

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

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

Person County Schools Vision for local AIG program: The mission of the Person County School System is to provide an AIG program that ensures our students will be prepared to communicate clearly, function effectively, and contribute significantly within a complex society in relation to their individual abilities. We believe that students with special gifts, talents, abilities, and interests are found in all ethnic, geographic, and socioeconomic groups, and that gifted students are individuals with unique and diverse abilities. We are committed to meeting the educational needs of all students. Therefore, we have a responsibility to provide an appropriate, challenging, and comprehensive program that develops the potential of academically or intellectually gifted students. We believe that our mission is to provide a rigorous differentiated education that recognizes individual differences and needs including intellectual, emotional, and social needs. Cooperation among students, parents, educators, and community members is vital for an AIG program that will achieve this mission.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$237317.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice is assessed as "mostly evident" based on feedback from parents on our district-wide survey. On the survey, 77% of parent respondents agreed or strongly agreed that "The school district provides clear information about how students are identified for AIG services." Of the remaining responses, 11% were not sure, 10% disagreed, and 2.5% strongly disagreed.

Our AIG parent representatives felt that the district did articulate and disseminate this information well, but that some parents were still unaware of this information either because they didn't attend school events and/or were not aware of the AIG website.

For all of these reasons, we feel this is a practice we will maintain. Increasing communication to parents and the community-at-large where to find this information is part of a focus in another standard.

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

Description: Our AIG plan is easily accessible by all stakeholders through our district website: <http://www.person.k12.nc.us/AIG>. This plan includes all of our procedures for screening, referral, and identification.

Parents receive Beginning-of-Year AIG Welcome Newsletters (in English and Spanish) that provide up-to-date information regarding identification processes and other information helpful for navigating a new school year in the AIG program. These newsletters are offered at school open house events to any parents interested in the AIG program.

Staff development "AIG Refresher Training" takes place at the beginning of every school year in every school to ensure that all school personnel understand and perform their roles in this process consistently.

AIG teachers in the county meet and discuss procedures monthly to ensure that the identification process is implemented consistently across the district. AIG Team Meeting Minutes are posted to the website, which allows parents and other stakeholders to review our actions and decisions regarding these procedures.

Parents and students are notified of assessments for AIG screening purposes through the LEA testing coordinator and classroom teachers. The use of documents, such as the AIG Program

Parent/Guardian Consent for Evaluation form (AIG4) and Invitation to Conference form (AIG6), communicates to parents their child's eligibility. The Due Process Procedures (AIG5) form is provided for those students who are formally referred. For parents whose English is limited, information regarding AIG screening, referral, and identification is translated.

Planned Sources of Evidence: -AIG plan posted on district website

-AIG team meeting minutes posted on district website

-School-based staff-development meeting records and PowerPoint presentation posted to AIG website

-Samples of letters and forms given to parents (Refer specifically to forms AIG2, AIG5, AIG6)

-Newsletters and parent orientation presentations posted to AIG website

Other Comments: Our AIG website is available at:

http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

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: This is a maintained practice that is completely evident because we employ six criteria for student identification and we use multiple research-based instruments to evaluate each criterion, including traditional and non-traditional measures. Although this was a maintained practice for 2010-2013 as well, we have made significant improvements in our methods for the 2013-2016 plan cycle.

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

Description: "Screening" refers to the process of determining which students need full evaluation for possible AIG identification. Students who meet screening requirements do not automatically qualify for AIG services.

Screening before 3rd grade:

Screening begins in grades K-2 as our regular education and AIG teachers observe students and learn more about which students may need AIG services. In 2nd grade, AIG teachers lead all students to complete high-level, open-ended learning tasks to nurture students' giftedness potential and to gather evidence of giftedness. Although we do not typically identify students for AIG services before 3rd grade, there are a few highly gifted students who are identified early because it is clear

they have unique learning needs.

Screening during 3rd grade:

All third graders are screened in the fall of their 3rd grade school year using the CogAT 7 to measure academic aptitude. This is a new form. We switched from CogAT 6 to CogAT 7 because it offers a 30-minute screener, a practice session, and fewer language-dependent items to help us identify students for whom English or written language is a barrier. Screening at this grade level also includes a review of student achievement and classroom performance. AIG teachers look for students who meet the local requirements for "strong" and "very strong" evidence--in general, 80%ile or higher for nationally normed tests; 90%ile or better on district and state achievement tests and benchmarks. AIG teachers also screen for outliers in grade levels at each school, i.e., one or more students whose performance level is notably more advanced than all other students in the grade level at that school.

Screening 4th grade and above:

Anytime school personnel observe students and review performance results, they are asked to nominate to AIG teachers any students who need evaluation for AIG services. AIG teachers also observe students and review performance results. As with screening during 3rd grade, AIG teachers look for students who meet the local requirements for "strong" and "very strong" evidence (in general, 80%ile or higher for nationally normed tests; 90%ile or better on district and state achievement tests and benchmarks). AIG teachers also screen for outliers in grade levels at each school, i.e., one or more students whose performance level is notably more advanced than all other students in the grade level at that school. School personnel are alerted to look for potential giftedness in underrepresented populations, such as minority students, students from impoverished homes, and students already identified with a learning exceptionality (EC). School personnel are also alerted to consider giftedness when students show signs of boredom, underachievement, or acting out behaviors.

Referrals/Nominations:

Most often, students are referred for AIG determination review by classroom teachers and AIG teachers who use information collected at the screening stage. Referrals are sent to the school's AIG Determination Team (ADT), and a notification is placed in the student's file to alert future teachers that this student has shown some indication of potential giftedness. School counselors, administrators, parents, and even the students themselves may nominate a student at any time for full review for AIG services.

All AIG referrals/nominations lead to a review of 6 criteria for possible identification:

- Student Achievement: Benchmark Tests, EOG/EOC, Other state or nationally normed achievement tests
- Student Performance: Classroom Performance and Grades
- Academic Aptitude: CogAT 7, or other aptitude test
- Teacher Observation: Gifted Evaluation Scale-Third Edition (GES-3) (completed by teacher)
- Student Interest: Reading Survey by Gambrell, Palmer, Codling, & Mazzone (1996)
Math Survey by Snow (2011) (completed by students)
- Student Motivation: Motivation Profile from GES-3 (completed by teacher)

No single criterion can disqualify students for AIG identification and services.

As a general rule, students should show "strong" or "very strong" evidence for the majority of these

indicators; however, the AIG determination team must first and foremost consider the individual student's need for specialized AIG services. See the "AIG-7" form to see what qualifies as "strong" and "very strong" evidence.

Identification of AIG students can occur at any time throughout the school year. All schools in the district use the same criteria that include both qualitative and quantitative measures. This ensures multiple pathways of entry for students. The instruments used for identification reflect sensitivity to economic conditions, gender, developmental differences, learning differences, and diversity so that equal opportunity for consideration is provided to all students.

Planned Sources of Evidence: Documents in use for screening and identification are as follows:

- AIG 1: Student Nomination Form
- AIG 2: Parent/Guardian Consent for Evaluation
- AIG 3: Student Interest Survey for Reading
- AIG 4: Student Interest Survey for Math
- AIG 5: Due Process Procedures
- AIG 6: Invitation to Conference
- AIG 7: Summary of Evaluation Data
- AIG 15: AIG Determination Team Minutes
- AIG 16: Alternative Assessment Selection Form
- AIG 18: AIG Determination Team Report

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: We have made great strides in this area, but we have a way to go. Therefore this will remain a focused practice for our district.

In 2010, only 24% of students in the AIG program were from minority populations, yet they make up about 46% of students in our district. As of 2013, 31% of students in the AIG program are from minority populations. Our Hispanic student participation in AIG now mirrors our district enrollment at 7%. Many of these students were once in our Limited English Proficient (LEP) program. We have also increased AIG participation in our Title I schools.

This evidence demonstrates that our current plan is working, but AIG parent representatives asked that this remain a focused practice to keep momentum on this important goal.

Goals: We will continue implementing the identification processes that have proven successful during the first three-year cycle of the AIG plan. See the description for details.

We will continue educating school personnel during the beginning-of-year annual "AIG Refresher Training" about the characteristics of giftedness and ways of identifying giftedness in underrepresented populations, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Description: The following elements of our screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics:

Switched to CogAT 7 (from the CogAT 6):

This new edition test of academic aptitude is designed to ensure fairness and accessibility for students with limited English language skills. According to the test publishers, "Only one of the three tests on the Verbal Battery (Sentence Completion) and none of the items on the three Quantitative tests require comprehension of oral language-resulting in a more meaningful assessment of every student's reasoning ability." This assessment also includes a non-verbal section that helps us identify students who have advanced reasoning skills that do not show up on the verbal and quantitative sections of the test.

Screening for Outliers:

School personnel are instructed to look for outliers at each school and grade level to identify students who perform at significantly higher levels than their grade-level peers. These students are then evaluated using all six criteria for possible AIG identification and services. This makes screening fairer for students in Title I schools since these students may not quite reach the 80-90%-ile levels on assessments, but who clearly outperform their classmates and will need specialized AIG services to reach their full potential.

Attention to Poor Classroom Performance:

School personnel are also instructed to consider giftedness as a possible reason for poor classroom performance. Possible examples include when students exhibit signs of boredom, underachievement, refusal to complete work, or acting out behaviors.

Meeting the Need for Alternative Assessments:

In addition to the CogAT 7, a measure that offers a non-verbal section and fewer language-dependent items, our district has procedures in place to identify students who may need other types of non-traditional standardized measures. To determine whether a student may qualify for a non-traditional alternative assessment, the AIG Determination Team (ADT) completes the Alternative Assessment Selection Form (AIG16). If a student qualifies for an Alternative Assessment, the SAGES II or RAVEN may be administered if appropriate. The ADT may use the school psychologist as a resource for finding other appropriate assessments. When appropriate, individual assessments are administered in the language in which the student is most fluent.

Planned Sources of Evidence: Screening and Identification Procedures outlined in AIG Plan and posted on AIG website.

School Personnel Refresher Training PowerPoint is posted on AIG website.

http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education.

AIG 16: Alternative Assessment Selection Form

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: Over the course of the 2010-13 AIG plan, we have made significant improvements in the consistency of AIG screening, referral, and identification processes within the LEA. We have processes in place that ensure this continues. Therefore, this will become a maintained practice for the 2013-2016 plan cycle.

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

Description: Updated and Clear Procedures and Documents:

All of our screening, referral, and identification processes and documents have been reviewed and updated to be clear and easy to use by school personnel, students, and parents.

Monthly AIG Team Meetings:

AIG teachers and the AIG coordinator meet monthly to ensure all required processes are consistently enacted across the district. Parent representatives join these meetings three times a year.

Reporting at Leadership Team Meetings and in Monday MIX Communications:

Information and clarifications about our processes are reported to principals during monthly district Leadership Team meetings and weekly Monday MIX communications as needed.

Shared PLC Planning Time:

Elementary AIG teachers meet weekly as a professional learning community to ensure that AIG practices are consistent across the 7 elementary schools. These AIG teachers guide middle school and high school teachers to implement processes consistently in secondary grade levels as well.

AIG Refresher Trainings for all Staff:

All school personnel attend an annual training that includes information about screening, referral, and identification processes.

Planned Sources of Evidence: AIG Plan and Documents posted on our AIG website.

AIG Team Meeting Minutes posted on AIG website.

Leadership Team Meeting Minutes on district website.

Monday MIX Communications through emails, available upon request.

PLC planning minutes and follow-up emails, available upon request.

AIG Refresher Training PowerPoint on AIG website.

