

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

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

Pitt County Schools Vision for local AIG program: Mission Statement of Pitt County Schools

The Pitt County Schools, through high expectations, excellence in teaching and a safe, orderly environment, will ensure that all students master the skills necessary for success as life-long learners in a rapidly changing world.

AIG Program Vision Statement

Pitt County Schools Academically Intellectually or Gifted Program will ensure that academically or intellectually gifted students are provided with a high level of intellectual stimulation and the opportunity to develop their full potential through high expectations, excellence in teaching, and rigorous approach required for success in a globally competitive world and life in the 21st century.

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

| State Funding | Local Funding | Grant Funding | Other Funding |
|----------------------|----------------------|----------------------|----------------------|
| \$1090446.00 | \$695000.00 | \$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: The district AIG Coordinator works closely with all schools, administrators, AIG teachers, and the PAGE organization to help all stakeholders understand the district AIG Plan and identification and service procedures. This process is currently in place and is effective.

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

Description: Goals

Create an identification criterion that articulates and disseminates clear, comprehensive, and equitable screening, referral, and identification processes for all grade levels.

Each AIG teacher and principal will receive a copy of the plan and a copy will be made available at the school site.

Plan is located on the PCS website.

Presentations are given to parent groups.

Presentations are given to principals and AIG teachers.

Presentations are given at school staff meetings to all teachers.

Surveys are sent out to the AIG students' parents.

The AIG Plan will be in two sections:

(1) DPI AIG Standards

(2) PCS Plan Details (Supporting Documents/Forms)

Planned Sources of Evidence: AIG Curriculum and Alignment

NC READY EOG Scores and AIG student growth

Differentiated Education Plan (DEP) (A-4)

Individualized Differentiated Education Plan (IDEP) (A-8)

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Past identification criteria uses both aptitude and EOG/achievement percentiles. The team wants to develop a criteria that uses multiple indicators to identify AIG Students.

Interest in other identification criteria has been expressed by key stakeholders.

Goals: Use a Multiple Criteria Indicator (MCI) that includes both aptitude, achievement and grades, to determine if a student qualifies for AIG services.

Click "here" for live link to the Multiple Criteria Indicator or visit:

<https://docs.google.com/a/pitt.k12.nc.us/spreadsheet/ccc?key=0Apewd8fxr6PdGJva2p3RXBBNHhKX3d1N1pDTnM2N2c#gid=0>

Description: Using the MCI, the student's aptitude, achievement, and grades will be documented and based on those 3 indicators, a score will be provided.

Gifted Qualifying Services:

90 points or higher - These students will remain identified gifted and will receive regular weekly service by the AIG teacher.

(MCI Total Score = (Aptitude + Achievement (math and reading) + Grades)

95% total composite on Aptitude testing = (40 points or higher on MCI) - These students will remain identified gifted and will receive regular weekly service by the AIG teacher.

(MCI Total Score = Aptitude only)

Qualifies for AG (Math and/or Reading Service):

60 points or higher - These students will remain identified and will be served as gifted students as long as they continue to meet academic expectations.

(MCI Total Score = (Aptitude + Achievement (math or reading) + Grades)

Nurturing Service

93% on Math and/or Reading Achievement Test - Math or Reading Nurturing-Potential AIG candidates service is based on year to year academic performance. These students are served through flexible nurturing as long as they continue to meet criteria annually.

(MCI Total Score = Achievement (math or reading)

Reconsideration for Aptitude Testing

1. Any students that fall into both the AG reading and/or math service AND/OR the potential AIG candidates pool will be administered another aptitude test for consideration for Middle School AIG Curriculum Service during the spring of 5th grade.

Criteria for a rescreen in the spring of a students 5th grade year -

93% or higher on a nationally normed Achievement reading or math test

93% or higher on EOG testing

The AIG teachers will document students who meet the above criteria and any student that meets that criteria during their 3rd or 4th grade year will be re-evaluated in the spring of the 5th grade year.

The new aptitude score and the child's 5th grade achievement score will be used to determine if a child qualifies for MS AIG Curriculum service.

* At any point between the grades of 4th - 8th, a parent has the right to have their child privately tested and those scores can be inputted into the MCI to determine if a child qualifies for gifted services.

2. If a student enrolls in Pltt County Schools and does not have an aptitude test, the School-Level

AIG Team may consider this child for aptitude testing if:
Student scores 85% or higher on the NCEOG/Achievement test for Reading AND Mathematics

AND

The teacher recommends and documents advanced performance.

Once the testing has been administered the aptitude score and the students most current achievement score (within 1 year) will be inputted into the MCI to determine if the student qualifies for gifted services.

Pitt County Schools will re-administer a standardized aptitude test only once per student. The School-Level AIG Team will reconvene once the testing is complete to determine the need for differentiated service and document the recommendation on form A-7.

Planned Sources of Evidence: Identification Data

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: Pitt County recognizes the need to explore options for identifying and servicing all populations. Using the Multiple Criteria Indicator (MCI) it allows for the district to create a larger pool of students to focus attention to determine if they may qualify for AIG services.

Goals: Pitt County will use the Multiple Criteria Indicator (MCI) to identify students that demonstrate the potential and/or signs of giftedness in grades 3-8.

Over the next 3 years PCS will begin to explore identification and service options in those schools that have an AIG population that is less than 1% of the total school population.

Description: PCS will use the following process for identifying students for AIG service.

School-Level AIG Team

The School-Level AIG Team should consist of the following members:

- o AIG Teacher, Chairperson
- o Student's Regular Classroom Teacher
- o Regular education teacher
- o Parent (when appropriate)
- o Administrator (recommended, not required)

Each school (K-12) should form a committee to serve as an School-Level AIG Team to review student eligibility, determine if further assessment is needed and/or to refer for appropriate services (Form A-1). The School-Level AIG Team should also reflect the diversity of the student population of the school and should include a member representing the student's ethnicity and gender when possible. Designation of the School-Level AIG Team members is the responsibility of the school's principal. The School-Level AIG Team is responsible for the screening and review process as well as recommending the appropriate instructional placement for each student in the instructional pool. (Form A-7) The School-Level AIG Team ensures that eligibility guidelines are closely followed. (See "The Role of the School-Level AIG Team" in the Roles and Responsibilities Section.)

Transfer students who have been previously identified in another system or another state will be reviewed for differentiated services upon entering Pitt County Schools, utilizing the criteria in place for identifying students in the district. Also, if EOG scores are not available, then scores from an approved achievement test may be substituted (see A-20).

Steps in the screening and placement process:

Step 1: Screening (Forms A-1 and A-2)

Step 2: Assessment and Review (Form A-3, if applicable)

Step 3: Decision for Instruction (Forms A-4, A-5 and A-8 or A-9 if identified for AIG services)

Step 4: Yearly Review (Forms A-2 and A-5)

Step 1: Screening

The initial step in the decision-making process is screening. This phase represents efforts designed to review all students to determine which students may need differentiated services. On-going staff development and monitoring will be utilized to ensure that students from populations that have been traditionally underrepresented are included in the screening process. (These groups may include students from diverse cultures and socioeconomic backgrounds or students with disabilities that may affect their learning.) The School-Level AIG Team will carefully monitor these students in each school.

Though equitable representation and diversity are goals of the Plan for Academically and Intellectually Gifted (AIG) students, any student who receives services must meet the eligibility standards.

Screening Pool Indicators

Each school site will develop a local pool of students who may be in need of differentiated services. The following criteria will be used for determining which students are in the pool:

Aptitude Testing (Spring of 3rd Grade Year)

EOG/Achievement Testing

1) The following indicators will be used for an on-going, year-round effort to identify students to be reviewed for differentiated services:

Classroom academic performance data

Standardized test results

Student has been identified in another school system

Work Samples

Screening strategies should lead to a determination that a student either:

a) Is in need of differentiated services by the regular classroom teacher or the AIG teacher when appropriate

or

b) Is already in a learning environment that is appropriate.

2) Third grade students will be screened using a nationally-normed standardized aptitude test.

Students scoring 80th %ile on this test will be reviewed for differentiated services each year. Each school must maintain a "watch list" of students scoring at this level and review these students' needs annually for differentiated services. (A-14) This "watch list" will be housed in a green folder with the AIG identification yellow folders.

When students from this "watch list" transfer to another school within the county, an individual green folder will be sent to the new school containing a Student AIG Data Record (A-2).

Step 2: Assessment/Review

The next phase of the decision-making process involves assessment. All documentation must be in place by the end of the third marking period in order for students to receive AIG services during the current school year.

