

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

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

Pender County Schools Vision for local AIG program: We will facilitate the enrichment, extension, and acceleration of the curriculum for high-achieving and gifted learners.

The mission of the Academic and Intellectually Gifted Program is to help students have more questions than answers and nurture a love of discovery. We encourage students to be a constant source of energy to seek answers thereby creating lifelong learners.

The motto of the AIG program: "AIG: All Day, Every Day"

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

State Funding	Local Funding	Grant Funding	Other Funding
\$429049.00	\$0.00	\$0.00	\$0.00

Table of Contents

<u>Standard 1: Student Identification</u>	3
<u>Standard 2: Differentiated Curriculum and Instruction</u>	7
<u>Standard 3: Personnel and Professional Development</u>	14
<u>Standard 4: Comprehensive Programming within a Total School Community</u>	20
<u>Standard 5: Partnerships</u>	28
<u>Standard 6: Program Accountability</u>	32

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: Pender County Schools' annual survey data indicates an increase in the percentage of respondents who agreed the student identification procedures for AIG are clear and equitable. Therefore, this is a maintained practice.

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

Description: The AIG student identification procedures are presented to all K-12 teachers, administrators, and other staff members annually. The AIG Handbook will be presented to all K-12 school personnel, students, parents/guardians, and community members during annual AIG meetings. Pender County Schools will use the Alert Now system and the AIG Facebook page to invite AIG parents to attend our annual meetings. Print copies and power point presentations from the meetings will be available to all parents, both on our website and through individual email. This information is presented at annual county meetings and available for review on the Pender County Schools' AIG webpage. All information is available in Spanish and English.

Planned Sources of Evidence: •Handbook for school personnel, students, parents/guardians, and community members regarding the identification process

- Parent Sign in rosters
- AIG website
- Local newspaper announcements

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: Pender County Schools currently uses multiple criteria to screen students for the gifted program. According to a research article written by McBee (2006), lack of referral is an issue in

recognizing gifted students from minority groups, both socioeconomic and racial. Pender County Schools acknowledges this disparity and implements multiple ways to identify students for gifted education services. Pender County Schools AIG Team will continue to research nontraditional standardized measures to identify underrepresented populations. Therefore, this practice is a focused practice.

Goals: •District wide implementation of U-STARS-Plus for K-3

- Utilize nontraditional standardized measures for screening and/or identification
- Establish criteria for atypical standardized evidence, such as behavior checklists, observation tools, and portfolios to build a body of evidence.
- Investigate the use of local norms for screening and/or identification.

Description: Pender County Schools added the Iowa Test of Basic Skills, Naglieri Nonverbal Ability Test, and Renzulli Scale for Rating the Behavioral Characteristics of Superior Students to the identification testing criteria. More time is needed to incorporate nontraditional standardized measures into our current screening and identification procedures. U-STARS-Plus was adopted as a nurturing resource for kindergarten – third grade. Teachers will be trained to utilize the TOPS (Teacher's Observation of Potential in Students) to identify student potential. In addition, the AIG Coaches will continue to research criteria to identify Intellectually Gifted students. More professional development is needed to establish criteria for atypical standardized evidences. Therefore, this is a focused practice.

Planned Sources of Evidence: •U-STARS-PLUS implementation data

- Disaggregated student identification data
- Student portfolio checklist
- Nurturing child count data
- TOPS Reports

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: AIG headcount data for spring 2012 indicates a discrepancy between the ratio of under-represented identified AIG students to the total number of under-represented students in Pender County. Consequently, this practice is a focused practice.

Goals: •Determine target subgroups of under-represented populations and strive to increase the identification of students within these subgroups

- Explore methods of identifying giftedness in under-represented populations
- Attend and provide staff development on identifying giftedness in under-represented populations

Description: Pender County Schools AIG Team will begin by examining the current population identified as gifted as well as those receiving nurturing services. The AIG Coaches will determine if the current identified student population and those receiving nurturing services represent the demographics of the county as well as each school. Pender County Schools will determine target subgroups of under-represented populations and strive to increase the identification of giftedness within these subgroups. The AIG Coaches will explore methods of identifying giftedness in under-represented populations by examining current theory and research in the field of gifted education. Teachers of Cluster, Accelerated, Honors, and AP courses, and school administrators will receive professional development in the area of identifying potential and giftedness in under-represented populations. AIG Coaches will facilitate the professional development.

Planned Sources of Evidence: •Demographic analysis of students identified and receiving services for the county and by school

- Target goals for increasing underrepresented populations of students for the county and/or by school
- Notes and documentation of professional development for AIG Coaches and other school personnel

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: Pender County Schools' annual audit of AIG records indicate consistent screening, referral and identification processes across the county. Therefore, this is a maintained practice.

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

Description: AIG Coaches will continue to meet weekly to ensure consistency in practices among the elementary, middle and high schools across the county.

Planned Sources of Evidence: •Continued documentation of collaboration among AIG Coaches

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: Pender County Schools has established 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. The self-assessment data indicated this is effectively done; consequently, this is a maintained practice.

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

Description: Pender County Schools will begin by thoroughly reviewing the current written policies safeguarding the rights of AIG students and their parents/families. The AIG Team will create a quick reference guide (QRG) in language that is friendly for non-educators. The QRG will be added to the county AIG website and will be made available to parents/guardians and students who have been referred and screened for gifted identification.

Planned Sources of Evidence: •Quick Reference Guides in English and Spanish

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: Pender County Schools currently maintains documentation of the information used to identify students as gifted and the services they receive each year on the Differentiated Education Plan (DEP). Parent participation in the annual meetings is documented on school roster sheets. Therefore, this is a maintained practice.

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

Description: Pender County Schools currently maintains documentation of gifted services. However, based on parent feedback on the AIG survey, there is a need to be more specific in the gifted education services provided at each grade level.

Planned Sources of Evidence: •Revised DEP

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: Information collected in May 2012 from the Academically and Intellectually Gifted Parent Survey found that when asked to rate how challenging their child's classes were, 84% of the parents surveyed responded in the range of not challenging to slightly challenging. As a result, this practice is determined to be a focused practice for 2013-2016.

