifted education. A time line will be established stating professional development for the county. Training will focus on curriculum differentiation, meeting the social and emotional needs of gifted students, and integrating 21st century skills into instruction.

**Planned Sources of Evidence:** · Guidelines for professional development

- Professional development opportunities
- Documentation of professional development participation
- Professional development time line
- Documentation of professional development attendance

**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:** Students' individual needs are best met when placed with a teacher who has had professional development courses that enhance his or her ability to meet the specific needs of AIG students in the regular classroom setting. Teachers work with school-based administrators to cluster group three to five AIG students in these classrooms. District leaders work with teachers to provide professional development necessary to meet the LEA's requirements.

**Goals:** Northampton County Schools will require one C.E.U per renewal cycle that addresses differentiation.

AIG students will be cluster grouped and assigned to teachers who have met the requirements for differentiation.

Professional development will be offered to provide the skills needed to differentiate instruction.

**Description:** Comprehensive professional development will be provided that enables teachers to provide differentiated instruction for gifted learners and meets the C.E.U. requirements of the district.

Students will be cluster grouped in classrooms of teachers that have met the LEA's professional development requirements.

**Planned Sources of Evidence:** · documentation of renewal credit in differentiated instruction  
· agendas and sign in sheets of professional development

**Other Comments:**

### **Practice E**

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

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

**Rationale:** Professional development opportunities that are aligned with the focused practices of the AIG plan will be offered to teachers, administrators, and support staff.

**Goals:** Provide professional development that will allow teachers to meet the LEA requirements. Teachers and other personnel involved in AIG programs will employ strategies acquired in training to integrate 21st century skills into instruction, differentiate curriculum, and to meet social and emotional needs of gifted learners.

**Description:** Professional development will be provided that is aligned with district requirements. The focal point of training will be 21st century skills, curriculum differentiation, and social/emotional needs of gifted learners.

**Planned Sources of Evidence:** · Documentation that shows schedules, agendas, and rosters for professional development opportunities aligned with AIG program goals  
· Professional growth plan for the county reflects the needs of gifted learners  
· Needs assessment surveys for professional development focusing on gifted learners  
· Professional development time line  
· AIG Licensure documentation

**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:** Students must be engaged in differentiated activities that promote 21st century skills and provide for the diverse needs of gifted learners. This aids in providing consistency and ensuring best practices and academic growth for AIG students. The North Carolina Teacher Evaluation emphasizes purposeful professional development opportunities that focus on teachers assuming leadership roles

to improve educational programming, provide for diversity among learners, collaborate among educators, families, and support personnel, and incorporate 21st Century Skills into instruction.

**Goals:** Provide opportunities that will prepare teachers to incorporate 21st century skills and strategies for teaching diverse learners.

Align staff development with NAGC professional development standards.

**Description:** Professional development will be provided that is aligned with national and state standards. The focal point of training will be 21st century skills, curriculum differentiation, and social/emotional needs of gifted learners. Teachers will be evaluated on the North Carolina Standards Evaluation based on 21st century skills.

**Planned Sources of Evidence:** • Documented alignment with and use of NAGC/CEC professional development standards, North Carolina teaching standards, and North Carolina AIG licensure standards

- IGPs

- List of professional development that is aligned with state and national teaching standards, including 21st century skills

**Other Comments:**

### **Practice G**

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

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

**Rationale:** Professional development opportunities are essential to prepare teachers and AIG specialists to meet the comprehensive needs of AIG students. AIG specialists and teachers will be better able to collaborate in planning and implementing strategies to enhance the learning environment for AIG students as a result of professional development learning.

**Goals:** A full-time AIG specialist for (5th-12th) grade will be hired in order to provide opportunities for the specialist and teachers to plan, implement, and refine applications of their professional development learning.

The elementary AIG specialist will continue to collaborate with classroom teachers to plan differentiated instructional lessons that meet the individual needs of gifted learners.

Teachers will be provided with relevant and effective professional development addressing the comprehensive needs of gifted learners.