The most recent achievement (within a year) and aptitude scores will be used to determine eligibility. Assessment tools used as multiple indicators will come from the following categories:

A. Achievement measures – an indicator of a student's knowledge – NC End of Grade/Achievement Tests. If EOG scores are not available, then other standardized achievement scores may be used (See A-20).

B. Aptitude measures – an indicator of a student's potential for learning –All students will be given a standardized aptitude test in third grade

C. Grades - Student academic performance in the areas of: English Language Arts, Math, Science and Social Studies.

Step 3: Decision for AIG Identification

The School-Level AIG Team will make decisions regarding the need for differentiated services based on the information gathered on students and will document its decision on the AIG Service Determination Meeting Form (A-7). The decision will be selected from one of the following:

A. No Identification is recommended at this time.

B. Placement in the AIG candidate pool is recommended.

Rescreening by the district will be made available in the spring a child's 5th grade year for reconsideration of AIG identification.

C. Identified AIG and Curriculum services are recommended. Complete Differentiated Education Plan (DEP) (A-7)

Completed documentation of student screening and School-Level AIG Team recommendations will be filed at the school level and maintained. Identified AIG folders will be yellow. A "watch list" of students with an aptitude score of 80%ile or higher will be housed in a green folder in the same location as the yellow AIG Identification folders.

If the School-Level AIG Team determines that the student does demonstrate a need for differentiation, differentiated instruction will be provided within the regular classroom by the regular classroom teacher with resource support as needed from the AIG teacher. Students who are achieving above the level of most of their peers in reading or math will be flexibly grouped together for instruction in the respective classes:

Minimum of 4 to 12 identified AIG students should be placed together in the same classroom (by identified ability) and with a teacher that has demonstrated the ability to effectively differentiate for gifted learners.

If a grade level contains fewer than 4 AIG students then these students will be grouped together in the same instructional classroom environment.

Using the MCI, students that are considered potential AIG candidates will be reevaluated annually to determine a student now qualifies or to change service options. At the end of 5th grade, all students that are in the "potential AIG candidate pool" will receive another aptitude test to determine if they qualify for AIG Curriculum services in middle school.

In schools where the AIG population is less than 1%, PCS will explore options through a school pilot (research and development) program that may range from, but not limited to, early K-2 nurturing services, additional staffing support and/or teacher training.

Planned Sources of Evidence: Data Sheets

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: In order to provide equity across the LEA, it is imperative that the plan is clear and consistent in the screening, referral, and identification processes. Over several AIG Plans, PCS has used consistent guidelines to meet practice 1D, however, PCS is always reflecting on these practices to ensure the best methods are used when identifying students for AIG services.

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

Description: Double check Forms to make sure they align to what is stated in plan
Procedures are clearly documented in the plan. Forms include:

Referral to AIG program (A-1)

Student AIG Data Record (A-2)

Parent/Guardian Notice and Consent for Evaluation (A-3)

Differentiated Education Plan (A-4)

AIG Program Parent/Guardian Consent for Initial Placement (A-5)

NCWISE Reporting for AIG (A-6)

AIG Service Determination Meetings (A-7)

Individualized Differentiated Education Plan (A-8)

Checklist for AIG Folders (A-9)

End of Year AIG Record Transfer (A-10)

Cover Letter for DEP and Consent (A-11)

Subject Acceleration Procedure Documentation Form (A-12)

Grade Acceleration Documentation Form (A-13)

Aptitude Testing Data Sheet (A-14)

HIGH SCHOOL FORM (A-15)

PCS AIG Program Resolution of Disagreements (A-16)

PCS AIG Grievance Form (A-17)

Parent/Guardian Appeal to PCS AIG Program Administration (A-18)

Parent/Guardian Second Appeal to Office of the Superintendent (A-19)

Aptitude/Achievement Testing (A-20)
AIG Waiver of Service (A-21)
Notification of AIG Students (A-22)
Training of AIG teachers in identification procedures
Data record and folder review of the AIG program at individual schools to ensure consistencies in procedures.
See "Screening, Identification and Placement" section in 1B

Planned Sources of Evidence: Student AIG folders
Inclusion of forms as outlined in the document
Site visit evaluation results
Forms found in Appendix
Meeting agendas

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:

PCS believes the forms and procedures currently in place continue to safeguard the rights of AIG students and their families.

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

Description: Documentation of Forms and Procedures

Procedures are clearly documented in the plan. Forms include:

- Referral to AIG program (A-1)
- Student AIG Data Record (A-2)
- Parent/Guardian Notice and Consent for Evaluation (A-3)
- Differentiated Education Plan (A-4)
- AIG Program Parent/Guardian Consent for Initial Placement (A-5)
- NCWISE Reporting for AIG (A-6)
- AIG Service Determination Meetings (A-7)
- Individualized Differentiated Education Plan (A-8)
- Checklist for AIG Folders (A-9)
- End of Year AIG Record Transfer (A-10)
- Cover Letter for DEP and Consent (A-11)
- Subject Acceleration Procedure Documentation Form (A-12)
- Grade Acceleration Documentation Form (A-13)
- Aptitude Testing Data Sheet (A-14)
- HIGH SCHOOL FORM (A-15)

PCS AIG Program Resolution of Disagreements (A-16)
PCS AIG Grievance Form (A-17)
Parent/Guardian Appeal to PCS AIG Program Administration (A-18)
Parent/Guardian Second Appeal to Office of the Superintendent (A-19)
Aptitude/Achievement Testing (A-20)
AIG Waiver of Service (A-21)
Notification of AIG Students (A-22)
Training of AIG teachers in identification procedures
See - Screening, Identification and Placement (see practice 1A)

Transfer students who have been previously identified in another NC school system or another state will be reviewed by the AIG Teacher, for differentiated services upon entering Pitt County Schools, utilizing the criteria in place for identifying students in the district

Procedures for resolving disagreements.

A hierarchical procedure will be utilized to resolve disagreements that may arise between the parent/guardian of a student and Pitt County Schools regarding identification as Academically or Intellectually Gifted and/or the appropriateness of educational services offered. See form A-16

Planned Sources of Evidence: Student AIG Folders

Site visit evaluation results
Forms found in Appendix

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: Consistency is needed among schools in the district in AIG student identification and development of service delivery plans.

Consistency is needed in communicating identification and service to the parent(s)/guardian(s).

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

Description: AIG teachers will perform an annual review of all identified AIG students' and document service for upcoming school year.

Student AIG Data Record (A-2)
Differentiated Education Plan (A-4)
AIG Service Determination (A-7)
Individualized Differentiation Plan (A-8)
Training of AIG teachers in identification procedures
See "Screening, Identification and Placement" section in Plan Details, specifically Step 4
Meetings with parents and parent groups

Planned Sources of Evidence: District AIG Website

Student AIG Folders

Site visit evaluation results

Meeting agendas

Forms found in Appendix

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: The needs of the advanced learner are met in the regular educational setting through differentiation of Common Core and Essential Standards and direct service by the AIG teacher.

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

Description: Teachers will use the NCDPI Gifted Curriculum located on the state AIG Wiki as a support to help meet the needs of gifted students in the regular education classroom.

Differentiated activities provided by the regular education teacher and rigorous curriculum and enrichment provided by the AIG teacher that align to the Common Core and Essential Standards or teachers can access the state website to access AIG curriculum that is designed for gifted learners.

Planned Sources of Evidence: AIG Curriculum and Alignment
NC READY EOG Scores and AIG student growth
Differentiated Education Plan (DEP) (A-4)
Individualized Differentiated Education Plan (IDEP) (A-8)

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: The needs of the advanced learners are met through research-based strategies adopted by the local LEA and other best practices. AIG Curriculum has been developed using a thematic approach of Sandra Kaplan that integrates all areas of the curriculum.

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

Description: Priority Service

The AIG teacher will focus service options in the following order depending on the individual needs and resources of each school. AIG Teachers can only serve those students that fall into one or more of these categories based on the MCI.

AIG Curriculum

Elementary Curriculum

Elementary School students will receive 5.5 hours of one day pull-out services in STRIDE each week by AIG teacher over the course of the entire year.

Elementary AIG Curriculum Guidelines (STRIDE)

STRIDE is the Pitt County Schools' Elementary AIG Curriculum and an acronym for "Striving Towards Responsible and Intellectual Development in Education."

STRIDE is a 5 ½ hour uninterrupted instructional day.

A STRIDE Class will be a blend of 4th and 5th graders.

A STRIDE Class will not exceed more than 20 students per 1 AIG teacher and 30 students per 2 AIG teachers.