Goals:

- District wide implementation of SpringBoard in English Language Arts and Math grades 6-12
- Implementation of Credit by Demonstrated Mastery (CDM) for grades 6-12
- Implementation of Revised Honors Portfolio for grades 9-12
- Utilize the K-12 differentiated lesson plans created in the AIG Instructional Resources Project(AIRP)

Description: Pender County Schools AIG coaches will collaborate with K-12 AIG Cluster, Honors, and AP teachers to ensure AIG students are receiving differentiated instruction in English and mathematics. AIG Coaches will collaborate with math teachers to ensure the implementation of the compacted math pacing guide, Model 1 or 2. AIG coaches will facilitate professional development for SpringBoard, Credit by Demonstrated Mastery, the Revised Honors Portfolio, and the AIG Instructional Resources Project. AIG Coaches will conduct audits to ensure all differentiated education programs/curricula are implemented with fidelity.

Planned Sources of Evidence:

- SpringBoard Fidelity Audits for grades 6-12
- SpringBoard lesson plans
- Revised Honors Portfolios for grades 9-12
- Compacted math pacing guides Model 1 or 2

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: Information collected in May 2012 from the Academically and Intellectually Gifted Student Survey found that when asked, "What are the concerns/problems at your school and how would you address them?" a frequent response was the lack of upper level courses offered at both the middle and high school levels. As a result, this is a focus practice.

Goals:

- Develop an accelerated pathway for AIG students in middle and high school
- Increase the options for high school courses available to middle school students
- Increase the opportunities for high school students to take additional college-level courses
- Increase opportunities for enrichment, extension, and acceleration in language arts, math, social studies, and science K-12

Description: Pender County Schools will begin by determining which students are in need of opportunities for enrichment, extension, and acceleration in language arts, math, social studies, and science in K-12 classrooms. This process will be conducted through collaboration with AIG Coaches and Cluster teachers. Assessment data will be used in addition to classroom performance, motivation to go beyond the typical Standard Course of Study, and teacher observation of readiness. Once the need for acceleration has been determined, administrators will be involved in determining what options are most appropriate based on the school's resources and the students' needs. In many cases, differentiation opportunities within the classroom provide necessary enrichment. In other cases, alternative acceleration options may be necessary, but these decisions will be made based on students' needs.

Planned Sources of Evidence:

- Guidelines for middle school students taking high school courses, to include course options in language arts, math, science, and social studies
- Documentation of acceleration, enrichment, and extension opportunities for K-12 students

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: Pender County Schools AIG Department has selected and uses a variety of research-based supplemental resources that augment curriculum and instruction. Therefore, this is a maintained practice.

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

Description: Pender County Schools AIG Department has implemented Springboard, U-STARs-Plus, and a variety of resource materials to challenge and enrich AIG students. Developed by College Board, Springboard provides depth, rigor, and pacing to prepare middle and high school students for AP and college classes. U-STARs-Plus creates opportunities for linking language arts skills with science objectives and spotlighting student strengths for nurturing. This curriculum provides

teachers with systematic observation checklists that promote learning for underrepresented populations. A variety of enrichment resource materials will be selected to promote critical thinking, problem solving skills and creativity.

Planned Sources of Evidence: •Purchase Orders for resources

- Attendance rosters and notes from professional development
- Teacher lesson plans
- AIG coaching calendars with notes from collaboration meetings

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: According to the Pender County Schools 2011-2012 Comprehensive Needs Assessment, 81% of teachers said they were unfamiliar to familiar with 21st Century instructional strategies. This indicates a critical need to implement 21st century skills into the classroom. This is an area that needs growth immediately; consequently, this is a focused practice.

Goals: •District-wide implementation of Springboard grades 6-12

- Implementation of global awareness through World View training
- Research 21st century skills curriculum and lesson plans
- Implement grade level student seminars on 21st century skills to include 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

Description: AIG Coaches will attend training offered by World View from UNC Chapel Hill in order to promote and implement global awareness at their schools. In addition, AIG Coaches will research 21st century skills curriculum and lesson plans to create and implement grade level student seminars on 21st century skills to include 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. Finally, AIG Coaches will conduct SpringBoard Fidelity audits at their schools.

Planned Sources of Evidence: •Student Seminar bulletin with descriptions of Seminars

- SpringBoard Fidelity Audits
- World View training certificates

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: On-going assessments help teachers identify what students currently understand and how to proceed with subsequent teaching and learning. In the latest teacher survey, 48% of teachers who responded indicated they agree the AIG Coaches lead them in evaluating data and ways to use it to help them improve instruction. As a result, this is a maintained practice.

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

Description: Pender County Schools utilizes a variety of state and local assessments. Study Island, AimsWeb, CogAT, NC EOGs, Iowa Test of Basic Skills, Otis-Lennon School Ability Test, and teacher-created assessments provide data that is used to subsequently drive the planning for instruction. AIG Coaches collaborate with teachers of Cluster classes, Advanced classes, Honors, and AP courses to utilize this information to create lesson plans with ideas and strategies that meet the needs of the AIG population.

Planned Sources of Evidence: • Assessment data

- Lesson plans
- Quarterly Differentiation Reports
- Coaching calendars with collaboration notes

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: Based on the 2012-2013 AIG Teacher Survey data, 77.4% of teacher respondents agreed there was little to no collaboration to support the social and emotional needs of gifted students. As a

result of this survey, Pender County Schools AIG Coaches will focus their professional development on meeting the social and emotional needs of gifted students and collaborating with school counseling personnel, teachers of Cluster classes, Advanced classes, Honors and AP courses, administration and parents/families.

Goals: •Professional Development for teachers of Cluster classes, Advanced classes, Honors and AP courses, school counselors and administrators that address social emotional needs of gifted students

- Quarterly meetings with school counselors to discuss curricular and instructional needs of gifted students
- Quarterly GISA (Gifted Information Sessions and Advocacy) meetings for parents

Description: Pender County Schools AIG Coaches will implement professional development that focuses on the social and emotional needs of gifted students. The AIG Coaches will continue to collaborate with School Counselors to assist with milestone transitions, course selections, and career and college planning. Planning for social and emotional focused student seminars will be a collaborative effort between school counselors and AIG Coaches. Pender County Schools will host GISA meetings (Gifted Information Sessions and Advocacy) for parents and families to receive information and support with the social emotional needs of their children.

Planned Sources of Evidence: •Professional Development materials and literature

- Professional Development attendance rosters
- Meeting minutes with School Counselors
- GISA flyers

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: With the purchase of Project U-STARS-Plus materials and training, currently 25% of Pender County elementary schools have attended training. As a result, this is a focused practice.

Goals: • Project U-STARS-Plus training for all K-3 teachers

- County-wide implementation of Project U-STARS-Plus (use of TOPS reports)
- Fidelity Audits for Project U-STARS-Plus implementation

Description: Pender County Schools AIG Coaches shall scaffold the implementation of Project U-STARS-Plus.