Forms as Evidence:

- AIG 1: Student Nomination Form
- AIG 2: Parent/Guardian Consent for Evaluation
- AIG 3: Student Interest Survey for Reading
- AIG 4: Student Interest Survey for Math
- AIG 5: Due Process Procedures
- AIG 6: Invitation to Conference
- AIG 7: Summary of Evaluation Data
- AIG 14: Temporary Placement Form
- AIG 15: AIG Determination Team Minutes
- AIG 16: Alternative Assessment Selection Form
- AIG 18: AIG Determination Team Report

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: This is a maintained practice that is completely evident because we have openly published policies that safeguard the rights of AIG students and their parents/families. All stakeholders have access to our AIG policies, procedures, and meeting minutes through our district website. This is vitally important for safeguarding the rights of AIG students and their families. Included within our posted AIG plan are the procedures regarding informed consent, reassessment, transfers, and procedures for resolving disagreements.

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

Description: All decisions regarding identification and placement are completed by a school-based AIG Determination Team (ADT). As part of our procedures for referral, screening, and identification, the Person County Schools Due Process Procedures form (form AIG-5) is given to parents/guardians of all students who are referred. A Differentiated Education Plan (DEP) (forms AIG-8-10) is completed for each student who receives AIG services. The parent/guardian is invited to discuss the team's recommendation (AIG-6). The parent indicates consent by signing the Differentiated Education Plan. Student services may then begin. Services may be changed and/or DEPs may be modified as needed throughout the year, but parents are always notified in writing of any changes to services.

Rights of AIG students and their parents/families are addressed by the following documents and procedures:

AIG 1: Student Nomination Form

Parents and students can self-nominate for full AIG evaluation.

AIG 2: Parent/Guardian Consent for Evaluation

Parents/guardians must give consent before the full evaluation process can begin.

AIG 6: Invitation to Conference

Parents/guardians are informed and invited to meetings where changes or decisions about AIG services and placements are being made.

AIG 7: Summary of Evaluation Data

Parents/guardians have full access to evaluation data collected as part of the AIG identification process.

AIG 8-10: Differentiated Education Plans (K-5, 6-8, 9-12)

Parents/guardians review and sign a DEP each year that students are a part of the AIG program.

AIG 11: Individualized Differentiation Education Plan Grades K-12

Parents/guardians review and sign the IDEP each year that students are provided an IDEP because of a student's unique needs for placements or services.

AIG 12 AIG Annual Report

Parents/guardians receive an annual report about students' progress in the AIG program, which sometimes involves a follow up conference.

AIG 14: K-5 Annual Review by Student

AIG students in elementary school annually review their own progress in the AIG program. This is used to inform any changes that may needed to services.

AIG 15: Temporary Placement Form

Parents/guardians receive this notice when AIG students move here from another school district. This documents that students will be placed temporarily in a cluster AIG classroom as the district awaits further documentation from the former school or until enough data has been collected to identify the students as AIG according to our own district requirements.

AIG 16: AIG Determination Team Minutes

Once a school's AIG Determination Team has reviewed the complete summary of evaluation data, parents/guardians are notified of the outcome of the review.

AIG 18: AIG Program Withdrawal Form

Once identified as AIG in our district, students maintain this identification until and unless a parent/guardian withdraws the student from the program.

AIG 19: AIG Determination Team Report

Parents/guardians receive a copy of the AIG Determination Team Report whenever a meeting is conducted and a decision is made about their student.

AIG 5: Due Process Procedures

Due Process Procedures are in place in the case parents/families disagree with a decision of an AIG determination team. Parents are given a copy of these procedures when initial decisions are made about identification or placement. Parents are also offered a copy as part of annual reviews and DEP/IDEP updates. (See procedures outlined below.)

Person County Schools

AIG Program

Due Process Procedures

Regarding AIG Eligibility

Determination and Services Decision

Within the Person County Schools Academically and Intellectually Gifted (AIG) Program, all personnel are committed to excellence for all students. Part of the attainment of this commitment is a collaboration between the home and school environments.

Person County Schools AIG Program goals, objectives, and service options should be clearly communicated to parents. In the event that a parent/guardian disagrees with a decision, it is hoped that the concern may be resolved at the local level. The following procedures should be followed to resolve any disagreements.

Step 1

Appeal to the School AIG Determination Team

1. The parent or guardian may request a conference with the AIG Determination Team at the child's school. This request must be made in writing. The AIG Determination Team should be given ample opportunity (10 days) to convene for this conference.
2. At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with parent/guardian. If needed, the child's teacher may be asked by the AIG Determination Team to provide further documentation concerning student characteristics and achievement.
3. At this conference, all information is shared with parent/guardian and minutes are recorded. Signatures are obtained from those involved.
4. Following the conference, the AIG Determination Team will respond to the parents' concerns in writing within 10 days of the conference.

Step 2

Appeal to the Building Level Principal

1. The parent/guardian may appeal the decision of the AIG Determination Team to the building level principal. This should be done in writing within 10 days of the decision from the AIG Determination Team. The principal shall schedule the conference within 10 days of receipt of this request. The AIG Determination Team chairperson and the child's teacher may be invited to this conference along with the parent/guardian.
2. The principal will review the concern. During the conference, he/she may request further information from the child's teacher, the AIG Determination Team, or the parents. Minutes are recorded on the AIG Determination Team minute form and signatures are obtained from all those present.
3. The principal shall respond to the concern in writing within 10 days of the conference. A copy of the response should be sent to the AIG Determination Team.

STEP 3

Appeal to the LEA AIG Coordinator

1. The parent/guardian may appeal the decision of the building level principal to the AIG coordinator. This should be done in writing 10 days of the decision from the building level principal. Please submit this appeal to:

AIG Coordinator
Person County Schools
304 S. Morgan St., Room 25
Roxboro, NC 27573

The conference shall be scheduled within 10 days of receipt of this request.

2. The AIG coordinator will review the concern. During the conference with the parent/guardian, he/she may request further information from the child's teacher, the AIG Determination Team, the parent/guardian, and/or the principal. Minutes are recorded on the AIG Determination Team minute form and signatures are obtained from those present.

3. The AIG coordinator shall respond to the concern in writing within 10 days of the conference.

STEP 4

Appeal to the Superintendent

1. The parent/guardian may appeal the decision of the AIG coordinator to the Superintendent in writing within 10 days of the decision. Please submit appeal to:

Superintendent
Person County Schools
304 S. Morgan St., Room 25
Roxboro, NC 27573

This conference shall be scheduled within 10 days of the receipt of the request for appeal.

2. The Superintendent will review the concern. During the conference with the parent/guardian, he may request further information from the child's teacher, the AIG Determination Team, the parent/guardian, the principal, and/or the program specialist for AIG. Minutes are recorded on the AIG Determination Team form and signatures are obtained from those present.

3. The Superintendent shall respond to the concern in writing within 10 days of the conference.

At this point, the superintendent may request mediation in order to resolve the concern. This shall be done by an impartial mediator.

Step 5

Appeal to the Local Board of Education

1. The parent/guardian may appeal the decision of the Superintendent to the local board of education within 10 days of the decision from the Superintendent. This appeal must be in writing. Please submit appeal to:

Person County Board of Education
304 S. Morgan St., Room 25
Roxboro, NC 27573

This request must be made the Friday prior to the next scheduled board meeting in order for this appeal to be placed on the agenda.

2. The board will review the concern. This body may request further information from the child's teacher, the AIG Determination Team, the parents, the principal, the program specialist for AIG, and the Superintendent. During this meeting, minutes will be recorded on the AIG Determination Team minutes form and signatures obtained of those present.

3. The board shall make a final decision in writing 30 days of receipt of written complaint. A copy of the response shall be sent to the ADT, the building level principal, the program specialist for AIG, and Superintendent.

Once all efforts have been exhausted within the system, the parents/guardian may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act North Carolina. Attorney fees are the responsibility of the parents.

The issues for review shall be limited to:

1. Whether the local system improperly failed to determine eligibility for services within its Gifted Education Program.

2. Whether the local system implemented and provided those services specified within the Differentiated Education Plan.

Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of written findings and the decision to the parties and the State Superintendent of Public Instruction.

Planned Sources of Evidence: AIG Plan and forms are available on the district AIG website:
http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

Due Process Form as evidence:
AIG 5: Due Process Procedures

Other forms as evidence:
AIG 1: Student Nomination Form
AIG 2: Parent/Guardian Consent for Evaluation
AIG 6: Invitation to Conference
AIG 7: Summary of Evaluation Data
AIG 8: Differentiated Education Plan Grades K-5
AIG 9: Differentiated Education Plan Grades 6-8
AIG 10: Differentiated Education Plan Grades 9-12
AIG 11: Individualized Differentiation Education Plan Grades K-12
AIG 12 AIG Annual Report
AIG 13: K-5 Annual Review by Teacher

AIG 14: Temporary Placement Form
AIG 15: AIG Determination Team Minutes
AIG 16: Alternative Assessment Selection Form
AIG 17: AIG Program Withdrawal Form
AIG 18: AIG Determination Team Report

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: Our AIG program maintains documentation that explains the identification process and service options for individual AIG students. We review this information annually with parents/families, and we document this annual review. All of our documentation is maintained in an AIG folder for each student. These AIG folders are kept on the school site where the student is enrolled. At the end of each year, AIG teachers meet to transfer folders up to the next level, either middle school or high school, as needed. Parent survey results and meetings with parent representatives confirmed that this is a practice we do well in our AIG program, and therefore this will remain a maintained practice for this AIG plan cycle.

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

Description: Initial Documentation:

Information about our identification process for individual AIG students is first reviewed with parents/families in the conference meeting following initial ADT review for AIG identification. At this conference, parents/families also learn about the various service options and what service options the ADT team believes will benefit the student most. Documentation of a student's AIG identification evaluation (AIG-7 form), the service options in the student's DEP (AIG-8-10 forms), and conference meeting minutes are maintained in the student's AIG folder.

Annual Reviews at Elementary and Middle School Levels:

AIG teachers initiate a review of progress for each AIG student receiving differentiated service options (Form AIG-12). Multiple indicators, such as EOG's, grades, writing assessments, performance-based assessments, and work portfolios, are used to evaluate student growth. (At the elementary level, regular classroom teachers complete a review of the student's progress--Form AIG 13--that is collected by the AIG teacher.) Often students will show strong progress, and the annual review will result in a recommendation to parents that the current DEP be used again or that minor changes be made for the next school year. Parents sign the annual review form (Form AIG 12), and a copy is kept in the students' AIG folder.

If a student is not progressing satisfactorily, the AIG teacher will convene an ADT meeting to discuss ways to better address the student's needs. The ADT, the parent/guardian, and the student will meet to develop an Action Plan to help improve student performance. The Action Plan will include specific

strategies and goals for the student. If an AIG student is not performing successfully over a period of time after interventions from the Action Plan, the student may need a change in how he or she is served. If a review reveals that a student is excelling and is in need of greater challenge, the team may decide to modify the service options available to the student. Another DEP could be considered, or the team may decide that an IDEP is more appropriate for the student. In elementary grades and middle grades, the ADT will meet with parents/guardians when there is a change in services to explain the goals/objectives of the service options and the ways in which progress will be assessed. Documentation of meetings, DEP/IDEP changes, and action plans are kept in the students' AIG folders.

Annual Reviews for Rising 9th graders:

AIG middle school teachers send information and program service recommendations to high school counselors for each rising 9th grade AIG student. Parents/guardians and students participate in informational meetings about high school course options during students' 8th grade school year. A DEP is developed in conjunction with 9th grade registration by the AIG middle school teacher. The new DEP is reviewed with AIG students and parents/guardians. Multiple indicators, such as achievement data, grades, writing assessments, performance-based assessments, and students' goals and interests, are used to evaluate student growth and develop the DEP.

For rising 10th-12th graders:

Counselors review the DEP with a student during the registration process in the spring. Parents/guardians receive a copy of the DEP for review and signing. If the student is performing unsatisfactorily, the ADT will review the concerns with student and parent/guardian during a conference. A decision will be made to determine if the student will continue in the program and meet the requirements of taking two honors/AP courses each year, or if the student and parent/guardian chooses to exit the program. Items for consideration for yearly review of the DEP will be: progress reports, report cards, EOC scores, AP exam scores, students' interests and goals, and overall student performance and well-being.