A STRIDE Classroom will not exceed more than 30 students regardless of number of AIG teachers. Students will not be required to make up regular classroom assignments missed during the STRIDE day.

Students will not be required to complete regular classroom homework that is assigned on the STRIDE day.

In the interest of fostering academic risk taking, STRIDE students' performance will be evaluated, but not graded.

STRIDE will begin the week of Labor Day and end the week before End of Grade Testing.

STRIDE will be held on either Tuesday, Wednesday, and/or Thursday. (AIG Staff Development will alternate on Monday and Friday each month.)

Any STRIDE day missed will be made up, preferably the same week if possible.

STRIDE make up days are built into the schedule and will be done the weeks of Thanksgiving and/or the Martin Luther King Jr. Holiday. (Regular STRIDE will not be scheduled during these two weeks.)

Middle School Curriculum

Middle School students will receive a minimum of 1.5 hours of pull-out services each week by AIG teacher over the course of the entire year.

Middle School AIG Curriculum Guidelines

Curriculum service is a minimum of 90 minutes a week

Curriculum should span a minimum of 90 days out of the entire year

Curriculum service can be delivered in one of the following ways:

An Encore Class "elective time"

everyday (for a semester or entire year)

twice a week

A core content pull out

If pulled from either math or reading the AIG teacher must document that time and record it for EVAAS purposes.

Students who qualify for AIG Curriculum must be seen 90 minutes every week over the course of the entire year.

AG Achievement (Math and/or Reading)

Service may be provided by one or more of the following options:

Elementary School Service: (listed in order of preference)

Pull-out for enrichment services (a minimum of 90 minutes a week) as long as student continues to demonstrate content mastery in subject where student is identified and receiving services.

Collaboration between regular classroom teacher and AIG teacher
Additional service may also be provided through cluster grouping with certified AIG reg. ed teacher
Advanced Placement classes (i.e. Pre-Algebra, Algebra, Geometry, NCVPS, etc)
Middle School services: (listed in order of preference)
Advanced Placement classes (i.e. Pre-Algebra, Algebra, Geometry, NCVPS, etc)
Collaboration between regular classroom teacher and AIG teacher
Pull-out for enrichment services as needed by the AIG teacher.
Additional service may also be provided through cluster grouping with certified AIG reg. ed teacher
Nurturing Achievement Grades 4-8
Service may be provided by one or more of the following options:
Advance Placement classes (i.e. Pre-Algebra, Algebra, Geometry, NCVPS, etc)
Collaboration between regular classroom teacher and AIG teacher
Pull-out for enrichment services as needed by the AIG teacher.
Additional service may also be provided through cluster grouping with certified AIG reg. ed teacher
Special Program Options are opportunities that may be provided by the AIG Teacher or a Regular Classroom Teacher.
Competitions CANNOT replace Direct Service but can provide as additional enrichment opportunities.

Additional considerations for K-8 Services:

Through informal assessment in the regular classroom, it is expected that students who are achieving on or slightly above the level of most of their peers in Language Arts and/or math can be provided differentiated instruction through balanced heterogeneous groups and in-class flexible grouping and resource support by the AIG teacher as needed.

Many students will benefit from flexible homogenously grouped classes in Math and Language Arts in grades 6-8. End of Grade test scores may be used as criteria for class grouping assignments. Building-level administrators should select specific grouping identification methods and screening strategies; however, these strategies should include student performance on End of Grade tests. The procedure must allow for students to be reassessed periodically and re-grouped as necessary.

Students in Middle School will be identified for enrollment in pre-algebra, and algebra. The AIG teacher will collaborate with the regular education math teacher, the student, and parent to advocate for the appropriate math placement for the following school year.

Yearly performance of identified AIG students will be documented on the Student Data Record (A-2) annually. Service mode will be documented on the Differentiated Education Plan (A-4) and maintained in the student's yellow AIG folder.

4. (9-12) High School

Plan for Services

At the high school level, differentiated needs are addressed by providing a variety of advanced courses and learning opportunities that academically or intellectually gifted learners might select when developing their four year gifted plan. This self-selection process is supported through advising and counseling, descriptions and expectations for honors, AP, and other advanced level courses where applicable. While enrollment in advanced-level courses is open, decisions are made carefully and with support. Levels of service are flexible. The intensity of differentiation is determined by the

course selection.

Structures such as Advance Placement (AP), honors courses, early entrance to college, parallel enrollment at college and high school qualify as formal gifted-programs. Other options designed to expand student interest and talents are also important components of the program. (See attached lists of Honors and AP courses, and programs and competitions for secondary students)

School-Level AIG Team at the Secondary Level

During the 8th grade registration process, the AIG Teacher needs to partner with the content teachers and counselors to recommend appropriate placement.

A roster (End of Year AIG Record Transfer) of students moving up from the middle school should be sent to the receiving high school and signed for by the AIG high school counselor designee. (A-10) The sending AIG teacher will keep a copy and send a copy to the AIG Coordinator.

The High School Guidance Counselor is to meet annually (and ongoing when appropriate) to continue to recommend and place gifted students in appropriate rigorous and challenging classes.

Eligibility Options

High school students select courses and special activities from an array of options designed to meet the needs of all learners, including the Academically and Intellectually Gifted. The self-selection process is supported through advising and counseling, descriptions and expectations for honors, AP and other advanced level courses. Course descriptions include pre-requisite courses, where applicable. While enrollment in advanced-level courses is open, enrollment decisions will be made carefully and with support.

Enrichment Opportunities

In addition to high school advanced course work AIG students may also enrich their learning by participating activities such as:

Governor's School

Honors Med

NCVPS (North Carolina Virtual Public Schools)

Pitt Community College dual enrollment

*Consult high school guidance counselors for additional enrichment opportunities.

Planned Sources of Evidence: AIG curriculum

Staff Development sign in sheets

Student AIG growth on NC READY EOG

Differentiated Education Plan (DEP) (A-4)

Individualized Differentiated Education Plan (IDEP) (A-8)

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The needs of the advanced learners are met using a variety of research-based supplemental resources across all grade levels and settings.

Both the AIG Elementary and Middle School Curriculum are interdisciplinary curricula that extend, accelerate, and enrich the students' learning.

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

Description: Goals:

The district, in collaboration with East Carolina University, will develop interdisciplinary units of study that support all areas of the curriculum but focus on areas of math and reading.

Elementary AIG Curriculum

Middle School AIG Curriculum

Various research-based supplemental resources are available and additional reading and math curriculum will be created over the next 3 years.

In a partnership with East Carolina University, Pitt County Schools will provide staff development to the AIG teachers that is grounded in the framework of Sandra Kaplan's work. The AIG teachers will create reading and math curriculum that aligns to Common Core Standards and specifically meets the needs of gifted learners.

Planned Sources of Evidence: Program assessment data

Program curriculum

AIG NC READY EOG growth data

Staff development

Differentiated Education Plan (DEP) (A-4)

Individualized Differentiated Education Plan (IDEP) (A-8)

AIG Student Data Record (A-2)

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: Advanced learners need to explore real world problems, while incorporating 21st Century skills and technology. Over the past several years, the AIG program has added iPods, iPads, Nooks, and laptops to the AIG classroom. However, as technology evolves and devices change it is an area that will need to continue to be a focused practice to ensure the needs of the students are being met.

Goals: The district will continue to develop and update curriculum that focuses on 21st Century skills. The district will continue to add technology to the program to ensure students are exposed to the newest devices that meet the academic needs of the classroom.

Description: During the 2013-14 School Year, All AIG teachers will participate in a year long professional development that focuses on creating curriculum for gifted learners. This curriculum will be the frame work of Sandra Kaplan and a Thematic approach to teaching. This PD will be offered through East Carolina University and serve to update PCS AIG curriculum and create new lessons that focus on reading and math that also builds in other curriculum disciplines and aligns to Common Core.

Elementary AIG Curriculum
Middle School AIG Curriculum
Technology (iPods, iPads, laptops)
Digital Resources (websites, apps, web-based resources)
Competitions (Robotics, Math Counts, Math Masters, Science Olympiad)
STRIDE Events

Planned Sources of Evidence: Enrichment Programs/Competitions

Advanced Technologies
Collaborate with the local Partners for the Advancement of Gifted Education (PAGE) chapter
Constant revision and updating of the AIG Elementary School and Middle School curriculum to infuse more 21st Century Skills

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: On-going assessment data is currently used by the regular education teacher and the AIG teacher to drive instruction. However, as a district we need to strengthen the grade level PLCs to help better serve all students at points of need.

Goals: PCS is currently working on a strategic academic service model for all students.