Scaffolding Schedule:

Year One: TOPS Reports

Year Two: Classroom activities

Year Three: Family take-home activities

For this implementation, Pender County Schools AIG Coaches will host training, and provide the materials for all K-3 teachers. Pender County Schools AIG Program funds Project U-STARS-Plus implementation training, refresher training, and materials needed for the program. Pender County Schools AIG Coaches will conduct regular fidelity audits to ensure program validity of Project USTARS Plus.

Planned Sources of Evidence: • Professional Development attendance roster

- TOPS reports
- Fidelity Audit documentation

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: According to the Pender County Schools 2011-2012 Comprehensive Needs Assessment, 79% of teachers did not take the opportunity to collaborate with the AIG Coach on a regular basis. Therefore, this is a focused practice.

Goals: •Implement AIG planning days for Cluster, Advanced, Honors, and AP teachers, facilitated by AIG Coaches

- Monthly coaches meetings to include AIG, ELL, EC, and Instructional Coaches
- Create and train classroom teachers on Quarterly Differentiation Reports
- Weekly AIG Coaches team meetings for collaborative planning on Fridays
- Invite classroom teachers to all DEP meetings
- Attend professional development on the coaching model

Description: Pender County Schools AIG Department collaborates 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. The AIG Coaching model was implemented in 2010 and the AIG Coaches will continue to receive professional development on the coaching model. AIG collaborative planning days will require Cluster, Advanced, Honors, and AP teachers to meet with AIG coaches for a full day of planning to develop and implement differentiated curriculum and instruction. The AIG program will use AIG funds to pay for substitutes for Cluster, Advanced, Honors, and AP teachers for the AIG planning days. AIG Coaches will work collaboratively with Cluster, Advanced, Honors, and AP teachers and other professional staff, including exceptional children's personnel and others related to AIG students to create and implement Quarterly Differentiation Reports. In addition, AIG Coaches will continue to meet weekly on Fridays and monthly with EC, ELL, and Instructional Coaches for collaborative planning.

Planned Sources of Evidence: •Minutes from weekly AIG team collaborative planning meetings on Fridays

- Differentiated lesson plans from collaborative planning days at schools
- Quarterly Differentiation Reports

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: Pender County Schools currently maintains documentation of the information used to identify students as gifted and the services they receive each year on the Differentiated Education Plan. Parent participation in the annual meetings is documented on school roster sheets. Therefore, this is a maintained practice.

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

Description: Pender County Schools AIG Team will revise the documentation of the services gifted students receive to include more options. Because students will have additional opportunities for enrichment and extension of the curriculum, especially in middle and high schools, the documentation will reflect the aforementioned opportunities.

Planned Sources of Evidence: •Documentation of service options for gifted students

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: Currently, Pender County Schools employs an AIG licensed lead coordinator who guides, plans, develops, implements, revises, and monitors the local AIG program and plan. Therefore, this is a maintained practice.

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

Description: The Coordinator of Gifted Education Services is responsible for:

- Managing and assisting the implementation of gifted education services
- Supervising the AIG Coaching Team
- Proposing and managing a budget and implementing material selection for AIG services
- Consulting and evaluating AIG services with each school administration
- Coordinating Pender County Advisory Council
- Collecting, analyzing, and summarizing AIG data
- Discussing data with AIG Coaches
- Partnering with UNCW and UNC Pembroke Gifted Education Department for licensure, forums and staff development for regular classroom teachers
- Coordinating Governor's School applications, selections, and activities
- Coordinating Duke University's Talented Identification Program (TIP) for Pender County AIG students
- Developing and overseeing the production of communication tools (newsletter, web page, handbook, brochures, etc)
- Consulting with AIG Coaches on differentiated instruction for all students including special populations
- Developing and delivering monthly staff development for AIG Coaches
- Supporting AIG Coaches with planning and curriculum
- Meeting and planning with Coordinators of Gifted Education and State AIG consultants to gather information about the developments in Gifted Education
- Mediate parents, AIG teachers, and principals in dealing with disagreements concerning all phases of the program

Planned Sources of Evidence: • Daily calendar

- Notes from Coaching Meetings
- Data (county and school)
- AIG Advisory Council meeting minutes
- AIG Website
- AIG brochures
- AIG handbook
- Gifted Gab
- Staff Development Calendar
- Fidelity evaluations for each school
- Transition to Central Office evaluation form for AIG Coaches
- Evaluation of AIG Coaches
- Budget
- Notes from monthly principal meetings
- Governor's School applications and interview notes

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: Pender County Schools employs a team of AIG Coaches responsible for the implementation of the local plan which addresses the academic, intellectual, social, and emotional needs of gifted learners. AIG Coaching Calendars indicate that the AIG Coaches are 100% engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners. Therefore, this is a maintained practice.

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

Description: Pender County Schools AIG Coaching Team currently addresses the needs of gifted learners by utilizing the coaching model as a means of collaborating with teachers of Cluster, Accelerated, Honors, and AP courses to plan and facilitate activities to meet student academic needs. Quarterly reviews of differentiation plans and strategies from the Gifted Instructional Framework (GIF) will provide AIG Coaches with a specific plan of engaging tasks. AIG Coaches continue to establish a collaborative environment with guidance counselors, psychologists, and other school support staff to address the social and emotional needs of gifted learners.

Planned Sources of Evidence: •Differentiation Education Plans(DEP)

- Gifted Instructional Framework (GIF)
- Coaching Calendars

- Principal Summary Reports

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: It is imperative that teachers be trained in gifted education in order to offer differentiation services, to actively seek potential, to recognize giftedness, and to provide alternative instructional strategies. The AIG Teacher Survey results have identified the need for specific and appropriate professional development for all personnel involved in AIG Program services, including classroom teachers, exceptional children's personnel, counselors and school administrators. In response, the Pender County AIG Team has created professional development to obtain PCS AIG Local Credentials, in addition to requested teaching strategies and enrichment opportunities.

Goals: Develop and implement professional development to meet the needs of a variety of school personnel, including classroom teachers, counselors, and administrators in all schools

Description: Pender County Schools AIG Local Credentials consists of 20 hours or 2.0 CEU credits of Professional Development in Gifted Education. Four modules, Characteristics of Gifted Students, Social and Emotional Needs of Gifted, Instructional Strategies, and Practical Applications, are provided. Additional professional development will be given to staff, PLC's or individuals based on the needs of the gifted students they teach and the curriculum area. Social and Emotional Needs of gifted students, along with academic advising of Gifted Students, will be addressed with student support staff. In addition, Pender County AIG Department will utilize AIG Funding to assist teachers who are interested in obtaining AIG Licensure through UNC Pembroke.