Transfer Students:

Students identified in gifted programs outside Person County Schools will be considered for local eligibility based on individual needs. These students will be temporarily located in a cluster AIG classroom until appropriate paperwork is received from the previous school or until enough evidence is gathered for ADT review. Parents/guardians are informed of this waiting period and process through the Temporary Placement Notification Form (AIG-14). Once the paperwork is obtained, the ADT reviews all information and completes the Summary of Evaluation Data (AIG-7) form to determine if differentiated services are appropriate in our district. This process should be completed in a timely manner. Any testing of transfer students to determine eligibility will be administered as needed with parent/guardian consent.

Exiting Procedure:

Students are not exited from the program unless a parent/guardian requests to withdraw them. If an AIG student is not progressing satisfactorily, the ADT will work with the student and parents/guardians to adapt AIG services within the reasonable capacity of the LEA to do so. Only a parent can withdraw a student from AIG identification and services (AIG-17 form).

All documentation of decisions and actions are kept in students' AIG folders. AIG folders are maintained by the district for three school years after a student has graduated or transferred. After

this time period, the folders' contents are shredded.

Planned Sources of Evidence: AIG plan, meeting minutes, and forms posted to district website.
http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

AIG student folders maintained at school sites.

Forms as evidence:

- AIG 2: Parent/Guardian Consent for Evaluation
- AIG 5: Due Process Procedures
- AIG 6: Invitation to Conference
- AIG 7: Summary of Evaluation Data
- AIG 8: Differentiated Education Plan Grades K-5
- AIG 9: Differentiated Education Plan Grades 6-8
- AIG 10: Differentiated Education Plan Grades 9-12
- AIG 11: Individualized Differentiation Education Plan Grades K-12
- AIG 12 AIG Annual Report
- AIG 13: K-5 Annual Review by Teacher
- AIG 14: Temporary Placement Form
- AIG 15: AIG Determination Team Minutes
- AIG 17: AIG Program Withdrawal Form
- AIG 18: AIG Determination Team Report

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 Maintained Practice for 2013-2016.

Rationale: On the 15 item survey, 81-85% of respondents indicated that they "agree" and "strongly agree" to these items related to addressing a range of ability levels in the content areas.

- #1 AIG/Advanced course teachers understand and respond effectively to needs of gifted learners.
- #2 AIG services in the district provide rigorous instruction and experiences that are beneficial to gifted learners.
- #3 Classroom instruction is adapted to provide appropriate challenges for gifted learners.
- #5 AIG programming is enhanced by extra-curricular programs and events that satisfy the interests and needs of gifted students.

Parent representatives also agreed that this is a program strength. Therefore, this is deemed a maintained practice for the 2013-16 plan cycle.

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

Description: To ensure that all students, AIG or otherwise, receive the required CCES instruction, district-wide student learning maps are created for each subject at each grade level. This is the standardized platform through which the standard curriculum is delivered district-wide. Regular education teachers and AIG/Advance course teachers work collaboratively to ensure that the Common Core and Essential Standards (CCES) are adapted to meet the needs of gifted students.

This collaboration occurs through various instructional models as required by students' Differentiated Education Plan (DEP). The AIG teacher collaborates with and supports classroom teachers to differentiate instruction for identified gifted students in cluster classrooms. The AIG teacher also supports the CCES through resource pull-out AIG services for gifted students. AIG pull-out learning experiences are designed to support, enrich, and extend the regular CCES instruction occurring in the regular classroom.

At the middle school and high school levels, AIG teachers and teachers of advanced courses follow the CCES to deliver instruction, but they adapt and enhance this instruction to meet the particular needs of their AIG learners. Middle School AIG participants experience advanced levels of the adapted curricula in math and English language arts courses as needed based upon their individual DEPs. During the rest of the school day, these AIG students learn in clusters of gifted students as they attend other subject area classes. High school AIG participants take a minimum of two honors

or AP courses during each school year based upon their own individual needs and interests.

AIG teachers provide differentiation support to all other teachers through the sharing of information and resources. When AIG teachers receive information on best practices for differentiation or find/create differentiated learning units and activities, they share these resources with regular education teachers and other AIG teachers at the school and district level through email, newsletters, the AIG website, and professional meetings.

Planned Sources of Evidence: Online K-12 district curriculum based on CCES for all grade-levels posted on district website: <http://publish.learningfocused.com/8214644>

Sample differentiation lessons posted on AIG website:
http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

AIG team meeting minutes posted on AIG website

School and district level professional meeting minutes posted on district website:
http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/PCS_Meeting_Minutes

AIG teacher lesson plans

Other Comments:

Practice B

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

This practice is a Maintained Practice for 2013-2016.

Rationale: Our district employs a number of instructional practices to address the learning needs of AIG students at all grade levels. The district-wide survey showed that 81-85% of respondents agreed or strongly agreed with the following related items:

- #1 AIG/Advanced course teachers understand and respond effectively to needs of gifted learners.
- #2 AIG services in the district provide rigorous instruction and experiences that are beneficial to gifted learners.
- #3 Classroom instruction is adapted to provide appropriate challenges for gifted learners.
- #5 AIG programming is enhanced by extra-curricular programs and events that satisfy the interests

and needs of gifted students.

In addition, AIG parent representatives agreed that this practice is a strength. Therefore, this is considered a maintained practice for 2013-16.

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

Description: K-5 AIG SERVICE OPTIONS (for math, reading, or both as needed)

Cluster Grouping

Students are clustered with students of a similar advanced ability within the regular classroom setting. Learning activities and assignments are differentiated to meet the needs of cluster students.

Pull-Out

Students leave the regular classroom setting once or twice each week to learn with a larger group of students with similar advanced ability. Learning activities and assignments support, accelerate, and extend regular classroom content to meet the needs of pull-out students.

Subject Acceleration

Students study content at a higher grade level in a regular classroom, either with their grade level peers or with students in the next grade level.

6-12 AIG SERVICE OPTIONS (for math, reading, or both as needed)

Advanced Content Course

Students study on-grade-level math and/or English language arts content taught at an advanced level with grade level peers with similar advanced ability.

Cluster

Students study on-grade-level math and/or English language arts content with a cluster of grade level peers with similar advanced ability. Course content is differentiated to meet the learning needs of the AIG cluster students.

Subject Acceleration

Students study math and/or English language arts in a course that is typically taught to students at a higher grade level. Other students may or may not be grade-level peers.

9-12 AIG SERVICE OPTIONS

Students in grades 9 and 10 take a minimum of 2 honors or AP courses of their choice during each school year. Students in grades 11-12 take a minimum of 3 honors or AP courses of their choice during each school year. Many options for advanced courses are available to high school AIG students.

ACCELERATED/ADVANCED COURSE OPTIONS AND DETAILS

Curriculum Compacting

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrading the challenge level of the regular curriculum, and providing time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills. Curriculum compacting can be implemented at any grade level, but must be based on clear evidence of mastery and not speculation.

Math and/or Reading Acceleration

Based on consistently high student performance and assessment, students are allowed to test out and bypass specific math or reading curricula. They receive instruction at a higher level with another

group of students and yet remain with their peer group for most of their school day.

Virtual Learning Options

Our district's partnership with North Carolina Virtual Public School (NCVPS), along with other online course opportunities, allows us to offer AIG students advanced courses in accordance with their ability levels, personal interests, course availability, and feasibility within the school day.

Elementary Grade Advancement (IDEP and Principal Approval Required)

Grade advancement allows a student to move ahead one or more years, skipping levels in the normal sequence of promotion. This option should be used with great caution since changes of this magnitude can actually hinder social and academic well-being if students are not ready. This option can be used successfully with highly gifted students if the answer is "yes" to all of the following questions:

- Have all other options for academic advancement been considered and rejected for good reason?
- Is the student advanced in ALL of the academic knowledge and skills needed to experience success?
- Is the student physically and emotionally mature enough to be comfortable with older peers?
- Will the student be able to meet a higher level of behavioral expectations?
- Will the student be comfortable leaving close friends in the current peer group?
- Will teachers in the upper grade level be able to accommodate the students' unique needs?
- Will the student be ready to transition to middle school a year early?

The school principal ultimately decides grade level placement; the ADT and parents/guardians should advise the principal on the decision. Grade advancement is not used in middle school and high school because course advancement is more easily accommodated at these levels without the need for grade-level advancement.

High School Honors Courses

Honors courses are advanced high school level courses offered through traditional and virtual formats that cover traditional content, but also focus on issues, programs and themes related to specific topics. They are designed to help students develop a knowledge base in that specific discipline and learn to apply that knowledge at an advanced level. These courses are not limited to gifted students. Each has clearly defined prerequisites and entry criteria.

High School Advanced Placement Courses

The Advanced Placement program consists of college level courses and examinations for high school students. AP course descriptions are carefully followed and are usually taught by teachers who have received specialized training. Courses and examinations are available in several curriculum areas and may include traditional, blended, and virtual formats. College credit is available at some colleges and universities for passing AP tests.

EXPANDED CURRICULAR OFFERINGS

Virtual Learning Options

Online courses may be taken for credit (if credit allowed by state law and if available to the district) during a term. Courses will be accessed from a variety of options, such as NCVPS, The NC School of Science and Math, Learn and Earn online through community colleges and UNCG i-school, and others as available.

Participation in Special Programs

Multimedia Literacy Showcase, Accelerated Reader, Science Fair, Duke TIP, Summer Ventures, NC Governor's School, French Exchange Program, German Exchange Program.

Enrichment/Talent Development

Elective classes and focus clubs, such as Art, Music, Band, Career & Technical, World Languages, Student Council, Yearbook, National Honor Society, Journalism, and a variety of virtual offerings. (Special programs are subject to availability at each school. Selection may vary.)

Planned Sources of Evidence: Numbers of AIG students enroll and successfully perform in higher level courses.

Numbers of AIG students who successfully take advantage of alternative course offerings.

Numbers of AIG students who successfully take advantage of enrichment and extension activities.

Documentation of completed activities in AIG differentiated folder as evidence of completion.

Forms

AIG 8: Differentiated Education Plan Grades K-5

AIG 9: Differentiated Education Plan Grades 6-8

AIG 10: Differentiated Education Plan Grades 9-12

AIG 11: Individualized Differentiation Education Plan Grades K-12

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: AIG teachers and other school personnel in our district recognize the importance of implementing a variety of research-based supplemental resources that augment curriculum and instruction. Although this was a maintained practice in 2010-13, we made improvements in this area by attending the NCAGT conference, adopting the use of additional research-based practices, and sharing these practices with other personnel in our district. Because of our past commitments and improvements, we will classify this again as a maintained practice for the 2013-16 plan.

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

Description: Research-based instructional practices are considered a hallmark of AIG instruction in the district. These practices are routinely shared in the AIG core team meetings and perfected through practice and continuous improvement.

Some supplemental instructional resources are created by AIG teachers and some are purchased for use with AIG students, such as PETS (Primary Education Thinking Skills) and Wordly Wise.

Examples of research-based supplemental resources and practices include the use of thematic units, problem and project-based learning, tiered assignments, and differentiated instructional units.

-Thematic units are offered that allow students to explore information from various disciplines integrated under a broad-based theme such as conflict, power, patterns, etc. Because these units provide opportunities to deal with content at a highly abstract level of sophistication, they are an appropriate way to modify curriculum for gifted students.

-Problem-Based Learning and Project-Based Learning are used to provide content enrichment. Students may select projects. Teachers may develop projects and share them with other teachers during the year.

-Tiered Assignments allow for multiple versions of an assignment. Tiered assignments encourage students to build on their prior knowledge and extend their learning.

-Content-specific Computer-based Instruction is used to enrich the curriculum. This instruction is beneficial to all students, but especially the gifted. Care must be taken that software is selected for enrichment that challenges thinking, problem solving, and decision making.