All students are taught in the "core" framework of state requirements. As students move through that core, students may be accelerated or remediated as each student demonstrates content understanding. Teachers will work through their grade level PLCs to determine the needs of students and what additional services, if any, are needed to provide the educational opportunity that child needs to reach their potential. As PLCs mature, PCS will work toward a gifted model that is more open to any child that demonstrates an understanding of the "core" and in return receive enrichment service during that instructional period.

Students that already qualify for gifted services will be reviewed annually to ensure the proper services are provided for the following year.

Description: Benchmark assessments (Study Island and LEA benchmarks)

NC READY EOG

Report cards

Program assessments (STAR, DRA, READ 3D)

Classroom teachers will provide differentiated services to the AIG student in the regular classroom environment.

Annual review

Annual Review

Performance of students identified for differentiated service through the AIG program will be reviewed annually and recommendations made to determine the appropriate level of gifted service. Each year the student's growth and performance will be monitored by the AIG Teacher and documented on the Student Data Record (A-2). The level of differentiated service will be reassessed and determined at that time. This annual review should be signed by both the AIG teacher and the parent/guardian.

The School-Level AIG Team must be convened to discuss and document any change of AIG service. (A-7)

Waiver of AIG Service

Once a student is identified AIG, that identification remains, even if the parents/guardians, or student, opt out of the program. Parents/guardians who wish to waive AIG services for their AIG student should complete the "AIG Waiver of Service" form (A-21) This form should be filed in the student's yellow identification folder. A PCS AIG Exit Survey will be made available to the parent/guardian and student by the AIG Coordinator.

AIG identified students' yearly performance will be documented on the Student Data Record (A-2) annually. Service mode will be documented on the Differentiated Education Group Plan (A-4) and maintained in the students yellow AIG folder.

The AIG Teacher will hold conferences with parents/ guardians of students who are:

- (1) newly identified to the AIG program, or
- (2) at risk of having AIG service discontinued due to changes in academic performance
- (3) having AIG service discontinued due to changes in academic performance.

Discontinuation of AIG Service

1. AIG Curriculum Service:

Curriculum service will be discontinued if:

The student's EOG score falls below a level 3 in either math or reading

and/or

Student does not maintain yearly average of "B" in each of the 4 core-curriculum subjects. (math, reading, science, social studies)

*Services will be reevaluated annually and adjusted as needed.

2. AG Achievement in MATH and/or READING will be changed at any grade level if:

The MCI score of 60 or higher, does not qualify a student for continued service.

The student is not demonstrating content mastery in area of service, at any point in the year, the student will be reevaluated for what placement (service option) best meets student needs where he/she can be successful.

This does not mean the student will no longer be AIG. Students whose services change will still be reevaluated each year to monitor academic performance and educational service needs.

3. Nurturing service in MATH and/or READING will be discontinued if:

The student's EOY Achievement score is below 93%ile at the end of that school year.

This does not mean the student will be removed from the "potential AIG candidate" watch list.

Students that are discontinued will still be reevaluated each year to monitor academic performance and educational service needs.

Planned Sources of Evidence: Data from on-going assessments
AIG Service Determination Meetings Form (A-7)

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Instructional practices which support the social and emotional needs of AIG students are inconsistent across the LEA.

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

Description: Develop curriculum and practices to address the social and emotional needs of gifted students.

Create lessons that address the social and emotional needs of AIG learners.

Cluster grouping (at least 4-12 AIG students clustered together in a grade level classroom based on the students identified area of need).

If a grade level does not have at least 4 identified students, the students that are identified must be placed together in the same classroom.

Flexible grouping

Books that address topics for the social and emotional challenges of gifted learners.

Conferencing between the AIG teacher and the AIG student.

Planned Sources of Evidence: AIG Social and Emotional Lesson Collection
Conference Record (A-23)

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: There is a need for a flexible 2-3 nurturing program in place to meet the needs of the 2-3 advanced learners.

Goals: Provide schools with a criteria for what students are flexibly served through the AIG teacher.

Description: Description:

Students entering school at varied levels of ability and achievement have different instructional needs. Developmental and social needs are extremely important at this age as well. At this level the goal of the Academically or Intellectually Gifted (AIG) education program is to challenge all students to reach their academic potential, while nurturing them as children. A variety of learning environments, opportunities for enrichment and special programs must be provided for all students.

Mild: Through informal assessment in the regular classroom, it is expected that students who are achieving on or slightly above the level of most of their peers in English/Language Arts and/or math will be provided differentiated instruction through balanced heterogeneous groups and in-class flexible grouping.

Moderate: Through informal assessment in the regular classroom, it is expected that students who are achieving above the level of most of their peers in English/Language Arts and/or math will be grouped together for instruction within their classroom.

Strong: Students who demonstrate through informal assessment that they may have a strong need for differentiation will be referred to the School-Level AIG Team for review. Indicators of a strong need for differentiation include the following:

Schools may provide flexible nurturing service in Grades 2-3 using the AIG teacher. Students must meet the below criteria in order to receive this service from the AIG teacher.

2nd Grade Eligibility (based on Read 3D Text Reading and Comprehension)

First semester service- must score "O" or above at the beginning of the year assessment

Second Semester service- must score "P" or above on mid-year assessment
3rd Grade Eligibility (based on Read 3D Text Reading and Comprehension)
First Semester Service- must score "R" or above at the beginning of the year assessment
Second Semester Service- must score "S" or above on mid-year assessment
All third grade students will be administered an aptitude test to see if they qualify for AIG Curriculum Services in grades four through eight.
The School-Level AIG Team will consider all the above indicators, in addition to the social, emotional and developmental needs for the student and will determine if the student needs differentiated services beyond those available for students demonstrating a moderate need for differentiation. If the School-Level AIG Team determines that the student does demonstrate a strong need for differentiation, options for addressing the needs of that student may include, but are not limited to, the following:

- Differentiated Instruction
- Flexible Grouping
- Cluster Grouping
- Compacting
- Resource Support to the regular classroom teacher
- Independent Study
- Subject Acceleration (A-12)
- Grade Acceleration (A-13)

AIG teachers working in consultation with the regular classroom teacher may provide additional services to these students.

Students are identified for formal AIG classification at the end of the 3rd grade year.

Nurturing Component

Pitt County Schools is committed to providing an AIG licensed teacher per school based on the total number of AIG students identified. In addition to directly serving identified AIG students, it is the role of the AIG teacher to collaborate when necessary with the regular classroom teacher to provide resource support for students who are high achievers but are not formally identified as AIG

Planned Sources of Evidence: AIG Social and Emotional Lesson Collection
 Conference Record (A-23)

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: AIG teachers currently collaborate with other professional staff as needed.

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

Description: All personnel related to the AIG student will be involved in the development and implementation of the curriculum and instruction.

AIG School-level Team meetings

AIG teachers will communicate with regular education teachers about AIG identified students, as well as "watch list" students assigned to the regular education class. See "Notification of AIG Students" form (A-22)

Roles and Responsibilities

1. The Role of the AIG Coordinator

Provides leadership in the implementation of the program

Clarifies roles and responsibilities of key personnel involved in the program

Provides in-service opportunities for administrators, and AIG teachers

Conducts educational awareness sessions for parents whose children are involved in the program

Develops an evaluation design to measure the effectiveness of the program

Communicates the goals and objectives of the program to parents and the community

Establishes AIG Leadership Team and AIG Steering Committee to monitor program progress, community acceptance, and formulate recommendations.

2. The Role of the Principal

Works with the AIG Coordinator to select the AIG teacher

Selects the cluster teachers and establishes the cluster groups

Develops criteria for flexible grouping and establishes groups

Monitors the performance of the classroom teachers

Monitors the progress of the individual students assigned to the program

Coordinates schedules and provides time for the AIG teacher and the cluster teacher to meet on regular basis where applicable

Is knowledgeable of content and strategies appropriate for advanced learners

Helps cluster teachers understand and utilize "compacting" with gifted students when appropriate

Provides materials and resources needed by personnel involved in the AIG program

Communicates the program to parents and the community

Assists in the collection of evaluation data

Serves on the School-Level AIG Team if possible (or other school administrator)

Follows and supports the PCS AIG Plan

3. The Role of the AIG Teacher

AIG Teacher Position Description

Position Title: AIG Teacher

Reports to: School Principal

Knowledge and Skills:

Knowledge of appropriate content, methods and strategies for education of academically or intellectually gifted students

Knowledge of curriculum development and implementation, particularly differentiation of instruction

Knowledge of the Common Core Standards

Knowledge of effective communication strategies and skills in team teaching, planning and demonstration teaching

Demonstrated excellent skill in teaching and communication with parents

Education /Training Required: Bachelor's degree from a four-year college, licensure as a teacher in NC, licensure as a teacher of the Academically Gifted or progress toward AIG licensure and at least three years successful experience as a classroom teacher

Term of Employment: Ten months

b. Responsibilities:

Is responsible for all record keeping and procedures related to state requirements for gifted students – identification, testing, placement, annual reviews

Provides direct service to identified AIG Students based on Tier placement.