Planned Sources of Evidence: •Notes from professional development opportunities

- Attendance rosters from professional development for school personnel
- Certificate of completion for teachers who have obtained PCS Local AIG credentials
- Published list of teachers who are AIG certified or have obtained PCS Local AIG credentials on the Pender County AIG webpage.

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: In order to best meet the academic needs of gifted students in Pender County Schools, AIG identified students will be cluster grouped with teachers who have obtained AIG add-on licensure and/or PCS AIG Credentials. Effects of cluster grouping, one form of ability grouping, albeit within the heterogeneous classroom, reveal students benefit when provided differentiated, highly challenging learning opportunities (Brulles, 2005; Gentry 1999; Winebrenner & Brulles, 2008b) by trained teachers. Gifted students benefit from learning together, and need to be placed with similar students in their areas of strength (Hoover, Saylor, & Feldhusen, 1993; Kulik & Kulik, 1990; Rogers, 1993) Cluster grouping of gifted students allows them to learn together, while avoiding permanent grouping arrangements for students of other ability levels. Therefore, this is a focused practice for 2013-2016.

Goals: •Encourage classroom teachers to obtain AIG add-on licensure or PCS AIG Credentials.

- Determine which classroom teachers have AIG add-on licensure and ensure this information is provided to school administrators.
- Develop recommendations for assigning gifted students to teachers who will meet their academic and intellectual needs.
- Published list of teachers who are AIG certified or have obtained PCS Local AIG credentials on the Pender County Schools AIG webpage.

Description: Elementary School: Cluster grouping is defined as four to ten AIG identified students in a mixed-ability class. The AIG identified students shall be grouped by identified area (i.e. reading and/or math). If the number of identified students is less than four, the gifted students shall be grouped together.

Middle School/High School: AIG identified students shall be cluster grouped as previously defined and/or grouped by ability level for accelerated/high school courses. When ability grouping for accelerated/high school courses in middle school/AP/Honors, principals should see Pender County Schools Board of Education Policy 3031: Grouping for Instruction.

Teachers of Cluster, Accelerated, Honors, and AP courses shall participate in PCS Local AIG Credential Training, and/or choose to obtain AIG add-on licensure from UNC Pembroke with reimbursement from Pender County Schools AIG funds.

Planned Sources of Evidence: • List of personnel who have AIG licensure

- Documentation of recommendations for placing gifted students with teachers qualified to meet their needs
- Class lists

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: According to the Pender County Schools 2011-2012 Comprehensive Needs Assessment, 100% of teachers agreed professional development is aligned with the local AIG program goals and district initiatives. Therefore, this is a maintained practice.

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

Description: Pender County Schools AIG Team will continue to provide professional development for all personnel involved in AIG programs and services, including teachers of Cluster, Accelerated, Honors, and AP courses, exceptional children's personnel, counselors, and school administrators.

Planned Sources of Evidence: •Data from needs assessment related to school personnel's knowledge of AIG program goals for the upcoming three years.

•Notes and attendance rosters from professional development

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Pender County Schools AIG Team provides professional development opportunities that align with state standards, with an emphasis on 21st Century learning strategies for advanced learners. Based on the results from the Pender County Schools AIG survey for teachers, 70% of respondents stated the district fosters the development of 21st century content and skills at an advanced level. Therefore, this is a maintained practice.

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

Description: Professional development will continue to be offered by the Pender County Schools AIG Team to provide support and growth opportunities for all personnel responsible for facilitating the education of gifted students. In addition, AIG funding will be utilized for interested teachers and administrators to attend the North Carolina Association for the Gifted and Talented (NCAGT) Conference in Winston Salem, NC.

Planned Sources of Evidence: •Professional development attendance roster

•Notes and handouts from workshop presentations

•NCAGT agendas and documentation

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: Data provided by the Pender County Schools Teacher Survey shows more than half of the teacher respondents felt the district provides opportunities for AIG Coaches, Cluster, Accelerated, Honors, and AP teachers to plan, implement, and refine applications of their professional development learning. As a result, the practice will be labeled as maintained.

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

Description: Pender County School AIG funds will be used to provide professional development days for AIG Coaches with Cluster, Accelerated, Honors, and AP teachers on a quarterly basis. Pender County School AIG Coaches shall also provide professional development on differentiation strategies at faculty meetings, PLC's, and team meetings as needed.

Planned Sources of Evidence:

- Notes from collaborative planning meetings with AIG Coaches and cluster, accelerated, honors, and AP teachers
- Nine weeks/Quarterly Differentiation Reports

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Pender County AIG program serves the academic and intellectual needs of gifted learners across all grade levels. We recognize an area for improvement is meeting the social and emotional needs of gifted students. Based on feedback from the 2012 parent survey data, Pender County also needs to provide clear and comprehensive descriptions of programs and services available for each grade level. Therefore, this is a focused practice.

Goals:

- Implement student seminars at each school that focus on the academic, intellectual, social and emotional needs of gifted learners across all grade levels and settings
- Co-teach differentiated gifted education curricular units at each school
- Develop the AIG Services Continuum
- Provide Cluster, Accelerated, Honors, and AP teachers and school counselors with DEPs (Differentiated Education Plans) for AIG students

Description: Pender County Schools AIG Coaches will develop and implement AIG Student Seminars at each elementary, middle, and high school during their rotations at each school. A Gifted Education Seminar Catalog will be developed and distributed to all stakeholders. In addition, AIG Coaches will continue to implement the coaching model to build the capacity of regular classroom teachers to meet the needs of AIG students. AIG Coaches will develop the AIG Services Continuum which will clarify programs and service options at each grade level. Finally, AIG Coaches will provide Cluster, Accelerated, Honors, and AP teachers and school counselors with DEPs for all AIG students.

Planned Sources of Evidence:

- AIG Services Continuum
- DEPs (Differentiated Education Plan)
- Curriculum Units Inventory
- Coaching Calendars
- Gifted Seminar Catalogue

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: Based on feedback from the 2012-2013 AIG Teacher Survey, there is a need to create an AIG Inventory list of curriculum units that align with AIG programs and services. Therefore, this is a focused practice.