**Description:** A full-time AIG specialist/coordinator will be employed for the middle and high schools. The schedules will include time for AIG specialists to collaborate with classroom teachers during PLC meetings. Professional development will be offered to AIG specialists, teachers and administrators to prepare them to address the academic, social, emotional, and developmental needs of AIG students.

**Planned Sources of Evidence:** •Professional development schedule and agendas

- PLC schedules
- PLC sign-in sheets
- Full-time AIG specialist at middle schools
- Lesson plans

**Other Comments:**

## **Standard 4: Comprehensive Programming within a Total School Community**

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

### **Practice A**

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

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

**Rationale:** Services address the cognitive development of gifted learners, but a need to strengthen the social and emotional component for the gifted learner has been identified. (See appendix for DEP form.)

**Goals:** Program should address more than just the academic needs of students. Implementation of affective curriculum will meet the needs of the "whole child."

**Description:** Research current trends in AIG literature that center around the social/emotional development of AIG students. Develop a scope and sequence that integrates social and emotional concepts within the academic program. Research-based training will occur prior to the development and implementation of affective curriculum. Collaboration among teachers, counselors, administration, and AIG specialists will lead to comprehensive delivery of AIG programs and services. Specific initiatives will be put in place that concentrate on addressing the social and emotional needs. (See appendix for DEP form.)

The AIG Resource Option at the elementary level is a weekly pull-out service option which seeks to differentiate, enrich and extend the NC Standard Course of Study. A strong emphasis is placed on research, use of technology and development of digital literary skills for 21st century. Instruction also focuses on critical and creative thinking skills.

The AIG Specialist also collaborates with classroom teachers to plan for differentiation in the regular classroom and to discuss the individual needs of AIG students.

Academic needs of AIG students at the high school level are met through honors and advanced placement classes. The students also have the opportunity for dual enrollment at the local community college. Procedures are in place for enrollment in distance learning opportunities. Independent study options are available to qualifying students.

**Planned Sources of Evidence:** · K-12 array of service options

- DEPs (see appendix)
- Descriptions of specific programs
- Student identification profile matched to service options

**Other Comments:**

### **Practice B**

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

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

**Rationale:** Each student has an individualized plan that states modifications based upon the student's area of identification. AIG programs and services are aligned with AIG identification, goals of the program, and LEA resources. (See appendix for DEP form.)

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

**Description:** Each student will continue to have an individualized plan that is reviewed and revised as needed.

Differentiated Education Plans are developed for each identified student which matches his/her needs and abilities with appropriate service options. Collaboration between the AIG specialist and classroom teachers will support the use of a variety of research-based strategies being used in the classroom to provide differentiation to meet the needs of gifted learners.

Challenging opportunities to optimize student growth will be achieved through these service delivery options at the elementary and middle school levels:

- Within-class grouping
- Cross-age grouping
- Cluster grouping
- Independent study
- Differentiated units
- Computer-based instruction
- Interest-based enrichment
- Learning centers
- Tiered assignments
- Subject/course acceleration
- Conceptual units and activities that extend the NCSCOS

Service delivery options are aligned with Differentiated Education Plans for students in the identified areas of giftedness.

High school students are provided with coursework that is rigorous and challenging through a variety of differentiated practices including:

- Advanced placement/honors courses
- Dual enrollment through the local community college
- Independent study
- North Carolina virtual schools

(See appendix for DEP form.)

**Planned Sources of Evidence:** · Array of service options, K-12

- DEPs (see appendix)
- Specific program descriptions and data
- Student identification profile matched to service options
- State funds matched to AIG services
- AIG Plan incorporated within other areas of LEA and vice versa
- Class schedules
- Minutes from meetings with teachers/AIG specialist
- Lesson plans

**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 needs of the gifted learners are best met when programs and services are aligned with the Common Core State Standards and correlate with the focus of the total instructional program. NCS delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice. Collaboration between classroom teachers, AIG specialists, counselors, and parents ensures that AIG programs and services are integrated with the total instructional program of the LEA.