Teaches the AIG Curriculum to qualified students.

Develops lesson plans for any direct service provided by the AIG teacher.

Informs the regular classroom teacher of the specific AIG identification for each student as well as any students that are on the "watch list" of students who have scored on or above the 86thile on a standardized aptitude test, but have not yet been identified. (List in green folders) See "Notification of AIG Students" (A-22).

Meets with individual parents and parent groups when applicable

Serves as a resource to the cluster teacher when applicable

Advocates for AIG students and program

Demonstrates best practices for AIG students

Conferences with students as needed

Makes students aware of opportunities outside of the regular curriculum

Meets regularly with other AIG teachers to share materials and ideas and to develop instructional materials

Communicates and disseminates information about the program to parents and the community

Maintains a record of all services provided during the year

Assists in the evaluation of the program

Monitors the progress of individual students working on advanced projects or independent studies

Sends data reports and paperwork to AIG Coordinator upon request

*The AIG teacher is not required to provide lesson plans for students during absences unless a substitute is hired in the AIG teacher's place.

4. The Role of the Cluster Teacher of AIG Students

Exposes all students to a wide variety of enrichment activities

Provides appropriate differentiation for the gifted students assigned to the classroom when students are not with the AIG teacher

Examines the existing curriculum and determines where additional content material is needed

Knows and utilizes appropriate instructional strategies for gifted students

Compacts the curriculum for gifted students when appropriate

Helps identify students with "gifted potential" and develops strategies to address their needs

Monitors the progress of each gifted student to pursue investigation based on their individual interests

Communicates the program to parents and the community

Planned Sources of Evidence: AIG student folders
AIG Service Determination Meetings Form (A-7)
"Notification of AIG Students" form (A-22)

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: Over the past three years, the AIG Steering committee has met regularly to review and evaluate gifted services here in Pitt County. This team will continue to meet and make improvements for gifted services in the district.

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

Description: The AIG Steering Committee will continue to meet and discuss gifted programming in the district and reflect and analyze the program to identify areas that need to be strengthened.

The AIG Leadership Team will
Poll key stakeholders to evaluate effective programming
Make recommendations for plan modifications

Planned Sources of Evidence: Survey Results
Minutes of Meetings

Other Comments:

Standard 3: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Practice A

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

This practice is a Maintained Practice for 2013-2016.

Rationale: Currently the Pitt County Schools AIG Coordinator holds up-to-date AIG licensure. Currently PCS has an AIG Steering Committee consisting of the coordinator, four AIG teacher representatives and an independent consultant to guide, develop, implement, revise and monitor the local AIG program. The AIG Steering Committee will make recommendations to the AIG Leadership Team.

The AIG Coordinator will maintain NC AIG licensure in order to understand the needs of the AIG students, the importance of quality, differentiated curriculum, and how to communicate with parents and provide support for the AIG teachers.

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

Description: The PCS AIG Coordinator will keep NC AIG licensure current.

The PCS AIG Coordinator will continue to pursue professional development and conferences in the area of AIG.

The PCS AIG Coordinator will continue to attend state, regional and local AIG meetings.

Planned Sources of Evidence: Current NC AIG license of PCS AIG Coordinator
Annual list of professional development attended by AIG Coordinator
Calendar of AIG-related local, state and national meetings attended by AIG Coordinator

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 teachers must receive staff development to stay current on best practice for AIG students, including 21st Century Skills.

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

Description: PCS will provide professional development for the AIG specialists to ensure quality, rigorous, current research-based instruction for AIG students.

Creation of a menu of effective instructional strategies that current AIG teachers can share with other AIG teachers through staff development

Survey AIG teachers to determine professional development needs

Maintain monthly professional development days for AIG teachers

The PCS AIG Coordinator will provide professional training for new AIG teachers when hired.

Experienced AIG teachers will be paired with new AIG teachers for support throughout the first year as an AIG teacher in Pitt County Schools.

Send AIG teachers to attend state conferences on a rotational cycle that promote best practices as funding allows.

- Send PCS AIG Teacher of the Year to attend state AIG conference

Provide AIG teachers with local, state, and national staff development opportunities as funding allows.

Planned Sources of Evidence: Yearly calendar of monthly staff development training/opportunities for PCS AIG teachers

Lists of paired AIG teachers (Experienced AIG teacher paired with new AIG teacher to provide professional support.

List of rotational cycle of state conferences attendees

List of local, state, and national professional development opportunities attended by all AIG teachers.

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: To ensure teachers are up to date on district goals, instructional practices, and trends in gifted education, teachers need to continue to attend district level professional development.

Goals: AIG teachers will attend monthly staff development to receive new training in the areas of curriculum development, technology, and other specific needs that arise during the year.

Description: AIG teachers will meet monthly for all day professional development that will divide into 2 parts.

Part 1: Both ES and MS will meet together for common PD that will cover topics such as but not limited to: Instructional best practices, district instructional priorities, 21st Century training, and technology integration.

Part 2: Curriculum training and development. AIG teachers will be divided out by ES and MS grades. Teachers will work on the AIG curriculum to discuss implementation, revisions, or creating new curriculum in the areas of math and reading.

Planned Sources of Evidence: Workshops on "Meeting the Specific Needs of AIG Students" provided for regular education and exceptional children's teachers, counselors, and school administrators.

Workshops for regular classroom teachers on "How to Differentiate for Gifted Learners"

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: Providing a classroom teacher who has specific training in the developmental needs and best practice for AIG students will ensure maximum growth and development of AIG students.

Goals: Provide regular education teachers an opportunity to further their education by adding on AIG licensure through a university program to ensure these teachers are meeting the needs of gifted learners everyday in their regular education classroom.

Description: The district will create a program that affords teachers the opportunity to advance their professional education by adding on AIG licensure through a university program. Regular education teachers with their AIG licensure will have first priority to have AIG cluster grouping in their classroom.

Planned Sources of Evidence: Lists of available staff development on My Learning Plan List/Calendar of annual AIG professional development opportunities
List of teachers who have added on the AIG licensure

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: It is important to continue the professional development of AIG teachers to support the goals and initiatives of the LEA to provide consistency and guarantee maximum student growth and success.

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

Description: Professional development for AIG specialists will continue to support the PCS goals and initiatives such as:

Use of "28 Strategies of Research-based Instructional Strategies for Improving Student Achievement"

Sheltered Instruction Observation Protocol (SIOP) Model

Thinking Maps

Planned Sources of Evidence: Lists of available staff development on My Learning Plan List/Calendar of annual AIG professional development opportunities

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: It is important for AIG professional development to align with state and national teaching standards, including 21st century skills, to provide consistency and guarantee best practice and academic growth for AIG students.

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

Description: AIG teachers will continue to consider state and national standards when creating Individual Growth Plans (IGP).

AIG teachers will be evaluated on the North Carolina Professional Teaching Standards Evaluation Rubric based on 21st Century Skills.

AIG teachers will continue to attend local, state and national AIG-related conferences, as funding allows, keeping up-to-date on state and national standards and best practice.

Incorporate technology provided by the district into AIG curriculum to promote 21st Century Learning Skills.

Planned Sources of Evidence: Individual Growth Plans

List of professional development that aligns with state and national teaching standards, including 21st Century Skills.

List of AIG-related local, state, and national conferences attended by PCS AIG teachers.

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 teachers will continue to practice reflective teaching and give input on staff development needs and outcomes.

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

Description: AIG teachers will continue to give suggestions and feedback on professional development.

Creation of a menu of effective instructional strategies that current AIG teachers can deliver through staff development for other PCS AIG teachers

Survey AIG teachers to determine professional development needs.

Planned Sources of Evidence: Lists of available staff development on My Learning Plan
List/Calendar of annual AIG professional development opportunities
AIG teacher professional development needs survey results

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 current AIG Curriculum needs to closely align with 21st Century Learning Skills. A need to strengthen the social and emotional component for the gifted learner has been identified.

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

Description:

Maintenance of the academic and intellectual programs of the AIG curriculum that match 21st Learning Skills.

Develop a comprehensive social and emotional curriculum as part of the AIG services

Purposefully conference with AIG students

Develop a procedure for meeting the needs of the AIG students in the high school setting.