Goals: •Pender County Schools AIG Coaches will research and purchase a variety of differentiated curriculum units and create an AIG Resource Inventory that lists all resources available by grade level

•Pender County Schools AIG coaches will post the AIG Inventory list on the AIG Wiki

Description: Pender County Schools AIG Coaches will conduct resource audits at all schools to create an AIG Inventory list. The AIG Inventory will list all available AIG resources by grade level. The AIG Inventory list will be posted on the AIG Wiki and the AIG website so classroom teachers will be knowledgeable of all available resources. The AIG Coaches will facilitate the use of all AIG resources by teachers of Cluster, Accelerated, Honors, and AP courses.

Planned Sources of Evidence: - AIG Inventory List
- AIG Purchase Orders

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 Focused Practice for 2013-2016.

Rationale: Since the Pender County Schools AIG Coordinator is also the Director of Secondary Education, AIG is connected with other areas in the district, such as professional development and funding. The needs of AIG students are considered as decisions are made for the total instructional program of Pender County Schools in policy and practice. Therefore, this is a maintained practice.

Goals: •The AIG Coordinator will collaborate with principals to ensure the AIG program is a part of the leadership teams at each school

•AIG Coaches will collaborate with teachers of Cluster, Accelerated, Honors, and AP courses to ensure AIG is a part of their team meetings

Description: The AIG Coordinator will continue to communicate and collaborate with administrative teams through monthly principal meetings to ensure AIG is addressed at all levels. AIG Coaches will continue to communicate and collaborate with principals at the beginning and ending of each rotation, at a minimum. Written documentation in the form of the Principal Summary Report will be emailed to principals and AIG Coordinator at the end of each rotation. Finally, AIG Coaches will attend team

meetings and Professional Learning Communities at each school during their coaching rotations.

Planned Sources of Evidence: •Principal meeting agendas

- Principal Summary Report
- Minutes from team meetings
- Minutes from leadership meetings

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: Based on the 2012-2013 AIG Teacher Survey, 69.1% of respondents indicated that Pender County informed all personnel about the delivery of differentiated services and instruction for AIG students, regulations to gifted education, and the local AIG program and plan. Therefore, this is a maintained practice.

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

Description: AIG Coaches will develop and present to each school The Pender County Schools AIG Local Plan overview at the beginning of each year. The presentation will be posted on the AIG website and wiki. In addition, AIG Coaches will facilitate AIG Credential training for a yearly cohort of teachers. AIG Coaches will create the "Gifted Education Instructional Framework" and the "AIG Continuum of Services" and train teachers and administrators on these tools.

Planned Sources of Evidence: •Professional Development attendance rosters

- List of teachers who obtain AIG Credentials
- Documentation on website and wiki

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: Based on the 2012-2013 AIG Teacher Survey, 39% of respondents agreed there was communication among and between teachers and schools to ensure an effective continuation of K-12 services. This indicates a documented need to improve communication. Therefore, this is a focused

practice.

Goals: •AIG Coaches will attend transitional meetings with teachers of Cluster, Accelerated, Honors, and AP courses and school counselors at grades 5/6 and 8/9

- The AIG program will conduct a yearly informational meeting for parents/guardians of students in grades 4-12 to provide an overview of the AIG program and services
- AIG Coaches will collaborate quarterly with teachers of Cluster, Accelerated, Honors, and AP courses to discuss differentiated services within the school

Description: Pender County Schools AIG Department believes serving feeder elementary, middle, and high schools ensures continuation of services through transitions. The AIG Coaches work with teachers of Cluster, Accelerated, Honors, and AP courses and school administrators to become involved in transitional meetings at grades 5/6 and 8/9. Becoming involved in these meetings will allow AIG Coaches to communicate with parents/guardians regarding the AIG program and services. This will ensure effective continuation of services through transition years. It helps communicate the expectations of the transition schools and teachers to the AIG students and their parents/guardians. AIG Coaches will be a source of information regarding students' needs for acceleration and enrichment because they have worked with students throughout elementary and/or middle school. AIG Coaches will seek opportunities to increase communication with parents/guardians at school events. The AIG program will host a yearly meeting for parents/guardians of students in grades 4-12 and any other interested parties during which an overview of the program and its services will be provided.

Planned Sources of Evidence: •Assignment of AIG Coaches to feeder elementary and middle schools, if possible

- Minutes from transitional meetings at grades 5/6 and 8/9 that reflect participation of AIG Coaches and classroom teachers
- Agendas from orientations, parent/guardian meetings, open houses, and other informational meetings for students, parents/guardians, and community members reflecting participation of AIG program
- Minutes and attendance rosters from yearly information meeting hosted by the AIG program

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: During the 2010-2013 plan cycle, the focus was on collaborating with classroom teachers and building effective relationships with school administrators throughout the LEA. AIG Coaches will continue to involve and collaborate with teachers of Cluster, Accelerated, Honors, and AP courses, exceptional children's teachers, other specialists, instructional staff, and parents/families to provide

programming and services.

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

Description: Pender County AIG Coaches will continue one to three week rotations to ensure collaboration and involvement among teachers of Cluster, Accelerated, Honors, and AP courses, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services. In addition, AIG Coaches will invite all stakeholders to Differentiated Education Plan (DEP) meetings as well as implement county-wide parent information forums. AIG Coaches will implement the K-12 Gifted Education Symposium each year, beginning in the Fall of 2013, where parents and all stakeholder can learn more about gifted education programs and services. Finally, AIG Coaches will attend monthly coaches meetings to collaborate with Pender County English Language Learners, Exceptional Children, and Instructional Coaches.

Planned Sources of Evidence: •Minutes/agenda from monthly coaches meetings

•Attendance rosters

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: While Pender County Schools AIG program strives to address the individual social and emotional needs of gifted students, the AIG Coaches are mostly engaged in tasks which explicitly address the academic needs of the AIG learners. Therefore, this is a focused practice.

Goals: •Research programs that address the social and emotional needs of gifted learners

•Create and implement student seminars by grade spans to address the social and emotional needs of gifted learners

•Collaborate with the University of North Carolina at Wilmington(UNCW)to present parent information sessions on the social and emotional needs of gifted learners (GISA)

•AIG Coaches will collaborate with school counselors to present professional development on the social and emotional needs of gifted learners

Description: Pender County Schools AIG Department will develop and present grade span seminars to address the social and emotional needs of gifted learners. AIG Coaches will include school counselors and social workers in our county-wide professional development especially when the social and emotional needs of gifted students are discussed. The AIG Program will collaborate with instructors from UNCW to present workshops specifically for families of gifted children, to disseminate information and resources that parents can access and use in understanding the social and emotional needs of their gifted children.