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

**Description:** Collaboration among stakeholders promotes a curriculum that is differentiated and enriched to challenge AIG students with rigorous and flexible learning opportunities. Gifted and regular education collaborate and work together to provide differentiated curricular experiences. Activities aligned with Common Core State Standards focus on specific process skills such as critical thinking, research skills, and specialized content investigations. NCS will maintain the AIG programs and services connected to the total instructional program currently in place. Professional development will serve as a tool to enhance these services.

**Planned Sources of Evidence:** - AIG student folder data

- Grade level, cross grade level, multi-disciplinary collaborative planning
- Students' instructional schedules
- Policies and procedures for acceleration and grouping with academic/intellectual peers
- Array of service options, K-12
- DEPs
- Specific program descriptions/data
- Student identification profile matched to service options

**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:** The AIG Program Standards established a framework to guide LEAs in developing, coordinating, and implementing comprehensive AIG programs.

NCS informs all teachers, school administrators, and support staff about the delivery and regulations of differentiated services and instruction for AIG students.

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

**Description:** DEPs are reviewed with parents and teachers annually. AIG specialist informs regular education teachers of AIG identified students and their matching service needs. Staff, administrators, and teachers will be informed about the AIG plan and program implementation through a variety of information resources including the NCS website, the AIG plan housed at each school, information meetings, staff development, and newsletters. Regulations are publicized via the district and state websites.

**Planned Sources of Evidence:** - Agendas, minutes, etc. from collaborative planning meetings

- Agendas, minutes, etc. from district and school focused on stakeholders and personnel
- Surveys to related stakeholders and personnel
- District and school web sites
- Newsletters
- Website

**Other Comments:**

### **Practice E**

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

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

**Rationale:** Communication between schools is essential to ensure effective continuation of AIG services. Plans have been made to employ an AIG coordinator/specialist at the secondary level during the 2013 - 2014 school year which will improve communication at key transition points.

**Goals:** Ensure consistency in communication among teachers and schools.  
Ensure effective continuation of K-12 services.

**Description:** Transition meetings will transpire when students transfer between schools within the LEA. The employment of an AIG coordinator/specialist will facilitate continuity. DEPs provide written

documentation to ensure continuity of services in grades K-12.

**Planned Sources of Evidence:** • Consistent AIG services among the district schools

- Agendas, minutes, etc. from district and schools focused on services
- Student and parent communications, meetings at key transition points

**Other Comments:**

### **Practice F**

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

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

**Rationale:** NCS acknowledges the powerful impact of collaboration in an effort to best meet the needs of the gifted learner. Strengthening parent and school partnerships in addition to strengthening collaboration among AIG specialists and classroom teachers would assure all stakeholders are involved in the process of providing differentiated programming and services.

Emphasis will be placed on providing professional growth opportunities that promote differentiating curriculum and instruction to meet the needs of gifted learners. An increase of knowledge through this training will promote more differentiation. Plans include collaboration, securing money/resources, and implementing training sessions.

**Goals:** Parents, teachers, and administrators will work together to provide differentiated programming and services to best meet the needs of the students. Teachers and administrators will be offered professional development designed to provide skills needed to plan diverse instructional activities and curriculum. Funding for a middle school AIG specialist, professional development and resources will be included in the budget.

**Description:** AIG specialists will collaborate with all stakeholders to ensure active participation in providing differentiated programming and services.

Strategies will continue to be implemented that enhance school and parent partnerships.

**Planned Sources of Evidence:** • Professional development schedules and agendas

- Documentation of parental involvement
- Schedule of middle school AIG specialist
- Schedule of AIG resource classes

**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:** Stakeholders are researching and developing a plan to meet the emotional and social needs of gifted learners.

**Goals:** Teachers, administrators, counselors and parents will be provided a plan for meeting the affective needs of AIG students.

The plan will include a list of student behaviors that indicate the need for counseling intervention.

**Description:** A resource plan is being developed by AIG specialists and counselors to meet the social/emotional needs of the AIG students. This plan will be developed based on research and best practices. The plan will be disseminated to counselors and posted on the AIG webpage. Teachers will be offered professional development focusing on social and emotional needs.