-Differentiated Instructional Units are designed to incorporate goals, tasks, and activities that are appropriate to individual learning abilities and skills of the students involved. Often these units involve student choice of topics, reading material, and multimedia presentation tools.

Planned Sources of Evidence: Student work portfolios.

Differentiation options on DEP and IDEP forms:

AIG 8: Differentiated Education Plan Grades K-5

AIG 9: Differentiated Education Plan Grades 6-8

AIG 10: Differentiated Education Plan Grades 9-12

AIG 11: Individualized Differentiation Education Plan Grades K-12

Archived meeting minutes that demonstrate AIG and regular teacher teams sharing these best practices and research-based resources with others.

AIG website with uploaded lesson samples:

http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

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: Meetings with parent representatives and the district-wide AIG parent survey indicated that we have made great strides in this area. However, parents and teachers felt that it was important to keep this as a focus practice since this is such an important practice that is necessary for our gifted students' success in a changing world.

Goals: We will continue our Nook Book Club program with elementary students.

AIG projects and problem-based learning units will be developed so that AIG students do the following:

- *consider real-world problems and issues
- *think critically and at high levels of complexity
- *use multimedia to research and present information
- *when possible, apply service learning

Majority of items for these projects will be submitted to PCS Multimedia Literacy Showcase.

Description: Nook Book Club:

Elementary AIG students are assigned Color Nook devices and asked to read pre-selected novels to prepare for special book club discussions. These novels are high-interest and deal with complex issues. For example, fifth-grade students read "Wonder" by R.J. Palacio. This book tells about the experiences of a 10-year-old boy with a facial deformity entering a mainstream school for the first time. Students then bring their Nooks and lunches for a special "Book Club" lunch seminar discussion about the book. These discussions ask students to apply issues in the book to real-world problems. Students learn how to discuss difficult issues with sensitivity while developing their social skills. Of course, there are many other reading and learning materials available to students on the Nooks, and students learn to navigate the use of this current technology. This program has been wildly popular with AIG students, and we will continue offering this during the next three-year cycle.

AIG projects and problem-based learning units:

AIG students already participate in units that meet these goals. However, we will expand their use and require that additional projects of this nature be developed, especially at the middle school level. At the elementary level, students plan and participate in a Math-a-Thon, and through this project they raise money for St. Jude Children's Research Hospital. Another project requires students to research and present information about a form of cancer. This information is presented to other students and adult guests at a special event. Students also participate in problem-based learning projects about important global issues. These types of learning experiences will be expanded and further enhanced to meet the criteria in our focus goals. They will also be documented through submission of the assignment to the AIG website, and submission of student multimedia to the multimedia showcase.

Planned Sources of Evidence: AIG teachers post all project assignments to the AIG website for other teachers to model.

Nook Book Club lunch participation records.

See video about elementary projects developed for AIG Parent Reps meeting and posted on AIG website: <http://animoto.com/play/WlvCAHHwpaTq4RdL2JAnXQ>

Monitor for increasing numbers of submissions of AIG students to the multimedia showcase. The showcase is available for viewing on the PCS website. <http://www.person.k12.nc.us>

Showcase link for 2011-12:

http://www.person.k12.nc.us/files/_dLH7k_/5164b0d31ee726113745a49013852ec4/PCS_2012_Multi-media_Literacy_Showcase_Publishing_Version_June_7_2012-1_copy.pdf

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Using formative assessment to differentiate classroom curriculum and instruction has been a district focus in recent years, and will continue to be developed and monitored for all schools and classrooms. In addition, parent representatives and the district AIG parent survey indicated that students are being appropriately challenged and that teachers were adapting instruction to meet their gifted students' needs. Therefore, this is considered a maintained practice for the current plan cycle.

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

Description: Our district is committed to the research-based practice of using formative assessment to track student achievement and inform instruction. Teachers in the district use daily classroom assessments, lesson/unit assessments, and benchmark testing to monitor student learning and adjust their instruction accordingly. Teachers work in PLCs to review the data from on-going assessments and make changes as necessary to meet AIG students' as well as other students' needs.

The AIG program also conducts reviews of students' progress to ensure the students' instructional needs are being met. Students/parents are surveyed at the 1st and 3rd nine weeks to make sure they are satisfied with instruction. AIG teachers also check with regular classroom teachers to make sure students are progressing well. On-going assessment data is used to inform these progress checks. An annual review pulls all of this information together and is used to make decisions about the DEP for gifted students during the next school year.

Planned Sources of Evidence: AIG parent/student survey results posted online: http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

AIG Annual Report documentation (AIG-12 form)

K-5 Annual Review by Teacher (AIG-13 form)

Student assessment records

AIG student folders

PLC meeting minutes

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: The district has made strides in this practice, but parent representatives, AIG teachers, and results of the AIG parent survey indicate that this can be further improved. Parent representatives specifically requested more guidance counselor involvement for social and emotional support. For these reasons, this continues to be a focused practice for this plan cycle.

Goals: AIG teachers and guidance counselors will collaborate on special AIG projects.

We will add the practice of documenting social and emotional needs on the DEP form and following up with school counselors as needed.

We will continue scheduling special enrichment events that allow AIG students to socialize with their like peers.

Description: AIG teachers will collaborate with guidance counselors to plan and implement the following:

- lunch discussion sessions
- vertical mentoring of younger AIG students by older AIG students
- sharing PHS-Honors/AP video with younger AIG students
- piloting AIG student blog

As an additional practice, we will add a space on the DEP form for parents to express any concerns they have about their children. If any item on this section is checked, a school guidance counselor will be notified. The guidance counselor must document how they address the concern and attach this documentation to the DEP form.

This section on the DEP form reads:

Current Social or Emotional Concerns about Your Child. Please check all that apply:
Perfectionism_____ Excessive Self-Criticism_____ Peer Relations_____ Depression_____
Anxiety_____ Underachievement_____ Isolation_____ Other_____ (please list)

This new practice provides a process for addressing the emotional and social wellness of AIG students.

We will continue scheduling special enrichment events that allow AIG students to socialize with their like peers. Examples of these events include FLEX afternoons, where students participate in Socratic seminars on relevant, real-world topics; Nook Book lunch discussions, where students discuss important issues from a book they have read; and field trips, where students are able to socialize with AIG peers from other schools.

Planned Sources of Evidence: Forms as evidence:

AIG 8: Differentiated Education Plan Grades K-5

AIG 9: Differentiated Education Plan Grades 6-8

AIG 10: Differentiated Education Plan Grades 9-12

News of AIG field trips and events online:

http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: During the previous plan cycle, the district AIG program strengthened its attention to cultivating and developing the potential of K-3 students. Parent representatives, AIG teachers, and respondents to the district-wide parent survey indicate that this is a strong practice now. Therefore, this practice is now designated a maintained practice for the current plan cycle.

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

Description: The following practices cultivate and develop the potential of K-3 students:

2nd-Grade Nurturing Program:

Elementary AIG teachers visit all 2nd grade classrooms throughout the school year to deliver research-based instructional activities intended to develop all students' giftedness potential. These instructional activities are designed to prompt divergent thinking and creative open-ended responses without limits on levels of performance. AIG teachers keep portfolios of the students' work samples, which they use to document potential giftedness and to demonstrate to regular classroom teachers which students require greater challenges in the classroom from day-to-day.

Regular Classroom Differentiation:

AIG teachers share samples of differentiated lessons with regular classroom teachers through email, online postings on the AIG website, and by modeling differentiated lessons with students. The AIG program also pays for regular classroom teachers to attend the NCAGT conference for more ideas about addressing the needs of gifted students.

Early Identification:

Although school-wide screening for giftedness does not occur until 3rd grade, all teachers are trained to identify gifted students and respond to their needs. This training occurs at the beginning of every school year. Highly gifted K-2 students who need differentiation beyond what their classroom teachers can provide can be identified early and provided accelerated learning options.

Planned Sources of Evidence: 2nd Grade Nurturing work samples and portfolios

AIG differentiation samples on AIG website and

AIG Refresher Training PowerPoint posted on AIG website:

http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

Attendance certificates from the NCAGT Conference

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Over the previous plan cycle, school-wide annual training in best practices for gifted education has strengthened the contributions of all professional staff in meeting the needs of gifted students. In addition, procedures and documentation are now more clearly defined. As a result, parents and other stakeholders are more satisfied with the differentiated instruction provided to AIG students, as evidenced by the positive comments of AIG parent reps and responses on the district-wide survey. Therefore, this is now considered a maintained practice in our district.

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

Description: At the beginning of every school year, all school personnel attend a training session that outlines best practices in gifted education. This training includes information about recognizing

giftedness and the potential for giftedness, especially in underrepresented populations. It also provides information about differentiated instruction and meeting the social and emotional needs of gifted students.

In addition, the district AIG coordinator provides information to school administrators through Monday MIX communications and through face-to-face leadership team meetings on topics as needed. Topics of communications and meetings include the importance of considering giftedness as a possibility when students are underachieving or exhibiting problem behaviors, as well as the importance of clustering AIG students in classrooms.

Because we are a small school district, we have great advantages in being able to collaborate with ease between AIG, EC, and ESL school personnel. In fact, the AIG coordinator is also the ESL coordinator. She works two doors down from EC district leaders. These close working relationships, combined with new attention given to identifying underrepresented populations for AIG services has led to important changes for many gifted students who would have otherwise gone unnoticed and underserved. As a result, many of the AIG students' DEPs and IDEPs are actually developed with the involvement of EC teachers, ESL teachers, principals, and other various school personnel.

Planned Sources of Evidence: Monday MIX communications records

Leadership Team meeting minutes

ESL and AIG meeting minutes

DEP-IDEP records

AIG Refresher Training PowerPoint posted online:

http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

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: Every student identified as AIG in the district has a student plan (DEP) that is reviewed with parents annually and sometimes more often as necessary. This is clearly a maintained practice that is completely evident.

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

Description: Every student who is identified as AIG has a Differentiated Education Plan (DEP). This

document provides the core plan for AIG services and is developed with input from school personnel, the AIG teacher, parents, and the students themselves.

The initial DEP is developed using information from the many assessments and data collected on the AIG-7 form as part of the identification process. This wealth of information ensures that the DEP leads to services that match the individual needs of the student within the range of what the district can reasonably provide. Once an initial DEP is developed, it is reviewed annually. The DEP can also be reviewed and adjusted during the school year if needed.

DEP annual review occurs near the end of every school year. The DEP is revised, if needed, for the following school year. Parents sign every DEP and DEP review. Parents are invited to a conference whenever changes to the DEP are made. Special attention is given to transition DEPs (rising 6th grade and rising 9th grade).

Planned Sources of Evidence: Forms and Student Documentation

AIG 8: Differentiated Education Plan Grades K-5

AIG 9: Differentiated Education Plan Grades 6-8

AIG 10: Differentiated Education Plan Grades 9-12

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: In our small school district, the AIG coordinator also directs the ESL program and oversees 6-12 science, social studies, and language arts curriculum and instruction. It is unrealistic to expect one person to have teaching certification in all of these program areas. However, the current AIG coordinator studied gifted education under Dr. Jim Gallagher, has 12 years experience teaching honors English and AP Language courses, has a master's degree and K-12 certification in special education, has taught master's level courses in gifted education at Elon University, and is "all-but-dissertation" in adolescent literacy studies at UNC-Chapel Hill. Furthermore, the AIG coordinator is but one member of a team of educators that leads the program; this team includes several certified AIG teachers. For all of these reasons, this practice is considered "maintained."

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

Description: The AIG coordinator has extensive experience in gifted education. In addition, the core AIG team is comprised of certified AIG teachers who collaborate to guide, plan, develop, implement, revise, and monitor the local AIG program.