Planned Sources of Evidence: •Agenda/minutes/attendance roster from workshops

- Parent brochures and handouts from parent seminars
- Curricula for the student seminars

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: Pender County AIG Department created and implemented an Acceleration Plan for gifted and high ability/achieving students. Acceleration Plans have been successfully implemented as evidenced by the increase in the number of students taking high school courses in middle school. The AIG Department will articulate a policy as well as rules and procedures for Credit by Demonstrated Mastery (CDM). For this reason, this practice will remain a focused practice for the 2013-3016 plan term.

Goals: •Articulate a policy and rules and procedures (R&P) for CDM

- Implement this policy and R&P throughout the LEA

Description: Pender County Schools AIG Department will create a Credit by Demonstrated Mastery (CDM) committee to be comprised of middle and high school lead teachers, middle and high school principals, AIG Coaches, and the AIG Director. The committee will create an implementation plan for CDM. In addition, the committee will write rules and procedures for CDM as well as a CDM policy to be approved by the Local Board of Education. AIG Coaches will create and present professional development on CDM.

Planned Sources of Evidence: •Documentation of written policy for Credit by Demonstrated Mastery (CDM)

- Documentation of implementation of this policy as necessary throughout the LEA
- Minutes/agendas from CDM meetings

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: Pender County currently uses multiple criteria to identify students for its gifted program. Pender County has recognized that lack of referral is an issue in identifying gifted students from minority groups, both socioeconomic and racial. Although Pender County uses multiple ways to identify students who would benefit from gifted education, local data suggests this is not sufficient on its own and has not yielded strong representation across all groups within the district. As a result, this practice will continue to be a focused practice for the 2013-2016 plan cycle.

Goals:

- District wide implementation of Project U-STARS-Plus
- District wide implementation of SpringBoard
- Create and implement grade span seminars for traditionally under-represented AIG populations
- Implement county wide professional development on intentional services for traditionally under-represented AIG populations
- Continue to research gifted programs and curricula for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Description: Pender County Schools continually seeks opportunities to serve the under-represented populations of gifted learners. At present, the Pender County Schools AIG plan is designed to implement differentiated instruction in English/reading and/or math. Therefore, for the 2013-2016 plan cycle. Pender County Schools AIG Coaches will research programs and curricula for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. AIG Coaches create and implement grade level seminars for traditionally under-represented AIG populations. In addition, AIG Coaches will provide county wide professional development on intentional services for traditionally under-represented AIG populations. Finally, AIG Coaches will facilitate district wide implementation of Project U-STARS-PLUS at the K-3 level and SpringBoard at the 6-12 level.

Planned Sources of Evidence:

- AIG Headcount Data
- TOPS Reports
- AIG Seminar Lesson Plans
- Project U-STARS-Plus Fidelity Audits
- SpringBoard Fidelity Audits

Other Comments:

Practice J

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: Pender County Schools AIG Program encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students. On the 2012 Parent AIG Survey, 57.8% of parent respondents disagreed when asked if Pender County had extra-curricular

programs that further develop the needs and interests of AIG students. This indicates a need for better communication about the extra-curricular programs. Therefore, this is a focused practice for the 2013-2016 plan cycle.

- Goals:**
- List all extra-curricular programs on the AIG website and Facebook page
 - Advertise extra-curricular programs at parent meetings, Facebook page, and on the AIG Newsletter
 - Revise elementary, middle, and high school Differentiated Education Plans (DEP) to list all extra-curricular programs
 - Sponsor one summer enrichment program annually
 - Establish sponsors for a junior MENSA chapter in Pender County
 - Create a resource guide for extra-curricular programs within Pender County Schools
 - Host the Pender County Schools Gifted Education Symposium annually

Description: Pender County Schools AIG Department encourages AIG students to be involved in extra-curricular programs that match their intellectual or academic needs. There is a need to better communicate appropriate activities to parents, teachers and students. Therefore, the AIG Department will host a Gifted Education Symposium for all stakeholders to create awareness of extra-curricular programs for AIG students. In addition to the Symposium, the AIG Coaches will create a resource guide for extra-curricular programs and list all extra-curricular programs on the AIG website, Facebook page, newsletter, and the elementary, middle, and high school DEPs. Finally, the AIG Department will continue to expand extra-curricular opportunities as well as sponsor one summer enrichment program annually.

- Planned Sources of Evidence:**
- Extra-curricular Resource Guide
 - Revised elementary, middle, and high school DEPs
 - List of extra-curricular programs
 - Gifted Education Symposium Guide

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: In the recent parent survey, 86% of the participants expressed the need for more communication in several areas; therefore, creating a need to develop stronger partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

Goals: • Fall Symposium

- Parent Forums
- AIG Advisory Board
- Advocacy Meetings/Seminars

Description: Pender County Schools AIG Team continues to develop strong partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students, through the following formats:

- Fall Symposium - the Fall Symposium will bring together vendors from throughout the state of North Carolina to provide information about products and services offered to gifted students and their families.
- Parent Forums - informational meetings for parents and students regarding the service options and overall AIG plan implementation offered by the AIG program
- AIG Advisory Board - the AIG Advisory Board promotes the discussion and development of a shared vision of the educational needs of gifted students in the Pender County School District. It provides a forum for parents to share their opinions and ideas with each other, the school district administration, and the Pender County Board of Education.
- Advocacy Meetings/Seminars - this is a discussion forum for parents of gifted students to learn from experts in the field of gifted education.

Planned Sources of Evidence: • Fall Symposium - Agenda and Sign in Sheets, vendor list

- Parent Forums - Agenda and Sign in Sheets
- AIG Advisory Board - Agenda and Sign in Sheets, the AIG Advisory Board meetings
- Advocacy Meetings/Seminars - Agenda and Sign in Sheets, curriculum text and list of resources

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: In the recent parent survey, 86% of the participants expressed the need for more communication in several areas; therefore, creating a need to develop stronger partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

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

Description: Pender County Schools local AIG plan has been published on the county's AIG website along with other relevant information regarding AIG programs and policies. This information is available in English and Spanish. The AIG Coaches collaborate on a county-wide newsletter for the parents/guardians of gifted students, which is distributed electronically through email user groups along with paper copies. The newsletter (Gifted Gab) is also available online through the county's AIG webpage in English and Spanish. The AIG staff continues to provide a county-wide informational meeting for parents/guardians of students in grades 4-12 regarding the program and services. The AIG Coaches also use the PCS AIG Facebook page, as well as the Alert Now system, to inform parents of upcoming events, such as Parent Forum meetings and the AIG Advisory Board meetings.