**Planned Sources of Evidence:** · Newsletter (including topics that address social and emotional needs)

- Resource plan
- Webpage
- Documentation of counseling sessions
- Professional development schedule

**Other Comments:**

**Practice H**

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

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

**Rationale:** The needs of the gifted student may dictate grade acceleration to provide appropriate differentiated instruction. Policies are in place stating criteria for subject and grade acceleration for students who indicate need. The team reviews an appropriate body of evidence for an individual gifted learner.

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

**Description:** NCS will continue to implement the current acceleration plan for K-12 students until the next plan cycle when the local acceleration procedures will be revisited and updated according to the current State Board of Education's Acceleration Policies.

Grades K-5

Subject Acceleration:

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

most of his/her instruction. The need for continued accelerated placement should be reviewed quarterly.

Subject Acceleration Policy:

The following criteria will be considered by the principal to make a placement decision:

- a. Written request to principal by teacher and/or parent
- b. EOG at 98%ile in subject area(s) for acceleration
- c. Recommendation from teacher
- d. Classroom performance, work samples, anecdotal information, report cards documenting superior acceleration
- e. Standardized aptitude score 98%ile
- f. Social maturity evaluation

Grade Acceleration/Grade Skipping

A student would advance an entire grade level in all subject areas

Acceleration Policy – All criteria must be met:

- a. Written request to principal by parent
- b. EOG (98%ile or above) in reading and math (3-5)
- c. Individual Achievement of 98%ile in reading and mathematics
- d. Recommendation from teacher/principal
- e. Anecdotal information for performance that demonstrates need for acceleration
- f. Standardized aptitude score 98%ile
- g. Social maturity evaluation

Course Acceleration in Mathematics (6-8)

A student might receive instruction at a higher level in a specific subject, yet remain with his/her peer group for most of his/her other instruction. Course acceleration should be carefully monitored for its ongoing appropriateness and it requires a follow-up plan for the future.

Course Acceleration Policy Procedures

- a. Written request for subject/course

- acceleration submitted to the principal
- b. Recommendation from the teacher(s) and principal
  - c. NC End of Grade/End of Course Tests in subject area scoring at the 95%ile

Note: If a student is accelerated in a subject/course, he/she will take state End of Grade tests at his/her grade level as well as the End of Grade tests of the acceleration course.

#### Math Acceleration Criteria

Algebra I in Grade 8

Must meet two of the following:

- 90%ile on Grade 7 NC End of Grade Math Test or Level IV
- A/B on Grade 7 Mathematics classwork
- Teacher recommendation

#### Course Acceleration in English Language

Arts: Grade 8 English I

- a. 95%ile/Level IV on Grade 7 End-of-Grade Reading
- b. Writing score of 3.0 or higher in grade 7
- c. Teacher Recommendation

#### Grade Acceleration/Grade Skipping (6-12)

A student would be advanced an entire grade level.

#### Grade Acceleration Policy Required Criteria

- a. Written request to principal no later than the end of the student's first marking period of interest in being considered for grade acceleration. Request may come from parent/guardians or teacher(s) to the Principal
- b. NC End of Grade Tests with a Level IV 98%ile score in Reading and Math
- c. Individual achievement test scoring three years above grade level or 98%ile in English Language Arts and Math and Science if needed
- d. Recommendation from teacher(s)
- e. Anecdotal information such as portfolios, work samples, report cards, or projects

reflecting outstanding performance over time

- f. Standard aptitude/ability test score of 98%ile (administered within the last two years)

#### Required Procedures

- a. Written request and supporting data for all acceleration options to be submitted to the current base-school principal.
- b. The current base-school principal will select and convene a school-level review committee.
- c. The committee may consist of teachers from the involved grades/subjects, the AIG Coordinator, the Principal, and the parents/guardians. If two schools are involved, both the sending and receiving principals will also participate.
- d. The recommendation from the committee will be submitted to the principal(s) for the final decision.
- e. The principal will notify the parents with committee recommendations and the final decision.

#### Policy No. 3710

##### RELEASE OF STUDENTS TO ATTEND COMMUNITY COLLEGES

I. The Board encourages students to complete high school before seeking admission to a college or community college. However, a high school student 16 years of age and older may be released to attend an appropriate program at a community college if the Superintendent and principal determine that the student has special needs that could best be served by admission to the community college. This requirement may be waived if a student has been out of school at least six months and the student's application for enrollment to the community college is supported by a notarized petition of the student's parent, legal guardian, or other person or agency having legal custody and control. The petition shall certify the student's residence, date of birth, date of leaving school, and the petitioner's legal relationship to the student.