Planned Sources of Evidence: Human resources records

Other personnel documentation

AIG Team Meeting Minutes and AIG Plan development documents posted online:

http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG-licensed teacher specialists form the essential core of our AIG program. The results of our district-wide AIG survey indicated that our AIG teachers are the strongest part of our program. This survey item--"AIG teachers and teachers of advanced level courses understand the needs of gifted students and respond to those needs effectively."--received the most positive responses of any item on the survey.

AIG parent representatives also agreed that this is a strong practice for our district. Our AIG-licensed teacher specialists are assigned roles in which they work directly with gifted learners to address their academic, intellectual, social, and emotional needs. They also support gifted learners indirectly by providing professional development and resources to regular education colleagues. Therefore, this will be a "maintained" practice during this plan cycle.

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

Description: During the last plan cycle, the district employed only four AIG-certified teachers in the role of AIG specialists across the district's ten schools. (We have many other teachers with AIG certification, but they don't work primarily with gifted students as AIG specialists.) Starting with the 2013-14 school year, we will have 7 AIG certified teacher specialists working directly with gifted students across the district.

Our AIG program services are planned, implemented, documented, and evaluated by these 7 AIG specialists. Because they are the backbone of our AIG services, they are explicitly addressing the needs of gifted learners throughout their workday. AIG teacher specialists provide pull-out instruction services, instructional support of AIG cluster classes, or direct delivery of state curricula that they have adapted for gifted learners. These specialists also support other school personnel through professional development, resource sharing, and model lessons and activities.

Planned Sources of Evidence: AIG services documentation

AIG teacher specialists' lesson plans

AIG team meeting minutes posted online:

http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: During the last plan cycle, an AIG training session was developed for use with all personnel in all district schools. This "AIG Refresher Training" is now delivered annually to all school

personnel at the beginning of the school year. Because of this, this is considered a "maintained" practice for the next plan cycle.

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

Description: At the beginning of every school year, principals at each school are asked to schedule a time for "AIG Refresher Training" for all school personnel. This training occurs in August and September, usually during an afternoon meeting at each school. The AIG teacher specialist or AIG coordinator conducts the training session. All school personnel are required to attend.

The "AIG Refresher Training" includes the following topics and information:

- State definition of AIG, with an emphasis on these elements:
 - "students perform or show the potential to perform"
 - "compared with others of their age, experiences, or environment"
 - "require differentiated educational services"
 - "students from all cultural groups, across all economic strata"
- Screening and identification procedures
- Characteristics of gifted learners
- Characteristics of gifted learners who are often overlooked
- Definition of differentiation (stressing that "more work" is not differentiation)
- Basic principals of differentiation
- Strategies for differentiation
- Differentiating within Common Core

This training will be evaluated and revised as needed each year.

Planned Sources of Evidence: Documentation of attendance at annual training.

Most current PowerPoint for "AIG Refresher Training" will be posted online:
http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

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: Although parents and AIG parent representatives are not often aware of which teachers have AIG certification, district personnel records show that many AIG students attend general education classrooms where the teachers do not have specialized training in gifted education or an AIG add-on license. Indeed, it is challenging to find teachers who have this certification and to convince teachers to pursue this certification when there are not financial incentives to do so. Therefore, this remains a focused practice for our district.

Goals: Conduct annual PD with staff--include information about identifying underrepresented populations

Contact IHEs to try to establish a local cohort for AIG certification

Advertise online AIG certification programs

Provide tuition financial support to teachers pursuing AIG certification in addition to what district already provides.

Provide lists of AIG certified teachers for scheduling AIG cluster classes.

Description: AIG teachers and the AIG coordination will continue conducting annual AIG Refresher Training PD with staff at the beginning of each school year. This provides all teachers and school personnel at least some important resources and information needed to address the needs of gifted students.

The AIG coordinator will contact IHEs to try to establish a local cohort for AIG certification that could make such a program convenient and less costly for interested teachers.

The AIG coordinator will, with the help of human resources personnel, advertise AIG certification programs and encourage teachers to apply.

The AIG program will provide tuition reimbursement to current Person County Schools teachers pursuing AIG certification to offset costs not covered by financial support the district already provides. This support is limited by what funds are available and can be paid only after a course is successfully completed with a grade of B or better.

The AIG program will also fund professional development (PD) in gifted education for teachers. Teachers must request approval for funding before registering for the PD by emailing the AIG coordinator. Funding depends upon availability of funds, quality of PD, and potential to impact positively AIG students' instruction. The AIG coordinator will also invite teachers to attend PD in gifted education and provide necessary funding.

The AIG coordinator and/or human resources department will provide school administrators lists of AIG certified teachers so that AIG cluster classes for gifted students are scheduled with highly qualified teachers.

Planned Sources of Evidence: AIG Refresher Training--see PowerPoint on AIG website:
http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

Documented communications with IHEs to try to establish a local cohort for AIG certification

Advertisements of AIG certification programs

Financial records of tuition and PD support for teachers

Documentation from PD attendance

Lists of AIG certified teachers.

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: One of the advantages to working in a small school district is that it is easier to coordinate district initiatives across programs. A comparison of AIG goals with district goals shows that PD for AIG is closely aligned with district PD and other district initiatives. Because of this, this practice is considered "maintained" during the current plan cycle.

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

Description: The AIG coordinator and core AIG team will further AIG plan goals by strategically aligning our efforts with district initiatives. In addition, the AIG coordinator will ensure that district initiatives support AIG goals.

The following is a summary of the AIG plan goals for the current plan cycle (Beside each goal in parenthesis is an example of a district initiative that supports this goal):

- identify and serve underrepresented populations (College & Career Ready Initiative; Gear-Up Grant)
- foster 21st century skills (1:1 Laptops; Multimedia Showcase; Online Course Requirements for Graduation; STEM courses; Virtual Enterprises)
- support students' social and emotional needs (Project SEALS in middle schools)
- place students with AIG-certified, -trained teachers (Tuition loan and reimbursement program)
- encourage extracurricular events (Gear-Up Summer Learning Camps; Kirby Theater Events)
- partner with families, businesses, and IHEs (Targeted Reading Intervention; Project SEALS; Gear-Up; PTSO, Booster Clubs)
- report performance and evaluation data (Data-driven PLCs; District Data posted; Minutes posted)
- elicit feedback from stakeholders (District-wide surveys; Survey results posted)

Planned Sources of Evidence: AIG plan and website:

http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

District Initiatives and Postings: <http://www.person.k12.nc.us>

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: For the past two school years, the AIG team has invested a large portion of AIG funding to send all AIG teachers and several regular classroom teachers to the NCAGT conference. This conference offers high-quality sessions on best practices in gifted education and 21st century skills and content. Teachers who have attended the conference report that it provided some of the best professional development sessions they have ever experienced. Teachers return from the conference and share information with other teachers. AIG funds are also used to support any other PD AIG and AP/Honors teachers request to attend. Because of this on-going commitment to professional development in gifted education, this is considered a maintained practice for the current plan cycle.

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

Description: AIG funds are used to support any PD that AIG and AP/Honors teachers request to attend. Teachers must request approval for funding before registering for the PD by emailing the AIG coordinator. Funding depends upon availability of funds, quality of PD, and potential to impact positively AIG students' instruction. The AIG coordinator will also invite teachers to attend PD in gifted education and provide necessary funding.

AIG teachers in our district attend the NCAGT conference each year. The AIG teachers are also asked to invite one teacher from each of the schools they serve. The teacher they invite should be chosen because they serve clusters of AIG students and because they demonstrate a commitment to professional growth and to sharing what they learn with other school professionals.

After teachers return from the NCAGT conference, they collaborate to share resources and information from the conference with others. We summarize the sessions in a Google doc that is then shared with other teachers across the district. Teachers who attend also present information from sessions to their PLC members and other school colleagues.

Planned Sources of Evidence: Documentation of Attendance at NCAGT or other PD sessions.

Copy this link to view the 2013 summary of NCAGT sessions for district sharing:
<https://docs.google.com/document/d/1z97AbB6C6FUOletgf8h0CgaCIMxXKDVjydROvJYwTao/edit?usp=sharing>

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: AIG specialists across the district have formed a high-functioning professional learning community (PLC) that meets monthly and attends PD sessions together. The AIG specialists also meet weekly with school-level and grade-level team members to plan special events and instructional activities. They research best practices and adjust their instruction and AIG practices accordingly. This is most likely why the AIG parent representatives and respondents to the AIG district-wide survey gave such high ratings to the quality of AIG instruction in the district. They are experiencing the benefits of a strong AIG team that shares its ideas and successes with others. Because of these practices and ratings, this is considered a maintained practice for the current plan cycle.

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

Description: AIG teacher specialists and the AIG coordinator meet monthly to discuss progress toward plan goals, recent professional development experiences, new ideas to improve instruction, and the application of those experiences. The AIG specialists also meet weekly with school and grade-level team members to plan special events and instructional activities. They research best practices and adjust their instruction and AIG practices accordingly. Team members then share their professional learning and pilot the resulting program applications with additional students. The team shares samples of best practices with their regular education colleagues and other school personnel.

These practices result in professional growth for teachers and the improvement of instruction and programming at all of our schools. Examples of new initiatives that have resulted from this process include the Nook Book Club, after school Socratic seminars, and lunch discussions for social and emotional support for AIG students. This process has also resulted in the use of more research-based practices and assessments.

Planned Sources of Evidence: AIG team meeting minutes and postings of events and lessons on the AIG website: http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The district offers a range of options to gifted students in order to serve their academic, intellectual, and emotional needs across all grade levels and settings. Parent representatives and respondents to the district-wide parent survey gave high ratings to AIG instruction and services. Therefore, this will remain a maintained practice for this plan cycle.

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

Description: The following is information about how the program delivers AIG programs and services. Please note that additional information is available in Standard 2 of the plan.

K-5 AIG SERVICE OPTIONS (for math, reading, or both as needed)

Cluster Grouping in Heterogeneous Classrooms

Pull-Out Instruction

Subject Acceleration

6-12 AIG SERVICE OPTIONS (for math, reading, or both as needed)

Advanced Content Course

Cluster Grouping

Subject Acceleration

9-12 AIG SERVICE OPTIONS

Honors courses

Advanced Placement courses

ACCELERATED/ADVANCED COURSE OPTIONS

Curriculum Compacting

Math and/or Reading Acceleration

Elementary Grade Advancement (IDEP and Principal Approval Required)

Virtual Learning Options

EXPANDED CURRICULAR OFFERINGS

Virtual Learning Options

Participation in Special Programs

Enrichment/Talent Development
Elective classes and focus clubs

MEETING SOCIAL AND EMOTIONAL NEEDS

Peer-Alike Events and Programs

Documentation of social and emotional concerns on DEPs and follow-up with school counselors

Co-Curricular Planning between AIG teachers and school counselors

Planned Sources of Evidence: Numbers of AIG students enroll and successfully perform in higher level courses.

Numbers of AIG students who successfully take advantage of alternative course offerings.

Numbers of AIG students who successfully take advantage of enrichment and extension activities.

Documentation of completed activities in AIG differentiated folder as evidence of completion.

Course Catalogs

Forms

AIG 8: Differentiated Education Plan Grades K-5

AIG 9: Differentiated Education Plan Grades 6-8

AIG 10: Differentiated Education Plan Grades 9-12

AIG 11: Individualized Differentiation Education Plan Grades K-12

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: Our AIG programs and services are carefully aligned such that AIG identification, program goals, and resources of the LEA are mutually supportive and more effective. Therefore, this is a maintained practice in our district.

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

Description: The AIG program currently identifies students for AIG services in either reading, math, or both. (For more details about identification, see standard 1 in the plan.) Students are then provided options for services based on their specific area(s) of identification (reading and math) that align with program goals and district resources.

The district also recognizes that some students are gifted in areas other than reading and math or that they may have intellectual abilities that have not been fully developed in the regular classroom.