Update the AIG curriculum (4-8) with new component of 21st Century Learning Skills.
Create AIG curriculum (4-8) that focuses social/emotional needs of the AIG population.
AIG teacher will hold conferences (formal or informal) with students individually to assess social emotional needs.

Planned Sources of Evidence: Planned Sources of Evidence

AIG curriculum

Conference schedule

Social Emotional Lesson Collection

Other Comments: o Additional Comments

Meeting the needs of the K-2 advanced learner is a future practice for 2013-2016

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: The needs of the advanced learner are best met when the AIG program and services are aligned with the program goals and resources of the LEA.

A need has been identified to update and clarify identification guidelines.

Goals: AIG program and services are aligned with LEA program goals and resources.
AIG students will be served in their area of AIG identification

Description: AIG Students will receive service based on the area in which they are identified.

1. Curriculum
2. Reading and/or Math
3. Nurturing Service

Planned Sources of Evidence: AIG student folder
Electronic portfolio (Multiple Criteria Indicator)
DEPs (A-4)
IDEPs (A-8)

Other Comments:

Practice C

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

This practice is a Maintained Practice for 2013-2016.

Rationale: The needs of the advanced learner are best met when the AIG program and services are integral and connected to the total instructional program of the LEA.

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

Description: AIG program goals and service are aligned with Common Core and provide rigor and challenge based on individual needs.

AIG teachers will inform regular education teachers of AIG identified students and their matching service needs, as well as "watch list" students.

Planned Sources of Evidence: AIG Plan
AIG Curriculum

DEPs (A-4)
IDEPs (A-8)
Notification of AIG Students form (A-22)

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: All stakeholders need to be aware of the needs of gifted learners and collaboratively work to provide the best differentiated services based on individual AIG student needs.

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

Description: AIG teachers will inform regular education teachers of AIG identified students and their matching service needs, as well as "watch list" students
AIG teachers will collaborate with regular education teachers, administrators and support staff to keep them informed about the services of the AIG program along with any regulations related to gifted education.

Examples may include:

Newsletters
Websites
Emails
Meetings
Staff Development

Planned Sources of Evidence: Newsletters

Websites
Emails
Meetings
Staff Development
Notification of AIG Students form (A-22)

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: The needs of the advanced learner are best met when teachers maintain communication between schools to ensure an effective continuation of AIG services.

Goals: AIG teacher will communicate with teachers, counselors, and schools to ensure effective continuation of K-12 services continue, especially during key transition points.

Description: Create talking points/instructional materials to help communicate the needs of the gifted learners.

More direct involvement of AIG teacher at key transition points

Elementary School to Middle School

Grade level math to advanced math placement

Pre-algebra

Algebra

Middle School to High School

More direct involvement of high school counselors and AIG students

Work with high school counselors to ensure the Middle School AIG teacher is also a key contact with counselors before 8th grade visits.

Transfer of AIG Student Records, End of Year Record Transfer form (A-10), and Aptitude Testing Data Sheet (A-14) to the AIG high school contact.

A roster of AIG students receiving differentiated services will be maintained by the AIG Teacher and sent to each receiving middle school or high school (A-10) at the end of the school year. The AIG Teacher will transfer the following to the receiving middle or high school:

The AIG Transfer form (A-10),

The yellow AIG identification folders for the transferring AIG students,

A green folder with the spreadsheet "Aptitude Testing Data Sheet" (A-14) for students completing 5th or 8th. This is a "watch list" of students with an aptitude score of 86%ile or higher.

A copy of A-10 and A-14 should be kept by the transferring AIG teacher and a copies sent to the AIG Coordinator.

High school contact ensures the high school's Data Manager is informed of incoming AIG students so they can be maintained in the state data system.

Planned Sources of Evidence: Planned Sources of Evidence

Record review

EOY Survey

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The needs of the advanced learner are best met when collaboration and involvement among all teachers, parents/families and specialists occurs to provide differentiated programming and services. AIG students should be served in their area of strength through the AIG program.

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

Description: AIG teachers will collaborate with teachers, parents/families and other instructional staff to provide differentiated programs/services.
AIG students will be served in their area of strength and clustered with other AIG students with the same area of identification.

AIG plan

Pitt County Schools Identification and Service Delivery Model

Meet with parents/families/instructional staff to develop programs/services

Notification of AIG Students (A-22) to regular education teacher each year

Planned Sources of Evidence: Student AIG yellow identification folder
Notification of AIG Students (A-22)

Other Comments:

Practice G

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: In the K-8 Setting, AIG students are receiving improving services in the area of social and emotional needs.

Lessons have been developed during the 2009-10 school year.

High School is an area of need.

Goals: In the ES and MS setting, AIG teachers will continue to provide lessons designed for social

and emotional needs of gifted learners.

The PCS PAGE organization will continue regular meetings that address social and emotional needs of gifted learners

Over the next 3 years create a process to track gifted learners in HS and practices for how to meet their needs as well.

Description:

Both ES/MS AIG teachers will provide district created gifted curriculum that focuses on the social and emotional needs of gifted learners.

PCS PAGE continues to have regular meetings and events to promote and support gifted learners.

PCS will explore options to place focus on high school gifted learners. In an effort to meet gifted learners in HS, PCS will explore the following options

Track HS gifted learners (courses and academic performance)

Meet with HS students periodically to have "check in" sessions to monitor how each student is doing.

Planned Sources of Evidence: HS tracking spreadsheet
ES and MS lesson plans and/or curriculum

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: The needs of the gifted learner may dictate a change in grade to better to provide appropriate differentiated instruction.

Students need the opportunity to demonstrate mastery of course curriculum prior to taking the class in order to receive credit without taking the class.

Goals: Goals

A clear step by step procedure for acceleration to meet the needs of individual learners and provide the appropriate educational environment for gifted learners is provided.

The district will develop a policy and procedure that allows students who can demonstrate mastery through a "body of evidence" of any HS course to receive credit without having to have seat time in that particular course.

Description

The School-Level AIG Team will meet to discuss any referred student for Subject or Grade Acceleration.

PCS will use the Iowa Acceleration Scale 3rd Edition for grade acceleration.

The School-Level AIG Team will use all information to determine if a student qualifies for grade acceleration. (A-12 and/or A-13)
See "Acceleration Procedures" section in Plan Details

Description: Acceleration Procedures

1. Subject Acceleration Procedure

Subject acceleration may be considered for a student who possesses advanced emotional and social maturity, high achievement, and thinking skills two years above grade level, and the ability to acquire knowledge at a more rapid pace than most of the students in that grade and subject area. A student who merits special consideration for subject acceleration must demonstrate significantly higher abilities than his or her classroom peers and exhibit a need for specialized education beyond that which can be provided in the current grade and subject placement.

When considering a student for subject acceleration, the principal must be present at all AIG School-Level Team meetings. These meetings should be documented on the "AIG Service Determination Meetings" form. (A-5)

Document Subject Acceleration Procedures on Form (A-12)

Procedure

The School-Level AIG Team, including the principal, meets with the parent/guardian to discuss the need for subject acceleration. The classroom teacher must provide documented evidence that the student is working two years above grade level in the subject being considered. Evidence could include but is not limited to:

K-2

Reading:

ELA Assessment: 98% of objectives rated E (of those applicable)

DRA: Diagnostic Reading Assessment

STAR: Standard Test for Assessment of Reading

Study Island

READ 3D data (1.5 years above their current grade level)

Math:

Quarterly and Summative Assessments

Math Assessment: 98% of objectives rated E (of those applicable)

Study Island

Third grade or higher

Grades of 98 or higher on ELA and/or math

DRA

STAR

Study Island

READ 3D data (1.5 years above their current grade level)

If the School-Level AIG Team determines that the student meets the criteria, the social maturity of the student is discussed. The student's level of social and emotional development should be beyond that of his or her peer group.

If the School-Level AIG Team determines that both the academic and the social maturity requirements have been met, then proceed to Step 2.

b. Selected subtests from the Woodcock Johnson Test of Achievement – 3rd Edition, will be administered by a trained certified professional. The percentile is based on the grade/subject to which the student would be accelerated.