II. A high school student may be released to attend appropriate courses, except adult high school, under the following conditions:

- 1. Students enrolled in a community college pursuant to this policy may earn credit toward high school graduation.
- 2. Such students must concurrently take at least three high school courses and make appropriate progress toward graduation.

III. This policy does not apply to restrict enrollment in enrichment, non-credit courses offered by a community college during the summer. No credit toward high school graduation may be granted for such courses.

**Planned Sources of Evidence:** • Options and processes for acceleration are available/communicated

- Documentation of appropriate acceleration measures
- Minutes/agendas from team meetings
- Data showing the achievement of accelerated students

**Other Comments:**

**Practice I**

Provides intentional services for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

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

**Rationale:** The retention of under-represented students necessitates a program that provides services aligned with the diverse learning needs of this population. Service options intentionally providing differentiated instruction for the unique needs of under-represented populations are offered and documented through the DEP.

**Goals:** Teachers will be provided professional development that enables them to meet the needs of the under-represented AIG students by aligning the instruction to the students' learning styles. These students will be paired with mentors that will serve as academic and social role models. Intentional programming that exposes students to diverse areas of interests, skills, and talents will be incorporated into the AIG program.

**Description:** Educators will have the opportunity to participate in staff development on aligning services with learning styles to meet the individual needs of under-represented learners. Programs are being designed to promote collaboration between high school, middle school and elementary

school AIG students. These mentors will provide role models for the under-represented learners. Opportunities to explore areas of interest, skills, and talents will be provided for the under-represented AIG students.

**Planned Sources of Evidence:** · Schedule of mentoring sessions

- List of mentoring participants
- Lesson plans
- Webpage
- Schedule and agenda of professional development

**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:** Students are currently provided opportunities and encouraged to participate in extra-curricular programs and events. These extra-curricular programs are designed to challenge and cultivate the abilities and interests of gifted learners.

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

**Description:** Students are encouraged to participate in opportunities provided that promote higher-level thinking and promote inquiry-based learning. Opportunities include field trips, Lego robotics, competitions, chemistry shows, and AIG showcases. Students at different schools interact with one another on shared projects virtually and in person. Participation in Duke TIP is encouraged as a resource to nurture the development of gifted students.

**Planned Sources of Evidence:** · Student participation in extra-curricular programs, service learning, inquiry-based projects, mentorship programs, etc.

- Variety of opportunities shared with students
- Student surveys
- Collaboration with students between schools
- Flyers
- Local newspaper
- AIG website
- Connect Ed.

**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:** Effective means of communication are in place to inform parents and families regarding services offered. Partnerships with the community at large have been established and NCS will focus on strengthening communication with stakeholders in the community to enhance and enrich learning for gifted students.

**Goals:** Communication with parents and community partners will be available through the AIG website, emails, and Alert Now messages in order to keep stakeholders abreast of learning opportunities, resources, available opportunities, service delivery options, academic progress, student progress, and celebrations.

Business partnerships that fund AIG initiatives and programs will be developed and maintained to increase the opportunities for student engagement.

A parent advisory committee including parents, AIG Coordinators, and stakeholders will be created and sustained.

Mentorship opportunities with community partners and institutions of higher learning will be promoted and extended.

**Description:** Communication with parents and community partners is essential to keep parents and stakeholders informed of all aspects of the AIG program. This is achieved through maintaining partnerships and effective communication.

### **Planned Sources of Evidence:** - Brochures

- Newsletters
- AIG committee minutes, agendas, and rosters
- Progress reports
- Annual DEP meeting
- Alert Now messages
- Website
- Field trips
- Sign-in sheets for parent committee meeting
- Parent conferences

### **Other Comments:**

### **Practice B**

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

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

**Rationale:** Means of communication are in place to effectively inform parents and families regarding the local program, plan, and other policies.