Planned Sources of Evidence: •Publication of the AIG plan and policies related to gifted education on the AIG webpage in English and Spanish

•Publication of a county-wide AIG newsletter (Gifted Gab) for parents/families available in English and Spanish

•Notes and attendance rosters from yearly parent/guardian meeting that provides an overview of the AIG program and services

•Alert Now messages

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: Based on the 2012 parent survey, 86% of the respondents expressed the need for more involvement in the development, implementation, and monitoring of the local AIG program and plan; therefore, we seek to maintain this practice.

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

Description: The Pender County AIG Advisory Board is comprised of the Pender County Schools AIG team, along with representatives of our diverse AIG student population and community stakeholders. Meetings will be held quarterly to discuss the status of the AIG program and gain input from these representatives regarding the strengths and needs of the program. Publications of the School/Program Fidelity Audits data, AIG Student growth data, AIG certified staff list, along with the AIG Advisory Board minutes will be posted on PCS AIG website for stakeholder review.

Planned Sources of Evidence:

- Notes and attendance rosters from AIG Advisory Board meetings
- School/Program Audits
- AIG Student Growth Data
- PCS AIG website

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: In the Pender County Schools AIG self-assessment evaluation, this area was one of the practices needing minimal improvement. As a result, this is a maintained practice because communication among stakeholders is vital to an efficient, well-organized and competent program.

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

Description: To maintain communication between AIG Coaches and other stakeholders, Pender County Schools AIG Department creates and distributes county-wide newsletters with information relevant for gifted students. Also, information regarding opportunities for AIG students is shared through the use of a yearly meeting regarding the overview of the AIG program and services. Translations of information will be available on the county AIG webpage and sent to parents/guardians in English and Spanish. Alert Now messages can also be sent in Spanish. Pender County schools employs a translator to assist in communicating with parents.

Planned Sources of Evidence:

- County-wide AIG newsletters published in English and Spanish
- Notes and attendance rosters from yearly overview of the AIG program meeting for parents/guardians of students in grades 4-12.
- Information published in English and Spanish

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: In the self-assessment evaluation, this area was one of the practices needing significant improvement. As a result, this is a focused practice because partnerships with parents/families, institutions of higher education, local businesses and industry, and other stakeholders within the community will help enhance and gain support for AIG programs and services.

Goals: The Pender County AIG Team will create new opportunities for parents, administrators and community stakeholders to enhance and gain support for AIG programs and services by expanding the AIG Advisory Board, form Gifted Information Sessions and Advocacy groups (GISA) and host events that offer information about enrichment opportunities for gifted students.

Description: The Pender County School's AIG Department has an emerging partnership with the gifted education program at the University of North Carolina at Wilmington. The AIG coaches plan to strengthen this partnership by developing Gifted Information Sessions and Advocacy groups (GISA). These informational sessions will focus on the characteristics, needs, support strategies, and enrichment opportunities for gifted learners. In forming our next rotation of AIG Advisory Board members, the AIG team will include community leaders, administrators, and a broader group of parents to reflect our diverse AIG population. Each fall semester, the Pender County Schools AIG Team will be holding an AIG Symposium which highlights enrichment opportunities from the local community and state for AIG and high achieving students. At this event, parents and students will be able to visit booths for information and attend sessions on topics of interest.

Planned Sources of Evidence: • Rosters of attendance for all meetings and events

- Calendar of events
- Resources, handouts and information being used for activities and events

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: Pender County Schools AIG Team develops a written AIG plan, in accordance with state legislation and SBE policy. Pender County Schools believes maintaining the validity of the AIG plan, in accordance with the AIG standards and state legislation, will ensure appropriate services for gifted students. Therefore, this is a maintained practice.

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

Description: Using feedback provided by parent/guardians, students, teachers, and administrators, Pender County Schools maintains an AIG plan in accordance with state and local policy. The feedback is also used to modify local policies through an annual review conducted by the Pender County Schools AIG Coaches and Director.

Planned Sources of Evidence: •Pender County Schools AIG survey data

- Pender County Schools written plan and policies
- Documentation of Pender County Schools Board of Education approval
- Submission to NCBOE/DPI

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Pender County Schools recognize with the implementation of a new AIG plan and new programs, it is necessary to monitor and evaluate the implementation of the programs in the schools. Therefore, this is a focused practice.

- Goals:**
- Annual review of the local AIG plan
 - Annual review of school level AIG services

- Fidelity audits of programs

Description: Pender County Schools will review the local AIG plan annually to ensure compliance with local and state policies. With the input of the AIG Advisory Board and other stakeholders, policies will be amended as needed. The AIG coordinator will audit each school site to ensure fidelity of AIG programs and services annually. Upon meeting with administration, recommendations will be made as needed. AIG Coaches will conduct periodic fidelity audits of programs such as; Springboard, Project U-STARS-Plus, and Lego Robotics.

Planned Sources of Evidence: •Notes from AIG Advisory Board meetings

- School site audit documentation/form
- Program Fidelity Audit documentation/form

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: Pender County Schools AIG team maintains accurate records of state funds allotted to the AIG program and ensures funds are used in accordance with state policy. Therefore, this is a maintained practice.

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

Description: Based on annual plan review, school site evaluations, and stakeholder feedback, state AIG funds will be allocated according to the Local AIG Plan and priority of need. The percentage distribution of funds will be reported to all stakeholders and made available through the Pender County Schools AIG website.

Planned Sources of Evidence: •Evaluation data

- Survey data
- Forum comments/questions
- Fund percentage distribution/allocation breakdown

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Pender County Schools will focus on gathering, analyzing and sharing student growth and achievement data as well as AIG drop-out data with all stakeholders. Instructional practices and services will be modified as needed based on these findings, thereby keeping this a focused practice.

Goals:

- Quarterly review of benchmark data with administration, teachers who serve AIG cluster groups, including Honors and Advanced Placement teachers, and AIG Advisory Board.
- Annual collection and review of AIG drop-out data with administration, teachers of Cluster, Accelerated, Honors, and AP courses, and AIG Advisory Board.
- Analyze benchmark data and drop-out data to provide professional development and resources needed to improve student achievement and growth and to reduce the drop-out rate of AIG students.