Reading Comprehension Cluster:

#9 Passage Comprehension

#17 Reading Vocabulary

Math Reasoning Cluster:

#10 Applied Problems

#18 Quantitative Concepts

The testing results are to be referred to the school psychologist for verification prior to moving to number 3.

c. The School-Level AIG Team and parent/guardian will meet following the completion of testing. It is recommended that the student obtain a grade equivalent score at least two years above the current grade level on the subtest clusters for reading and/or math to qualify for subject acceleration.

d. If subject acceleration is recommended, an Individual Differentiated Education Plan (IDEP) is written for the student. (A-9)

e. A follow-up conference will be scheduled within four weeks to review student progress. The conference will include the current teacher, subject accelerated teacher, parent/guardian, counselor and administrator. An annual review should be held each year with regards to the student's placement and continuation of subject acceleration. Additional conferences will be scheduled as needed.

* All assessment data must be current within one year of date of consideration for subject acceleration.

2. Grade Acceleration Procedure

Grade acceleration may be considered for a student, at any grade, who possesses advanced emotional and social maturity, high achievement, and thinking skills more than two years above grade level, and the ability to acquire knowledge at a more rapid pace than most of the students in that grade. A student who merits special consideration for grade acceleration must demonstrate significantly higher abilities than his or her classroom peers and exhibit a need for specialized education beyond that which can be provided in the current grade placement.

When considering a student for grade acceleration, the principal must be present at all AIG School-Level Team meetings. Document Grade Acceleration Procedures on Form (A-13) and on the Iowa Acceleration Scale as appropriate.

Procedure:

Prior to the AIG Team meeting, the classroom teacher and the AIG teacher (if appropriate) should talk with the student to determine his/her feelings about possible grade acceleration.

a. The School-Level AIG Team meets with the parent/guardian to discuss the need for grade acceleration. The classroom teacher must provide documented evidence that the student is working more than two years above grade level.

Evidence could include but is not limited to:

K-2
Reading:
ELA Assessment: 98% of objectives rated E (of those applicable)
DRA: Diagnostic Reading Assessment
STAR: Standard Test for Assessment of Reading
Study Island
READ 3D data (1.5 years above their current grade level)
Math:
Quarterly and Summative Assessments
Math Assessment: 98% of objectives rated E (of those applicable)
Study Island
Third grade or higher
Grades of 98 or higher on ELA and/or math
DRA
STAR
Study Island
READ 3D data (1.5 years above their current grade level)
If School-Level AIG Team determines that further consideration is in order, the team proceeds to Step B.

b. The following critical items from Section III of the Iowa Acceleration Scale (IAS) are considered. If any of these items applies to the student in question, whole-grade acceleration is not recommended.

a. The student would be accelerated into the same grade as (or a higher grade than) a sibling.

b. The student currently has a sibling in the same grade.

c. The student indicates that he/she does not want to be whole-grade accelerated.

If none of these items apply, the parent/guardian should give consent for evaluation A-3) and the school proceeds to Step C.

c. The AIG teacher provides documentation of the AIG Team meeting to the AIG Coordinator and requests the IAS Manual, Form, and Summary and Planning Report.

d. The AIG teacher provides documentation of the AIG Team meeting to the school psychologist and requests ability testing. The student's ability is measured by an individually administered intelligence test given by the school psychologist. (See the IAS for acceptable tests). If the student's ability is less than one standard deviation above the mean, whole-grade acceleration is not recommended. If this criterion is met, the school psychologist proceeds to Step E.

e. The students' aptitude and achievement are measured by tests given by the school psychologist. (See the IAS for acceptable tests.)

f. When all testing is complete, the AIG teacher completes sections I-VI of the IAS Form and the IAS Summary and Planning Report.

g. The AIG teacher schedules the Child Study Team meeting. This team must include parent/guardian, the child's current teacher, a teacher of receiving grade, counselor or school

psychologist, principal, and AIG teacher.

h. The Child Study Team meets together to complete sections VII-X of the IAS Form. These sections are summarized by the AIG teacher on the IAS Summary and Planning Report, page 2.

i. The Child Study Team follows the IAS interpretation guidelines, to make a recommendation. This decision is documented in the IAS Summary and Planning Report.

If the Child Study Team recommends grade acceleration, proceed to Step 10.

j. An Individualized Differentiated Education Plan (IDEP) is written for the student. (A-9). A plan for implementation and follow up is developed by the team and documented on pages 3-4 of the IAS Summary and Planning Report. All Grade Acceleration Documentation and the IDEP will be filed in the student's yellow AIG Folder.

k. When acceleration occurs, a follow-up conference will be scheduled within four weeks to review student progress. An annual review by the School-Level AIG Team should be held each year. Additional conferences will be scheduled as needed.

*All assessment data must be current within one year.

Planned Sources of Evidence: District list of all students that received Grade Acceleration
Student AIG Folders
IDEPs (A-8)
Subject Acceleration Procedure Documentation form (A-12)
Grade Acceleration Procedure Documentation form (A-13)
Iowa Acceleration Scale Form and Summary and Planning Report

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: look at how the new criteria will impact students' qualifying for AIG Services.

PCS is very interested in exploring service options for growing those students that traditionally do not qualify for gifted service.

PCS also recognizes programming options may need to be adjusted at those school that traditionally has a gifted population that is significantly below the district average.

Goals: Implement a fair and equitable multiple criteria identification model that identifies those students that are academically performing at an advance level.

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

Description: Over the next 3 years the district will identify schools that have traditionally low numbers of identified AIG students and high populations of under-represented populations and develop a service program to help nurture and hopefully grow the gifted populations in these categories.

Things to consider as this program is developed over the next 3 years:

Schools who have less than 1% of a gifted population

Have AIG specialist work with top 10% of student body (regardless of pre screenings such as Aptitude and Achievement test

Create a strong K-2 program for early intervention for those students that are performing above the grade level peer group.

Provide AIG licensure for regular education teachers.

Planned Sources of Evidence: Documentation on nurturing component in schools where historically AIG populations have been less than 1% of total of school population.

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG students need extensions of the curriculum and events to expand their learning. Extra-curricular programs provide such opportunities that both enhance and further develop the needs and interests of AIG students.

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

Description: AIG students will have the opportunity to compete in competitions such as (but not limited to):

Math Masters

Science Olympiad

Math Olympiad

Environthon

Spelling and Geography Bees

Robotics

MATHCOUNTS

Collaborate with PAGE to provide events that appeal to the interests of gifted learners.

Planned Sources of Evidence: Website
Brochures

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 needs of the advanced learner are best met when parents/families and the community partner to ensure appropriate services for the academic, intellectual, social and emotional needs of the AIG students.

A need to improve communication has been identified.

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

Description:

The LEA will establish partnerships with families and communities to provide information and support for AIG students.

The LEA will establish partnerships with higher educational support systems within the county.

Parent organizations

NCAGT

Parent communications

PCS/ECU Annual Summer AIG camp

On line courses/support

Brochures, videos, websites

Communications with local government/school board

Community organizations

Planned Sources of Evidence:

Flyers

AIG website

AIG conference

Newsletters/emails

Summer camp videos

Event invitations

Newspaper

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 needs of the advanced learner are met when information regarding AIG program, plan and other policies are shared with students/families, and school communities. A need to improve communication has been identified.

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

Description: Information regarding the local AIG program, the AIG plan, and other policies will be shared through a variety of ways, not limited to:

Parent Meetings
Conferences
Presentations
Newspaper
AIG website
Events

Planned Sources of Evidence: Emails

Flyers
Website
Invitations
Newspaper/TV

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: The needs of the advanced learner are best met when monitoring, developing and implementing the local plan reflects the diversity of all stakeholders.

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

Description: Goals

Create and maintain a district level AIG Leadership Team that includes all stakeholders and assists in developing, implementing, and monitoring the local AIG program and plan.

Involve parents in the developing plan.

Establish partnerships with community groups that reflect the diversity of our population.

Description

Diverse AIG Leadership Team

1. The Role of the AIG Leadership Team

Team composed of central office administrators, principals, Board of Education members, AIG teachers, regular education teachers, and parent representatives. The purpose of this committee is to meet regularly with the AIG Coordinator, provide on-going assessment of the existing programs, gain awareness of the needs of academically and intellectually gifted students (K-12) within Pitt County, and become knowledgeable of best practices that might address these needs. This committee will also be responsible for evaluating the local plan to ensure alignment with the state AIG standards.

Meet periodically with the AIG Coordinator

Provide on-going assessment of the existing programs

Gain awareness of the needs of academically and intellectually gifted students (K-12) within Pitt County

Become knowledgeable of best practices that might address these needs

Evaluate the local plan to ensure alignment with the state AIG standards

Analyze all "Focused" and "Maintained" Practices and ensure AIG Services as a whole are effectively addressing these areas

2. The Role of the AIG Steering Committee

The success of the Academically and Intellectually Gifted Program will rely on effective program evaluation. The evaluation component of the AIG Program ensures accountability to the designated stakeholders. The AIG Steering Committee review progress and monitor the plan to ensure program goals are being met. The AIG Steering Committee will consist of the following members: PCS AIG Coordinator, a minimum of 3 AIG Teachers (K-5, 6-8, and K-8 setting), a parent, and other specialists that can provide insight and direction for moving the gifted program forward.