**Goals:** Information and policies posted on the website will be updated regularly.

The plan, policies, and brochures are shared through parent meetings, website, conferences, and presentations.

Survey and collaborate with parent/family and other community groups to identify needs and means of strengthening the AIG program.

**Description:** Communication is important for all stakeholders to remain informed of local plans, programs, and policies concerning the AIG program. This information is disseminated in a variety of formats, such as electronic publications, brochures, and conferences.

**Planned Sources of Evidence:** · Conference documentation

- Website
- Surveys
- Brochures
- Documentation of attendance
- Presentation agendas

**Other Comments:**

**Practice C**

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

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

**Rationale:** Participation in committees, meetings, and programs conducted by the AIG department is a small sample of the general NCS populations and does not represent the diversity of the community. Partnerships with various populations are being established in order to represent the diversity of Northampton County. These partnerships are providing a team of diverse stakeholders to develop, implement, and monitor the local AIG program and plan.

**Goals:** Expand membership on AIG committees/teams to include a diversity of stakeholders in the schools and communities.

Communicate planning and program implementation via NCS Facebook page.

Utilize surveys as a means of monitoring the AIG program and plan.

**Description:** Diversity among AIG committees/teams and partnerships works to provide a representation of the AIG population in our schools. Partnerships are being created to provide input

in the monitoring, development and implementation of the AIG plan and program.

**Planned Sources of Evidence:** · Agendas

- NCS Facebook page
- Listing of mentors and community partners
- Sign-in sheet for committee meetings

**Other Comments:**

**Practice D**

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

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

**Rationale:** Parents and community are continuously kept abreast of opportunities available to gifted students. Correspondence to parents is made available in the native language as needed.

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

**Description:** Parents and the community are informed of opportunities available to gifted students via websites, Alert Now messages, media coverage, emails, newsletters, brochures, and other memorandums. ESL teachers and tutors are utilized as needed to translate correspondence in the native language. The AIG department will continue to work with the ESL department and community partners to ensure translations are accurate and meaningful to parents/families in need of the AIG plan and forms translated in their native language.

**Planned Sources of Evidence:** · Various modes of communication (websites, newsletters, brochures, emails, handbooks, online forums, Alert Now messages, media coverage, memorandums)

- Intentional programming
- Translated 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 Focused Practice for 2013-2016.**

**Rationale:** Initiatives are currently implemented that deliberately engage parents in significant practices enhancing gifted education. These initiatives include, but are not limited to, invitations to placement/annual review conferences and student activities. Other means of parental involvement will be considered and implemented during this plan cycle. Also, promoting community involvement

will be a focus of this plan cycle as a means of enhancing and gaining support for AIG programs and services.

**Goals:** Solicit participation of community agencies, organizations and families (participation could include mentorships, guest speakers, staff development, and partnerships with the local university).  
Petition outside agencies to provide awards and recognitions.  
Distribute brochures and newsletters community-wide.  
Increase AIG family/community events.  
Implement and sustain a PAGE group.

**Description:** Designated personnel will contact businesses and the local university in an effort to form alliances to support the AIG program. Partnerships should be forged to supplement how the AIG students are served throughout the district. Local business and colleges will be encouraged to play an active role in enhancing and supporting public education to specifically include interest in the success of AIG students. Local businesses and organizations can provide older AIG students the opportunity to job shadow, work with a mentor, or provide community service. The development of strong relationships with institutions of higher education that provide certification and graduate work in gifted education is needed.

**Planned Sources of Evidence:** • Brochures

- Newsletters
- PAGE sign-in sheet
- Partnership with businesses and institutes of higher education
- Documentation of provided services utilizing outside resources
- Documentation of involvement initiatives
- Grant applications
- Newspaper articles

**Other Comments:**

## **Standard 6: Program Accountability**

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

### **Practice A**

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

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

**Rationale:** An AIG plan has been developed that is aligned with state legislation and policy. After approval by the Curriculum and Instruction team, the plan was presented to the local school board for review and approval. The plan will be sent to DPI for review. The previous plan was approved by the local board of education before being sent to DPI for review and comment.