Therefore, AIG teachers pay attention to other indicators of giftedness when screening, such as outstanding performance on non-verbal sub-tests or high levels of creativity. In these cases, we strive to provide these intellectually gifted students with advanced coursework or cluster placement options that can lead to better development in reading and math. This can be accomplished by including students in advanced courses or student clusters, and then monitoring students' growth in reading and math for possible AIG identification and services.

Although we identify and serve students only in the areas reading and math, we do strive to offer well-rounded instructional programming to AIG students, including programs and activities that enhance students' creativity, leadership, and social skill-building.

Planned Sources of Evidence: AIG identification documentation--AIG-7 form

DEP services options--AIG-8, AIG-9, AIG-10 forms

AIG plan posted on website:

http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

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: Many of our AIG programs are integral and connected to the LEA's total instructional program. Although AIG students are offered additional services, support, and programming, many of the opportunities these students enjoy are offered as district-wide programs open to all students. The goal of our AIG program is to connect gifted learners with challenging and engaging learning experiences tailored to their individual needs, not to create programs that function as a gated community for the elite few.

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

Description: Examples of AIG programming and services that are also integral offerings in the LEA:

North Carolina Virtual Public School

Web-based programs and software (Achieve 3000, Penda Learning, Imagine Learning)

Formative assessment and benchmarking tools to ensure academic growth

Professional development on rigor and differentiation

Coursework acceleration

Curriculum compacting

1:1 laptop initiative

iBooks

Interest-based clubs and organizations

Multimedia literacy showcase
Project or Problem-based learning
Dual enrollment in community college
Advanced Placement and honors courses
College and Career Ready Programming
Gear-Up Grant Program
Program SEALS research project from UNC-CH

Planned Sources of Evidence: Course Catalogs

District and school websites including information on initiatives, programs, and meeting minutes:
<http://www.person.k12.nc.us>

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: Our AIG program practices ensure that all school personnel are provided information about the AIG program and services through an annual training event, through participation in team meetings, and through ongoing communication during the school year. Because of these practices, this is considered a maintained practice for this plan cycle.

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

Description: The following practices keep all school personnel informed about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan:

Annual AIG Refresher Training: In the fall, every school hosts an AIG refresher training session for all school personnel. These training sessions cover current program regulations, AIG plan goals, best practices for student identification, and the delivery of services and instruction for AIG students.

Monday MIX communications: Every Monday, principals and teachers receive up-to-date information about important events or resources. The AIG coordinator sends out important AIG updates through this communications system.

Leadership Team Meetings: Every month, school administrators meet with district personnel to cover important topics and participate in professional development. The AIG coordinator presents important information about the AIG program and school-based best practices for gifted education through this meeting.

Monthly AIG Team Meetings and Parent Representatives: Every month, the AIG team meets to monitor progress in AIG plan goals and plan important AIG events. Each school sends a representative to this meeting. In addition, parent representatives from each school attend the team meetings three times each year.

AIG Website http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education: This website contains AIG meeting minutes, the AIG plan, survey results, parent information documents, AIG student growth information, training resources, sample lessons, links to important sites, and a calendar of AIG events.

Planned Sources of Evidence: The AIG website contains AIG information and meeting minutes: http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

The district website contains minutes from meetings:
http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/PCS_Meeting_Minutes

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG team meets monthly to communicate and coordinate services between and among elementary, middle, and high school levels. Annual transfer of AIG files is coordinated and documented each spring. Because of these practices, this is considered a maintained practice for this plan cycle.

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

Description: The AIG team meets monthly to communicate and coordinate services between and among elementary, middle, and high school levels. Because of this regular practice, the AIG team has developed strong working relationships and has essentially become its own professional learning community. Minutes from these meetings are recorded and posted online.

Annual transfer of AIG files is coordinated and documented in June of each school year. At this meeting, elementary AIG teachers bring the rising 6th-graders' AIG files to be handed off to the middle school AIG teachers. The middle school AIG teachers bring the rising 9th-graders' AIG files to be handed off to the high school's AIG representative. Teachers also use this opportunity to talk about particular students' unique needs so that the transition can be made successfully with full support of the AIG program staff at the next level.

Planned Sources of Evidence: AIG Team meeting minutes are posted on the website: http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

File transfers are conducted at the Central Services office and delivered to the respective recipient schools. Documentation of the file transfers are maintained at the district office.

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: AIG program practices ensure that regular education teachers, EC teachers, other school personnel, parents/families, and administrators collaborate to provide differentiated programming and services. Parent representatives agreed that this practice was improved in the last plan cycle, mainly because of improvements to the DEP form and an increase in collaborative AIG documentation and services. Therefore, it is now a maintained practice for this plan cycle.

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

Description: New DEP forms:

These forms now clearly indicate the service options each AIG student needs. This allows AIG teachers and regular education teachers to have a common language and clear expectations for how to serve students. The form also includes a section with information that can help school counselors meet the social and emotional needs of students.

Collaborative Conferences with AIG parents:

AIG parents are invited to conference meetings when a new DEP is being developed. This meeting allows parents to provide input and have a clear understanding of the AIG service options provided for their children. When AIG students are also identified as needing EC services or LEP services, the EC teacher or ESL teacher is also required to attend these meetings as well.

Open House Events and Newsletters:

At open house events, parents are provided information about AIG through Welcome Newsletters that provide basic information about the program and how to reach AIG personnel if they have questions. There will also be sessions about AIG for parents to attend during school-based evening events for families.

AIG Parent and Student Surveys:

Each school year, surveys will be distributed to parents and students to make sure the AIG program is meeting their needs. Each AIG teacher will survey their students and parents, once in the fall at the first nine weeks point, and once again in the spring at the third nine weeks point, to make sure that all is going well in the program and AIG classroom. There will also be a district-wide parent survey that measures our progress toward AIG plan goals.

Planned Sources of Evidence: Documents, event information, and survey results posted online: http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

AIG Documents as Evidence:

AIG 6: Invitation to Conference

AIG 8: Differentiated Education Plan Grades K-5

AIG 9: Differentiated Education Plan Grades 6-8

AIG 10: Differentiated Education Plan Grades 9-12

AIG 11: Individualized Differentiation Education Plan Grades K-12

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: Although the program has improved how it addresses AIG students' social and emotional issues, the AIG team, AIG parent representatives, and results of the AIG survey all indicate that this practice needs further improvement. Therefore, this will be a focused practice for the current plan cycle.

Goals: Further develop AIG Refresher Training to include more information on social and emotional needs of AIG students.

Provide report from GES-3 to parents.

Add a section regarding social and emotional issues to the DEP and annual review process.

Require documented follow-up from guidance counselors when social and emotional issues arise.

Description: AIG Refresher Training will be improved to include more information on social and emotional needs of AIG students. This improved training will begin with the 2013-14 school year.

Starting in 2013, AIG teachers use the Gifted Evaluation Scale Third Edition (GES-3) as one part of data used to identify and plan services for students in the AIG program. Parents will receive a copy of the parent report for this instrument. This report provides parents information about how to best motivate their gifted children and also help them alleviate stress by better matching the student's interests and strengths with extracurricular activities and course choices.

To help school guidance counselors address the social and emotional needs of AIG students, a section regarding social and emotional concerns was added to the new DEP form. This will be reviewed annually by teachers and parents. If any issues arise, the school counselor will be notified.

This new paperwork will also require documented follow-up from guidance counselors when social and emotional issues arise.

Guidance Counselors provide counseling and affective education for gifted students in need of socio-emotional support. Counselors attend professional development in addressing the socio-emotional needs of gifted students, and provide academic, college, and career guidance that is appropriately different and delivered earlier than for the general population of students.

Counselors also provide specialized intervention services for gifted students who do not demonstrate satisfactory performance in regular and/or gifted education classes. They serve as members of AIG Determination Teams, and provide specific guidance and counseling services that address the problems and issues of underachieving gifted students.

Counseling services that support differentiated guidance services (after school and/or summer enrichment programs) and address the social and emotional needs of gifted learners include:

- Governor's School of North Carolina
- District wide field trips for AIG students
- Duke University Talent Identification Program (TIP)
- School-based programs to nurture specific interests
- Extracurricular activities available through individual school sites

Specific guidance and counseling services are provided that meet the unique needs of underachieving gifted students, gifted students from diverse populations, twice-exceptional students, and students who have been accelerated. These services include:

- Accelerated students receive guidance and counseling services as needed to reduce the risks associated with acceleration.
- Guidance Counselors collaborate with AIG teachers and regular education teachers to address the unique needs of gifted students
- An Individual Differentiated Education Plan (IDEP) is provided to any academically gifted student who needs an individual program to meet his or her learning or emotional needs.
- Guidance and counseling services are regularly provided for underachieving and twice exceptional gifted students
- Guidance counselors collaborate with the ESL staff to assist students from diverse populations
- Guidance counselors collaborate with the Exceptional Children's staff to assist students who are twice-exceptional

Guidance and counseling services are available to students who participate in the following acceleration options:

- Early Entrance into Kindergarten
- Grade Advancement
- Subject Advancement
- Advanced Placement/Concurrent Enrollment

- Early Graduation
- Curriculum Compacting

These students will be monitored by the counselor and teachers to assure student success and appropriate socio-emotional adjustment to their academic environment.

Guidance and counseling services offered to gifted students include the following programs/activities that provide a scope and sequence for the affective curriculum:

- NC standards for guidance counselors
- Character Education
- The D.A.R.E and G.R.E.A.T. programs

The career counseling program provides gifted students and their families with information on the changing career paradigms, academic planning and personal/social awareness in the following ways:

- Career Decisions Elective: offered to middle school students
- Reality Store: money management activity for middle school students
- Gear-Up Events
- Career Management and Principles of Business and Personal Finance courses—offered to all 9th & 10th grade students
- ACT EXPLORE and PLAN testing

Planned Sources of Evidence: Training module developed

Meeting minutes and PD System records of training at each school

Program evaluation notes in third-year of implementation.

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 district maintains practices for articulating and implementing a process for acceleration when warranted and possible for an individual gifted learner. Therefore, this is a maintained practice.

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

Description: More information about services options is available under Standard 2. Some of it is repeated here.

Accelerated learning options are provided only when an appropriate body of evidence indicates that the practice is warranted for an individual gifted learner and only when the school/district has the necessary resources to provide it.

ACCELERATED/ADVANCED COURSE OPTIONS AND DETAILS

Curriculum Compacting

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrading the challenge level of the regular curriculum, and providing time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills. Curriculum compacting can be implemented at any grade level, but must be based on clear evidence of mastery and not speculation.

Math and/or Reading Acceleration

Based on consistently high student performance and assessment, students are allowed to test out and bypass specific math or reading curricula. They receive instruction at a higher level with another group of students and yet remain with their peer group for most of their school day.

Virtual Learning Options

Our district's partnership with North Carolina Virtual Public School (NCVPS), along with other online course opportunities, allows us to offer AIG students advanced courses in accordance with their ability levels, personal interests, course availability, and feasibility within the school day.

Elementary Grade Advancement (IDEP and Principal Approval Required)

Grade advancement allows a student to move ahead one or more years, skipping levels in the normal sequence of promotion. This option should be used with great caution since changes of this magnitude can actually hinder social and academic well-being if students are not ready. This option can be used successfully with highly gifted students if the answer is "yes" to all of the following questions:

- Have all other options for academic advancement been considered and rejected for good reason?
- Is the student advanced in ALL of the academic knowledge and skills needed to experience success?
- Is the student physically and emotionally mature enough to be comfortable with older peers?
- Will the student be able to meet a higher level of behavioral expectations?
- Will the student be comfortable leaving close friends in the current peer group?
- Will teachers in the upper grade level be able to accommodate the students' unique needs?
- Will the student be ready to transition to middle school a year early?

The school principal ultimately decides grade level placement; the ADT and parents/guardians should advise the principal on the decision. Grade advancement is not used in middle school and high school because course advancement is more easily accommodated at these levels without the need for grade-level advancement.