Description: Pender County Schools AIG Coaches will collect student performance growth data and annual drop-out data for AIG students. This data will be analyzed and shared with all stakeholders through data meetings. Professional Development decisions will be made by the AIG Coaches based on the trends and needs of the AIG students. Resources will be provided to teachers of Cluster, Accelerated, Honors, and AP courses based on student data.

Planned Sources of Evidence:

- Benchmark data

- Drop-out rate data
- AIG Advisory Meeting minutes
- Data meeting minutes
- Professional development documentation

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Based on testing and head count data, Pender County Schools recognizes the need to increase the services for under-represented populations; therefore, this is a focused practice.

Goals:

- Nurture students in grades K-3 through the use of programs such as Project U-STARS-Plus
- Develop service options for students who are intellectually gifted

Description: Pender County Schools will implement the use of the nurturing program, Project U-STARS-Plus, in each elementary school in the county. This program is designed to promote learning for under-represented students in grades K-3. The AIG Coaches will develop service options for intellectually gifted students. A "toolbox" of resources will be compiled for the cluster group teachers that serve the intellectually gifted students.

Planned Sources of Evidence:

- Teacher's Observation of Potential in Students (TOPS) Reports

from Project U-STARS-Plus

- Differentiated Education Plans (DEP) with service options for intellectually gifted
- Resource materials list

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: Pender County Schools AIG Program will maintain records and publicize the names of those teachers with AIG State Licensure. Teachers completing the Pender County Schools AIG local credentials cohort will also have their names publicized upon completion. All personnel serving students in the AIG cluster groups, Accelerated classes, Honors classes and Advanced Placement classes shall obtain either state licensure or local credentials. As a maintained practice, the county continues to work toward this goal.

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

Description: Pender County Schools AIG Coaches are continuing to train teachers for the local AIG credentials. The list will be updated as needed to assure current information is available to the public.

Planned Sources of Evidence: •List of school personnel with AIG licensure or AIG local credentials
•Certificate of completion for the AIG local credentials

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Pender County AIG Advisory Board is comprised of parents/guardians of gifted students, classroom teachers, school administrators, central office support staff, and AIG Coaches to provide stakeholder ownership, advocacy, and understanding of the local AIG plan. The purpose of this committee is to provide feedback regarding the strengths and weaknesses of the program and monitor the implementation of the AIG local plan in the coming years. The Pender County Schools AIG Advisory Board makes recommendations for improvements and provides input reflective of the diverse interests and needs of the county.

Goals: • Quarterly meetings with the AIG Advisory board

- Increase the number of advisory board participants
- Increase the diversity of the AIG Advisory board by including school administrators

Description: The advisory board shall include community members, central office personnel, parents/guardians, school administrators, classroom teachers, and AIG Coaches. AIG Coaches should ensure the representatives from their schools reflect the diversity of the population. The advisory board will continue to focus on reviewing all aspects of the local AIG program and making recommendations for program improvement.

Planned Sources of Evidence: • Minutes from AIG Advisory Board meetings

- AIG Advisory Board membership roster

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: Based on the 2012 AIG Parent and Teacher Surveys, there is a continued need for all stakeholders to provide feedback on the quality and effectiveness of the AIG program. This practice will be maintained.

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

Description: Pender County Schools will conduct annual surveys of parents/guardians, teachers, students, and administrators to elicit feedback regarding the quality and effectiveness of the AIG program. Pender County Schools AIG Coaches will utilize survey data to develop and implement changes as needed to strengthen the program, including professional development for cluster group, Honors and Advanced Placement teachers. In addition, the AIG Director will conduct annual school based AIG Program Audits to provide feedback on the quality and effectiveness of the school based AIG program.

Planned Sources of Evidence: •Data from annual surveys of parents/guardians, teachers, students, and administrators

- School based AIG Audits

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: Based on feedback from teachers of Cluster, Accelerated, Honors, and AP courses, there is a continued need to review and revise the local AIG program and plan for continuous program improvement. As a maintained practice, Pender County Schools reviews and revises the AIG program, based on feedback from multiple sources, including school administrators, parents/guardians, students, and classroom teachers.

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

Description: Pender County Schools reviews and revises the AIG program, based on feedback from multiple sources, including school administrators, parents/guardians, students, and classroom teachers.

The Pender County Schools AIG Coaches hold weekly meetings to collaborate and align program implementation throughout the district. During the year, the Pender County AIG Coaches analyze survey data, discuss ratings from the self-assessments of the AIG program standards, and determine areas for improvement. In addition, the AIG Director will implement annual school based AIG Program Audits.

Planned Sources of Evidence: •Data from annual surveys of parents/guardians, teachers, students, and administrators

- Notes from AIG Advisory Board meetings
- Minutes from meetings of AIG Coaches
- Revisions to the local AIG program and plan
- Annual School Based Audits

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: AIG Parent Survey data indicates a continued need to disseminate all data from evaluation of the local AIG program to the public. As a maintained practice, dissemination of data will provide stakeholders the opportunity to review and evaluate services for gifted learners.

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

Description: In order to provide stakeholders the opportunity to review and evaluate services for gifted learners, data from the local AIG program evaluation will be posted on the Pender County Schools AIG website. Additionally, parent forums are conducted to elicit questions and feedback about the proposed plan revisions. Feedback results are made public in the "Frequently Asked Questions" document posted on the Pender County Schools AIG website. Furthermore, quarterly AIG

Advisory Board meetings are held and the public is invited to attend.

Planned Sources of Evidence: • Data from annual surveys of parents/guardians, teachers, students, and administrators posted on the Pender County Schools AIG website.

- "Frequently Asked Questions" document posted on the Pender County Schools AIG Website
- AIG Advisory Board meeting minutes on the Pender County Schools AIG Website

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: AIG Parent Survey data indicated Pender County Schools AIG plan honors the policies and procedures that safeguard their rights, in accordance to Article 9B. It is important to maintain this practice to protect the rights of advanced learners.

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

Description: Included in the Pender County Schools AIG plan are policies and procedures that safeguard the rights of advanced learners. Due process procedures to resolve disagreements and the appeal process are clearly defined in the Pender County Schools AIG plan which is shared with all stakeholders.

Planned Sources of Evidence: • "Procedure to Resolve Disagreements" document

Other Comments:

Glossary (optional):

We use the glossary of terms related to gifted education as defined by the National Association for Gifted Children. This glossary can be located at <http://www.nagc.org/index.aspx?id=565>.

Appendix (optional):

Procedure to Resolve Disagreements 2010.doc (*Appendix - Standard 6*)