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

**Description:** The plan was shared with administrators and LEA Curriculum and Instruction team electronically. Revisions were made based on input collected on the collaborative wiki. The final plan was reviewed and discussed by the C&I team before being submitted to the local school board. In accordance with Article 9B, an AIG plan is developed and submitted for approval by the local board and SBE/DPI.

**Planned Sources of Evidence:** • LEA's AIG plan and review

**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:** NCS monitors the implementation of the program and plan in accordance with Article 9B. Monitoring of the program and plan will ensure the fidelity of implementation in accordance with the North Carolina AIG standards.

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

**Description:** The Department of Curriculum and Instruction and the AIG specialist will monitor the implementation of the plan in the following ways:

- Data reflecting growth of AIG students on End of Grade Tests, District Benchmarks, and Reading 3D
- Department of Public Instruction headcount
- Budget report of AIG funds
- Consistent monitoring of student referrals and placement
- Ensuring service delivery options for identified students
- Professional development opportunities focusing on differentiation
- Surveys
- Implementation of intentional nurturing programs
- Students are placed in classrooms of teachers who are AIG licensed or who have fulfilled the LEA's local requirements

**Planned Sources of Evidence:** • School-based programming checks/audits

- Disaggregation of student data
- Data reports, patterns/trends of related topics
- Parent/Teacher/Student surveys and interviews

**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:** Funds are used to support the AIG programs and services in accordance with state policy. A budget is in place to ensure proper use of funds.

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

**Description:** State funds are used to employ personnel and to provide staff development, field trips, materials, and enrichment activities. Expenditures and personnel allotments are in compliance with the state budget. Budget oversight is conducted at the district level to ensure that state AIG funds are being used to support district AIG program goals.

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

- Teacher licensure and PRC-034 funds
- Contracts for professional development
- Receipts for materials and curriculum products
- Professional development calendar

**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:** Assessing the individual needs of AIG students necessitates the monitoring of student performance growth. Records analyzing student performance are maintained for all AIG students and shared with stakeholders. The implementation of HomeBase and Power School will allow parents and students to have access to monitor student performance and growth. Counselors monitor the annual drop-out data.

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

**Description:** Benchmark, EOG, and EOC data is reviewed by appropriate personnel. Assessment results are shared with students and parents promptly. Dropout data is monitored throughout the year.

**Planned Sources of Evidence:** • Disaggregation of EOG and EOC data

- Process check sheet
- Benchmark data
- Interviews with school personnel
- DEPs
- Drop-out data including AIG students
- List of interventions and documentation of implementation

**Other Comments:**

**Practice E**

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

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

**Rationale:** NCS recognizes the importance of implementing a data base to monitor all populations represented in the local AIG program. Data regarding referral and identification trends, enrollment data in advanced courses, and retention data is reviewed as a means of monitoring the representation and retention of under-represented populations. Researching strategies and alternative identification methods that accurately assess under-represented populations for gifted services is essential.

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

**Description:** Referral and identification trends are reviewed to monitor the inclusion of under-represented populations. Demographic information about under-represented students is maintained. Classroom performance, assessments results, and teacher recommendations are included in the

process of monitoring the retention of these students.

**Planned Sources of Evidence:** • Data regarding referral and identification trends based on demographics, sub-groups

- Enrollment data in AP courses
- Retention data
- Agendas, minutes, presentations at related meetings, work sessions
- Surveys with related stakeholders
- Evaluation instruments
- Annual reports, policy revisions

**Other Comments:**

### **Practice F**

Maintains current data regarding the credentials of personnel serving AIG students.

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

**Rationale:** Information regarding the credentials of personnel serving AIG students is maintained and monitored by the Human Resource Department.

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

**Description:** Human Resource Department works with teachers to maintain current records regarding required credentials. Professional development records are updated regularly to reflect current status and qualifications.

**Planned Sources of Evidence:** • Licensure reports

- Professional development records
- Use of PRC 034 funds
- Student placement
- Data of LEA requirements

**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:** An advisory council assures stakeholders' active participation in and understanding of the AIG program. It provides a means for stakeholders to advocate for the district's plan, policies, and initiatives.