High School Honors Courses

Honors courses are advanced high school level courses offered through traditional and virtual formats that cover traditional content, but also focus on issues, programs and themes related to specific topics. They are designed to help students develop a knowledge base in that specific discipline and

learn to apply that knowledge at an advanced level. These courses are not limited to gifted students. Each has clearly defined prerequisites and entry criteria.

High School Advanced Placement Courses

The Advanced Placement program consists of college level courses and examinations for high school students. AP course descriptions are carefully followed and are usually taught by teachers who have received specialized training. Courses and examinations are available in several curriculum areas and may include traditional, blended, and virtual formats. College credit is available at some colleges and universities for passing AP tests.

Planned Sources of Evidence: DEP and IDEP documentation

AIG 8: Differentiated Education Plan Grades K-5

AIG 9: Differentiated Education Plan Grades 6-8

AIG 10: Differentiated Education Plan Grades 9-12

AIG 11: Individualized Differentiation Education Plan Grades K-12

AIG 12 AIG Annual Report

AIG 13: K-5 Annual Review by Teacher

AIG 15: AIG Determination Team Minutes

AIG 18: AIG Determination Team Report

The AIG plan contains this information and is available for viewing on the AIG website:

http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

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 district has made great strides in identifying students for AIG services from under-represented AIG populations. However, survey results and AIG parent representatives recommend that the focus on intentional services continue as a focused practice for this plan cycle.

Goals: Invite members of minority organizations to speak to AIG students.

Send school representatives to community groups to inform them of AIG services and practices.

Pursue visit to Historically Black College (HBC) and include middle school students too.

Description: Each AIG teacher is committed to increasing the intention services for under-represented AIG populations in our district. This will include the commitment to do the following:

-Invite members of minority organizations to speak to AIG students. This can include Native American groups, members of disability/differently-abled groups, speakers who have overcome economic disadvantages through educational opportunities and persistence, and Gear-Up representatives who can share information about career and educational planning.

-Meet with parents and community groups from under-represented populations to inform them of AIG services and practices. Examples would be to attend outreach school events and sharing information about the program.

-Plan a visit to an HBC to be added to campuses currently visited. Middle school students will also experience trips to colleges and universities.

Planned Sources of Evidence: Documentation of school field trips, school events, and guest speakers.

Such events are also posted to the AIG website:

http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

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: Although the district-wide parent survey indicated that parents were quite pleased with the current extra-curricular programs and events, the AIG parent representatives felt strongly that we should continue focusing on this important practice. Therefore, this will be a focused practice.

Goals: To pursue additional enrichment events, such as field trips (maybe virtual), competition events, service projects, Odyssey of the Mind (middle school), or AIG night events

Description: The AIG team will develop one additional AIG event at the elementary and middle school levels over each year of the plan cycle. These can include "AIG Night" events, additional field trips, service learning projects, and competition events.

All extracurricular opportunities should have national components whenever possible. Such programming could include Odyssey of the Mind, Math Expo, creative writing competitions, and other opportunities for internships and publication experiences.

Current Opportunities for Enrichment:

Summer Ventures
NC Governor's School

Legislative/Governor's Page
German Exchange Program
HOBY Leadership Conference
Mathematical Contests
Broyhill Leadership Conference
Essay Contests/Opportunities
National Science and Humanities Symposium
National Leadership Conferences
Duke TIP Program
Summer on the EDGE
Brain Game
Boys State and Girls State

K-12 Examples of enrichment and extension opportunities:

Participation in special programs, such as the Multimedia Literacy Showcase, Accelerated Reader, Science Fair, Duke TIP, Summer Ventures, and Governor's School, is supported and encouraged.

Enrichment/Talent Development is offered through elective classes and focus clubs, such as Art, Music, Band, Vocational/Career, Computer, Keyboarding, Spanish, Student Council, Yearbook, National Honor Society, and Journalism. (Special programs are subject to availability at each school. Selection may vary.)

Planned Sources of Evidence: Initial data will include regular meetings and minutes as the extracurricular plan is designed. Minutes are posted to the AIG website:
http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

Follow up data will include the implementation of the plans and the number of students who participate.

An additional point of interest will be the number of students who win any competitions included in the extracurricular opportunities.

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG parent representatives are a prime example of how the AIG program partners with parents/families and the community in intentional and meaningful ways to support the needs of AIG students. Results of the district-wide AIG parent survey also indicated that this is a strong practice. Therefore, this will be a maintained practice for this plan cycle.

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

Description: It is Person County's firm belief that cooperation between schools, parents, and the community creates unique opportunities for educational experiences. The following strategies are implemented to achieve this goal:

The district's local AIG plan is posted to our district website, along with information about program services at the elementary, middle, and high school levels.

An AIG team meets monthly to evaluate and improve the effectiveness of Person County's AIG Program. These meetings include parent representatives from each school three times a year, once at the beginning of the year, once in the middle of the year, and once at the end of the year. This team was integral to the creation and revision of this plan. Minutes from all AIG team meetings are posted to the AIG website for anyone to review. During this three-year planning cycle, we will expand the number of parent representatives from each school, and also invite other representatives from the community to join our meetings.

The AIG specialists for each school ensure that students receive appropriate services through the development and review of students' DEPs and IDEPs. Parents, students, and various school personnel are participants in the development of these plans.

Planned Sources of Evidence: AIG plan posted to the district website:

http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

AIG Team meeting minutes also posted online.

DEP and IDEP documentation and signatures.

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: The AIG program has greatly increased the amount of information it shares with its stakeholders over the past three years. Of particular note is the AIG website that contains a wealth of information about the program. Although the self-assessment leads us to now call this a "mostly evident" practice, the AIG team, with the recommendations of AIG parent representatives, have planned ways to improve our communication with all stakeholders. With the changes we now have in place, this practice will be maintained and completely evident during this plan cycle.

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

Description: The AIG Plan

The Person County Schools AIG Plan is posted to our district website for viewing by all stakeholders. This plan contains our identification process and service options for AIG students at elementary, middle, and high school levels.

AIG Team Meeting Minutes

All discussions and actions of the AIG team are reported in our meeting minutes. These minutes are posted online, along with any documents or presentations that were a part of these meetings.

Open House and Welcome Newsletters

AIG parents are provided welcome newsletters at the beginning of every school year, in both English and Spanish. These newsletters contain summary information about AIG teachers, identification processes, important school events, and new initiatives. All parents have access to the newsletters at each school's open house event. Parents will also receive newsletters at least twice a year from their child's AIG teacher and/or from the district informing them of school-based AIG services and learning opportunities.

AIG News and Events Calendar

The AIG website contains information about AIG special events, including news articles and an events calendar.

AIG Surveys and Results

An annual district-wide survey is conducted of AIG parents to provide evaluation of our AIG program so that we can plan for continuous improvement. This is done electronically, but paper copies are provided in case parents would rather use them. As an added practice for this plan cycle, AIG teachers will also conduct classroom level surveys of students and parents at the end of first nine weeks and third nine weeks. This will allow parents and students to request changes while there is still time during the school year for improvement.

Other Events

When possible, the elementary and middle school AIG teachers participate in parent night events and also share information with parents/guardians during conferences or open house events. The

elementary and middle school AIG teachers also participate in middle school orientation for parents of rising 6th grade AIG students if and when these events are conducted.

Program Communications and Documents

Appropriate communication through the use of Parent/Guardian Consent for Evaluation forms (AIG-4) and Due Process Procedures forms (AIG-5) will communicate to parents their child's eligibility and rights. The Due Process Procedures are provided for those students who are formally referred. Parents will be involved with creating Differentiated Education Plans and Individual Differentiated Education Plans. Parents or legal guardians will acknowledge agreement with DEP/IDEPs via signature. AIG forms and letters will be translated into Spanish or other languages as needed. If a translator is needed during a conference, one will be utilized. Progress Reports are sent home to parents quarterly.

Communication with School Personnel

The AIG coordinator will communicate with school administrators, ESL, Title I, and EC Directors to allow for input and feedback related to the AIG Program. AIG coordinator and specialists provide annual staff development at individual sites to train school personnel in AIG policies and procedures. The AIG team then continues working with school personnel to provide appropriate services for AIG students throughout the school year.

Planned Sources of Evidence: AIG plan posted to district website:

http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

Minutes and/or programs from school-based information meetings, also posted to the website

AIG program documents

DEP and IDEP documentation and signatures

Translations of AIG documents

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: Through parent involvement on the AIG team and community input on surveys, the AIG program involves stakeholders in the development, implementation, and monitoring of the AIG program and plan. This has become the way we do business and is therefore a maintained practice for the current plan cycle.

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

Description: AIG Parent Representatives

AIG parent representatives are invited to participate from each school. Starting in this planning cycle, we will expand the numbers of parent representative by inviting a parent from each grade level at each school. We will also invite community members and business leaders to join these team meetings. The parent and community representatives who participate on our team reflect the diversity of AIG families and the community. The primary goals of these meetings are to develop, implement, and monitor the AIG program and plan.

AIG Program and Plan Review

The AIG program and plan undergo continuous review and improvement. This occurs through the AIG team meetings with parent representatives and through the parent and student surveys distributed at the school level twice a year and district surveys distributed once a year. District survey results, AIG team recommendations, and meeting minutes are posted on the AIG website for anyone to review.

Planned Sources of Evidence: AIG Team meeting minutes and AIG survey results posted online: http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

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: Through the redesign of our AIG website, and through the sharing of information through translated newsletters and school events, the district has improved communication with parents/families and the community of opportunities available to AIG students.

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

Description: Parents/families and the community are informed of opportunities available to AIG students primarily through the AIG website. However, we also know that some parents/families do not have reliable access to Internet technology. Therefore, we also provide paper copies of surveys, newsletters, and important AIG documents. This practice will become completely evident as more items are translated for non-English speaking parents/families.

For more information about communication with stakeholders, see detailed descriptions under practice B of this standard.

Planned Sources of Evidence: AIG Website (will post copies of newsletters also)
http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

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: Although parent responses to the district-wide AIG survey were largely positive, this practice received the lowest ranking on the survey. Therefore, this will become a focused practice for the current AIG plan cycle.

Goals: • Invite speakers from businesses for career exploration (Glaxo, for example)

- Pursue AIG certification cohort with IHE
- Invite representatives from businesses to meetings
- Contact IHEs and DukeTIP for ideas for collaboration (PD, for example)

Description: Partnerships with Parents/Families:

Currently includes AIG program communications, special events, school and district surveys, invitations to be parent representatives, volunteer support on field trips, involvement in DEP development and review.

To improve, will invite more parent representatives to attend AIG team meetings.

Partnerships with IHEs (Institutes of Higher Education):

Currently includes annual visit to UNC-Chapel Hill campus, research through Project SEALS at middle schools.

To improve, will expand college visits to other campuses, will contact about AIG certification cohort, will invite collaboration in district PD/parent meetings about gifted education.

Partnerships with Local Business and Industry:

None at the present time.

To begin, will invite speakers to classrooms from businesses for student career exploration and will invite local business representatives to AIG team meetings.

Planned Sources of Evidence: AIG meeting minutes (contains lists of attendees) on website

Event News on AIG website:

http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

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: This completed plan is evidence that we have developed a written plan describing the local AIG program. This plan was developed in accordance with state legislation and SBE policy, will be presented for approval by the local school board, and will be sent to SBE/DPI for review and comment by July of 2013. Therefore, this is considered a maintained practice for the current plan cycle.

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

Description: This plan was developed in accordance with state legislation and SBE policy to be presented for approval by the local school board, and to be sent to SBE/DPI for review and comment by July of 2013.

Planned Sources of Evidence: The successful completion, district board approval, and submission to the state of the 2013-2016 district AIG plan.