Attend regular meetings

Share the ideas and concerns from the area in which they represent

Ensure 'Focused' and 'Maintained' Standards are being addressed in the current AIG Document

Survey stakeholders to monitor program progress

Make recommendations to the AIG Leadership Team

AIG Steering Committee Selection Criteria

AIG Teachers will be voted in by their peers at the beginning of each school year for a 1 to 2 year term.

Qualifications for the Steering Committee:

Must be a certified AIG Teacher

Must have taught AIG in PCS for a minimum of 3 years

Has not served on the Steering Committee during the previous 2 years.

PAGE will nominate a representative to serve as the parent member.

3. The Role of the School-Level AIG Team

The duties and responsibilities of the AIG Team K-12 are as follows:

To implement the Pitt County Schools' gifted child search/referral, screening, identification and instructional placement processes.

To make decisions based on the demonstrated strength-based needs of the student. (Different options will be appropriate for different students depending on the level of differentiation needed.)

To receive permission from the parent/guardian for any aptitude or achievement testing that will not be generally administered in the regular school program.

To record the information used in making the decision.

To determine the program option(s) the student will access.

To receive permission from the parent/guardian to place the student in the option(s).

To exhibit sensitivity to cultural, economic and/or linguistic differences that need to be considered in examining information about student's needs.

To develop and review the DEP or IDEP of current students.

Decision Making Process

Annual Evaluation of the AIG Plan

AIG Steering Committee

AIG Leadership Team

Board of Education

Planned Sources of Evidence: AIG Leadership Team roster

Meeting dates

Meeting minutes

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: The needs of the advanced learners are best met when parents/families and the community are informed of opportunities on an ongoing basis and in their native language.

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

Description: District website provides language translations for the website and any documents that are available on LEA website

Work with community partners to ensure translations are accurate and meaningful to those need the AIG Plan and Forms translated in their native language.

Planned Sources of Evidence: Website

Documents that have been translated

Lists of opportunities for AIG students

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The advanced learner is best served when all resources available within the community are utilized to enhance AIG resources and support.

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

Description: Partner with local industry/business

Partner with local institutions of higher learning

Partner with parent organizations

Partner with ECU to provide a summer AIG camp.

Partner with local businesses, institutions of higher education, and industry to enhance learning opportunities that support the AIG program and students.

Dual enrollment (PCC, ECU, and NCVPS)

Partner with community leaders and businesses to provide enrichment opportunities for AIG students that explore areas of interest and curriculum extension needs.

PAGE and parent collaborative programs with PCS that benefit AIG students

Planned Sources of Evidence

Brochures/flyers

Transcripts

Newspaper articles

Planned Sources of Evidence: Planned Sources of Evidence

Brochures/flyers

Transcripts

Newspaper articles

Other Comments:

Standard 6: Program Accountability

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The needs of the advanced learner are best served when the written AIG plan is aligned with the NC AIG standards.

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

Description:

Design a local plan in accordance with NC AIG Standards.

Plan is written and aligned with NC AIG Standards.

Planned Sources of Evidence: Plan approved by local LEA

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: The local program will be monitored to ensure the fidelity of its implementation in accordance with NC AIG standards.

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

Description: AIG Steering Committee and AIG Leadership Team that reflect the diversity of the population will monitor the implementation of the LEA plan.

Yearly review of the AIG Plan by the AIG Steering Committee

Yearly review of the AIG Plan by the AIG Leadership Team
See "AIG Plan Evaluation" section in the Plan Details

Planned Sources of Evidence: Yearly report of the AIG plan
Parent, Teacher, Student and Community Surveys

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: PCS receives state AIG funds that specifically support the local AIG program. It is imperative that the district continue to use state AIG funds for continued programming and monitor those funds to ensure program success.

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

Description: Working with the PCS Finance Office, the district level AIG Coordinator will annually review the AIG budget and ensure the state AIG funds are being used to support district AIG program goals.

Planned Sources of Evidence: Purchase Orders
AIG Budget spending spreadsheet

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: It is important that AIG student performance growth is monitored and shared with school AIG programs to assess the individual needs of the AIG student.

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

Description: Annual AIG NCEOG growth reports will be provided to each school's AIG teacher and

principal so they can assess individual student performance.
Annual review will take place on each AIG student.

Planned Sources of Evidence: Student Data Report (A-2)

AIG Service Determination Meetings form (A-7)

Annual review of AIG students-See "Step 4-Annual Review" in the "Screening, Identification and Placement" section in Plan Details

See "Discontinuation of AIG Service" in the "Screening, Identification and Placement" section in Plan Details

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: It is important to continue to explore strategies and alternative identification methods that accurately assess under-represented populations for gifted surfaces.

Goals: Create a database of these students and monitor academic performance.

Description: Identify students that meet the above practice and begin to track their performance and monitor for trends and signs of giftedness.

Planned Sources of Evidence: Sources of Evidence
Data record

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: It is important to have AIG certified teachers working with the gifted population to ensure appropriate strategies are used in learning environments that increase student growth.

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

Description: All teachers that are a part of the AIG program and work directly with identifying, supporting, and monitoring AIG students are certified with AIG licensure. AIG students will be placed in classrooms with regular education teachers that hold AIG licensure when possible to more effectively serve the gifted learners.

Planned Sources of Evidence: AIG School Headcount
List of Pitt County Schools AIG teachers

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: An advisory group is an excellent way to promote the needs of gifted students and strengthen the AIG program and accountability.

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

Description:

Form an advisory group to monitor the AIG Plan and strengthen gifted services

The AIG Steering Committee will make recommendations to the AIG Leadership Team. The AIG Coordinator shall form and lead a twelve member AIG Leadership Team composed of central office administrators, principals, Board of Education members, AIG teachers, regular education teachers, and parent representatives. The purpose of this committee is to meet regularly with the AIG Coordinator, provide on-going assessment of the existing programs, gain awareness of the needs of academically and intellectually gifted students (K-12) within Pitt County, and become knowledgeable of best practices that might address these needs. This committee will also be responsible for evaluating the local plan to ensure effectiveness and alignment with the state AIG standards.

Planned Sources of Evidence: AIG Leadership Team Roster
Meeting Minutes

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Regular feedback from key stakeholders is important for maintaining a quality gifted program.

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

Description: Survey key stakeholders to ensure the AIG program is effectively meeting the needs of the gifted learner.

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

Planned Sources of Evidence: Annual AIG Survey
Annual AIG Survey results

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: Continuous monitoring of the AIG program and plan is important to ensure the program continues to provide the best quality education for gifted learners.

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

Description: Annually review the local AIG program
Revise program goals as needed
Provide a quality AIG program that meets the needs of the gifted learner.

AIG Steering Committee will review the AIG Plan and program annually using multiple sources of data for continuous program improvement. Reviews may consist of, but are not limited to:

End of Year Surveys
Focus Groups
PAGE Meetings
Informal feedback
Formal feedback

AIG Steering Committee will make recommendations to the AIG Leadership Team. It is the responsibility of the AIG Leadership Team to evaluate the AIG Plan and recommend revisions to school board as needed.

See "AIG Plan Evaluation" section in Plan Details

Planned Sources of Evidence: Survey results
Focus Groups

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: A transparent program and communication are important to all stakeholders to effectively monitor program progress.

Goals: To annually provide key stakeholders with program evaluations of the local AIG program.

Description: AIG Coordinator will annually review all aspects of the AIG program with AIG teachers, school administrators, the local school board, and parents.

Planned Sources of Evidence: End of Year AIG Program evaluation results
AIG Website
Presentations

Other Comments:

Practice K

Protects the rights of all AIG students through policies, procedures, and practices.

This practice is a Maintained Practice for 2013-2016.

Rationale: The rights of AIG student need to be protected by policy, procedures, and practices.

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

Description: Description

Currently, procedures and practices are in place within the AIG Plan.

District policies exist that protect all students and their rights.

In the event of a disagreement of AIG identification and/or services between parents and Pitt County Schools, parents have access to a step by step Resolution of Disagreements procedure. (see A-16 thru A-19)

Planned Sources of Evidence: AIG Plan

District website and policies

Resolution of Disagreements (A-16 to A-19)

Other Comments:

Glossary (optional):

Appendix (optional):

AG Forms.xlsx (*Other Forms*)