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

**Description:** A group that is representative of parents, students, educators, and community members develop annual goals and establish priorities for the committee. Regular meetings are scheduled to gain input regarding the effectiveness of the plan, policies, and initiatives of the program.

**Planned Sources of Evidence:** • Agendas, minutes, presentations at related meetings, work sessions

- Invitations to serve, membership on committees, etc.
- Surveys, interviews with related stakeholders

**Other Comments:**

### **Practice H**

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

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

**Rationale:** Feedback regarding the quality and effectiveness of the AIG program will be derived from stakeholders.

**Goals:** Elicit feedback through the use of surveys with questions containing content aligned with best practice standards that address the critical components of the program.

Implement a sound sampling plan which establishes administration/implementation procedures that will facilitate the highest response rate.

Maintain AIG wiki as a means of communicating with stakeholders and acquiring valuable input.

Solicit ideas from parent advisory group members through the use of surveys and the wiki.

**Description:** Opportunities for students, parents, teachers, and other stakeholders to provide feedback on the quality and effectiveness of the local AIG program through parent meetings, annual surveys, AIG wiki, and parent advisory groups.

**Planned Sources of Evidence:** • AIG wiki

- Annual survey
- Agendas from parent advisory groups

**Other Comments:**

### **Practice I**

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

continuous program improvement.

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

**Rationale:** The AIG program and plan will be evaluated based on data from multiple sources for continuous program improvement.

**Goals:** Review student data to set program goals and plans for individual students. Review data and set annual goals develop strategies for continuous program improvement based on feedback from stakeholders' input.

**Description:** In accordance with North Carolina legislation, Article 9B, Academically or Intellectually Gifted Students, each LEA is required to develop a three-year local plan to be approved by the local school board. Input from stakeholders is being used to effectively review and revise the program and plan. Student data is used to drive instruction and to monitor the effectiveness of the program.

**Planned Sources of Evidence:** - AIG plan

- Meeting agendas
- Student DEPs
- Surveys
- Wiki postings
- Summative and formative assessment results
- Charts/graphs

**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:** Effectively monitoring the program is dependent upon a transparent program and consistent communication. To this effect, data will be disseminated to all stakeholders and to the community at large as is it available.

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

**Description:** Various means of communication such as newsletters, the NCS website, media coverage, and memos will facilitate public awareness. The LEA website will serve as a tool to make annual reports regarding the evaluation of the local AIG program readily available to all stakeholders and the community at large.

**Planned Sources of Evidence:** • Annual Report posted

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

- Presentations

**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:** Written policies are in place to assure the rights of all AIG students. These rights include but are not limited to the identification process, referrals, placement, need for reassessment, transfer students, and service options.

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

**Description:** Procedures and practices are currently in place that protect all students and their rights. The advocacy committee will be utilized and due process will continue to be followed. Parents have access to a step by step appeals procedure in the event of a disagreement of AIG identification and/or services between parents and the LEA.

Policies, procedures, and practices that protect the rights of all AIG students are clearly outlined in the local AIG Plan. Each parent is given a copy of the AIG Appeals Procedure (see Appendix) when the student is recommended to the AIG program. The AIG brochure includes this policy and it will be added to NCS website.

(Appendix includes the Appeals Procedures document)

**Planned Sources of Evidence:** • Due process procedures written and shared in various ways

- Documentation of complaints and subsequent LEA responses and changes
- Interviews with parents/guardians and school personnel where disagreements have occurred
- AIG Plan
- District website and policies

**Other Comments:**

**Glossary (optional):**

**Appendix (optional):**

AIG Eligibility Form AIG-3.doc (*Appendix - Standard 1*)

Screening, Identification, Placement.doc (*Appendix - Standard 1*)

Serviceoptions.doc (*Appendix - Standard 2*)

Differentiated Education Plan K-5.doc (*Appendix - Standard 4*)

DifferentiatedEducationPlans6-8&9-12.pdf (*Appendix - Standard 4*)

APPEALS PROCEDURES FOR PARENTS.doc (*Appendix - Standard 6*)

ARTICLE 9B.doc (*Appendix - Standard 6*)