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: Through a partnership between the AIG coordinator, AIG teacher specialists, AIG parent representatives, and other community representatives on the AIG team, the 2013-2016 plan will be monitored in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components. The monitoring process is now part of our regular processes and will continue with the next plan cycle; therefore, this is considered a maintained practice.

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

Description: Through a partnership between the AIG coordinator, AIG teacher specialists, AIG

parent representatives, and other community representatives on the AIG team, the 2013-2016 plan will be monitored in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

The district AIG coordinator will ensure that the AIG program and the local AIG plan are implemented with fidelity. This will occur through monthly AIG team meetings that address focused area goals and documented fidelity checks.

Planned Sources of Evidence: AIG Team meeting minutes and results of fidelity checks posted online: http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The finance director and AIG coordinator monitor and document the spending of AIG funds, therefore this is a maintained practice for the district.

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

Description: Approximately 95% of AIG funding goes to AIG-certified teachers' salaries. Spending of the remaining 5% is decided upon by the AIG team and is used to purchase books, technology, special events, and instructional materials for AIG/honors/AP students. Some funds are also used to fund professional development for AIG/honors/AP teachers.

Planned Sources of Evidence: Financial records of budget expenditures.

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: Collecting and sharing student performance growth and annual drop-out data has proven difficult for the district because of reporting limitations in NCWISE and because of reporting delays. However, because of new data reporting technology (PowerSchool) on the horizon, we are hopeful that this process will become much easier to facilitate in the future. Therefore, this will be a focused practice for this plan cycle.

Goals: Data specific to AIG identified student performance growth on EOGs/EOCs will be collected by appropriate LEA personnel and analyzed and reported via the AIG webpage in a disaggregated format annually.

When possible, drop-out data will be disaggregated to allow examination of AIG student drop-out and graduation rates. This information will be posted to the AIG website.

Description: AIG STUDENT PERFORMANCE GROWTH

Growth data is currently posted on the AIG website for the 2011-2012 school year, but it was not posted in a timely manner. Collecting and analyzing this information was extremely time-consuming because NCWise could not disaggregate performance by AIG status. Therefore, the AIG coordinator and testing coordinator had to pull student data for over 500 students one-by-one and combine it in a district-created spreadsheet. We are hopeful that the switch to PowerSchool will alleviate this problem. Also notable is that EOG, EOC, and MSL growth data will not be available to schools until October 2013 for the 2012-2013 school year. In addition, it is unknown when growth reports will appear and how they will be presented. Nevertheless, it is the policy of the AIG program to publish AIG student growth data on the AIG website as soon as it is available and ready for reporting.

GRADUATION DROPOUT RATES for AIG STUDENTS

The AIG program is committed to ensuring that ALL AIG students graduate from high school with their cohort. A challenge for our program in reporting drop-out rates among AIG students is that we have traditionally had so few students drop-out that to report this number could possibly be giving out student identifiable information. We will consult with DPI staff to understand how these figures can be reported when so few students drop out.

Planned Sources of Evidence: AIG student performance growth data and drop-out data made available annually on the AIG website and reported in newsletters once data is available:
http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

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: Monitoring of the representation and retention of under-represented populations in the local AIG program has become part of a regular practice in this district. Therefore, this is considered a maintained practice.

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

Description: AIG Child Counts and Data

Data regarding AIG child counts and performance at each LEA is maintained through NCDPI's

website. A link to this information is kept on the district's AIG webpage. This includes a breakdown by gender and race/ethnicity. Recent count and growth data was not available on this site as of June 2013.

Local AIG Child Counts and Monitoring of Underrepresented Populations

The AIG team has monitored the representation of under-represented populations in the local AIG program by comparing student representation in the district with student representation in AIG. Such comparison demonstrates that minority populations are underrepresented. By improving the fairness and consistency of our identification practices and improving the quality of our assessments, we have increased the participation of underrepresented populations in the AIG program.

In 2011, 46% of the students served in the district were from minority populations; yet during the 2010-2011 school year, only 24% of students served in the AIG program were from minority populations. By 2013, 32% of students served in AIG were from minority populations. Clearly, we have made substantial improvements. However, we still have a way to go to serving gifted students in our district with equity across sub-populations.

The district is committed to monitoring this information. The PCS AIG Handbook for 2013-16, an appendix to this plan, contains current information regarding local AIG Child Counts and population disaggregation. Updated information will also be maintained on the district AIG website, which contains links to more information from the NCDPI AIG site.

Planned Sources of Evidence: AIG website:

http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education
PCS AIG Handbook Appendix to AIG Plan

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The human resources department maintains current personnel data for all district employees, including AIG personnel. 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 licensure is required for all AIG teacher specialists. Certification is also strongly recommended for classroom teachers who teach gifted students. The Person County Schools Human Resources department maintains records of teachers' certifications and credentials. This

department monitors these records to ensure that AIG teachers meet our certification requirements.

Planned Sources of Evidence: Human resources records maintained by district office personnel

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The district has an advisory group that meets regularly to review all aspects of the local AIG program and make recommendations for program improvement. Therefore, this is considered a maintained practice.

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

Description: The district meets three times each year with an advisory group that includes the AIG coordinator, AIG teachers, school representatives, AIG parent representatives, and other community members who reflect the diversity of our AIG and district populations.

The AIG team meets monthly. However, at three of those meetings, the full advisory group joins the AIG team to review the local program and make recommendations.

Planned Sources of Evidence: Advisory group members list

AIG Team meeting minutes posted on AIG website:

http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

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: Based upon recommendations from district surveys and from our parent representatives, additional feedback opportunities will be added during the new plan cycle to further improve this practice. Therefore, this is considered a focused practice in the district.

Goals: Elicit additional feedback from students, parents/families at the school and classroom levels

twice a year regarding the quality and effectiveness of the local AIG program.

Description: The following processes are in place to ensure that students, parents/families, teachers, and other stakeholders have an opportunity to provide regular feedback regarding the quality and effectiveness of the local AIG program:

Annual District Survey of AIG Parents--includes online and paper options, with space and invitation for comment

Add Parent/Student Surveys at 1st Nine Weeks and 3rd Nine Weeks--gives students and parents a chance during the school year to give feedback and the school and classroom levels.

Welcome Newsletter--contains contact information for AIG teachers and coordinator; invites parents to participate as AIG parent representatives and invites stakeholders to contact AIG personnel as needed

AIG Parent Representation--each school requests two parents at each grade level to participate in three AIG team meetings each year, during which they evaluate the program and provide recommendations

Planned Sources of Evidence: AIG website containing survey results and meeting minutes:
http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

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: Parent representatives along with the rest of the AIG team played an integral part in reviewing and revising the AIG plan. This team spent a great deal of time reviewing survey results, growth data, learning activities, and the plan itself, ultimately introducing excellent ideas that will move this program forward. This is a process we will continue to employ; therefore, this is considered a maintained practice.

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

Description: Parent representatives and the AIG team reviewed survey results, student video presentations, and growth data to evaluate the AIG program and develop the current AIG program and plan. The program has received comments from many stakeholders expressing appreciation for

the improvements the program has made. We will continue working together as a team, reviewing data, and addressing any shortcomings over the next AIG plan cycle.

Planned Sources of Evidence: The AIG Team meeting minutes (contains links to meeting comments): http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

The successful completion, district Board of Education approval, and submission to the State of the 2013-2016 district AIG plan.

Other Comments:

Practice J

Disseminates all data from evaluation of the local AIG program to the public.

This practice is a Focused Practice for 2013-2016.

Rationale: Results from AIG parent surveys indicated that some parents were not aware of the data or information the program provides. Therefore, this is a focused practice for the next plan cycle.

Goals: Send additional AIG info through a newsletter sent at 1st-nine-weeks and 3rd-nine-weeks points, possibly with report cards.

Description: The AIG team intends for every parent/family to be aware of the information available regarding the health and evaluation of the AIG program and plan. Much of our information is maintained on our AIG website, but some parents may not have reliable access to the necessary technology or may not attend school events that publicize the information. Therefore, the AIG program will send home three newsletters each school year, one "Welcome Newsletter" to be distributed at the beginning of the year, and two updates to be sent at the 1st-nine-weeks and 3rd-nine weeks points. These newsletters will be provided in English and Spanish.

Planned Sources of Evidence: Copies of newsletters posted to AIG website:
http://www.person.k12.nc.us/pages/Person_County_Schools/Departments/AIG-Gifted_Education

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: This is a maintained practice that is completely evident because we have openly published policies, procedures, and practices that safeguard the rights of all AIG students and their parents/families.

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

Description: As part of our procedures for referral, screening, and identification, the Person County Schools Due Process Procedures form (form AIG-5) is given to parents/guardians of all students who are referred. A Differentiated Education Plan (DEP) (forms AIG-8-10) is completed for each student who receives AIG services. The parent/guardian is invited to discuss the team's recommendation (AIG-6). The parent indicates consent by signing the Differentiated Education Plan. Student services may then begin. Services may be changed and/or DEPs may be modified as needed throughout the year, but parents are always notified in writing of any changes to services.

Rights of AIG students and their parents/families are addressed by the following documents and procedures:

AIG 1: Student Nomination Form

Parents and students can self-nominate for full AIG evaluation.

AIG 2: Parent/Guardian Consent for Evaluation

Parents/guardians must give consent before the full evaluation process can begin.

AIG 6: Invitation to Conference

Parents/guardians are informed and invited to meetings where changes or decisions about AIG services and placements are being made.

AIG 7: Summary of Evaluation Data

Parents/guardians have full access to evaluation data collected as part of the AIG identification process.

AIG 8-10: Differentiated Education Plans (K-5, 6-8, 9-12)

Parents/guardians review and sign a DEP each year that students are a part of the AIG program.

AIG 11: Individualized Differentiation Education Plan Grades K-12

Parents/guardians review and sign the IDEP each year that students are provided an IDEP because of a student's unique needs for placements or services.

AIG 12 AIG Annual Report

Parents/guardians receive an annual report about students' progress in the AIG program, which sometimes involves a follow up conference.

AIG 14: K-5 Annual Review by Student

AIG students in elementary school annually review their own progress in the AIG program. This is used to inform any changes that may needed to services.

AIG 15: Temporary Placement Form

Parents/guardians receive this notice when AIG students move here from another school district. This documents that students will be placed temporarily in a cluster AIG classroom as the district awaits further documentation from the former school or until enough data has been collected to identify the students as AIG according to our own district requirements.

AIG 16: AIG Determination Team Minutes

Once a school's AIG Determination Team has reviewed the complete summary of evaluation data, parents/guardians are notified of the outcome of the review.

AIG 18: AIG Program Withdrawal Form

Once identified as AIG in our district, students maintain this identification until and unless a parent/guardian withdraws the student from the program.

AIG 19: AIG Determination Team Report

Parents/guardians receive a copy of the AIG Determination Team Report whenever a meeting is conducted and a decision is made about their student.

AIG 5: Due Process Procedures

Due Process Procedures are in place in the case parents/families disagree with a decision of an AIG determination team. Parents are given a copy of these procedures when initial decisions are made about identification or placement. Parents are also offered a copy as part of annual reviews and DEP/IDEP updates. (See full Due Process Procedures in Standard 1, Practice E part of plan.)

Planned Sources of Evidence: AIG forms and documentation as described above and maintained in student AIG folders

Other Comments:

Glossary (optional):

State Definition of AIG Students, Article 9B (N.C.G.S. & 115C-150.5)

Academically or intellectually gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

ACRONYMS:

AIG--Academically and Intellectually Gifted

ADT--AIG Determination Team

DEP--Differentiated Education Plan

IDEP--Individual Differentiated Education Plan

IHE--Institute of Higher Education

PD--Professional Development

EOGs--End-of-Grade tests

EOCs--End-of-Course tests

MSLs--Measures of Student Learning or Common Exams

NCDPI--North Carolina Department of Public Instruction

Appendix (optional):

PCS AIG Handbook for 2013-16 updated 06-2013 (3).pdf (*Appendix*)