

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

**Approved by local Board of Education on:** 18-JUN-13

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

**Beaufort County Schools Vision for local AIG program:** Beaufort County's academically gifted students will have the opportunity to develop their talents and abilities to the fullest and to use their strengths to become life-long learners able to succeed in a rapidly changing global society.

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$251624.00</b>	<b>\$15000.00</b>	<b>\$15000.00</b>	<b>\$0.00</b>

## Table of Contents

<a href="#"><u>Standard 1: Student Identification</u></a> .....	3
<a href="#"><u>Standard 2: Differentiated Curriculum and Instruction</u></a> .....	10
<a href="#"><u>Standard 3: Personnel and Professional Development</u></a> .....	17
<a href="#"><u>Standard 4: Comprehensive Programming within a Total School Community</u></a> .....	22
<a href="#"><u>Standard 5: Partnerships</u></a> .....	30
<a href="#"><u>Standard 6: Program Accountability</u></a> .....	36

## 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:** Our AIG teachers and administrators have been trained on how to explain the procedures for AIG identification, screening, referral to parents, school personal, and other stakeholders.

BCS has provided powerpoints, handouts, forms, and the plan to each school.

The AIG coordinator meets with parent groups and individuals to discuss issues and clarify the plan.

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

**Description:** § Each AIG teacher and principal will receive a copy of the plan and a copy will be made available at the school site

§ Plan located on the website

§ Presentations to parent groups

§ Survey parents

Identification criteria for grades k-3 uses informal assessments, skill assessments that equal or exceed 98% in achievement, class performance/ work samples more than two years above grade level, observational reports, and advanced social/emotional development.

Students participating in the program, 4-12, will demonstrate a strong need for differentiation by meeting 3 out of the 4 following criteria:

~Percentile score of 90 or higher on a standardized aptitude test.

~Percentile score of 92 or higher on End of Grade test in reading or math or composite on nationally normed standardized achievement measure.

~Performance documented on report cards with grades of 93 or higher in the curriculum area(s) being reviewed.

~Teacher recommendation forms, MClass, benchmarks, or observations documented on checklist.

\*98 percentile or above on a nationally normed IQ test automatically qualifies a student for services.

**Planned Sources of Evidence:** ~ Annual survey results

- ~ Plan located on the district website
- ~ Monitoring documents
- ~ Criteria documentation
- ~ School based committee sign in sheets and minutes
- ~ Agendas and sign in sheets for parent meetings

**Other Comments:**

**Practice B**

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

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

**Rationale:** Identification criteria uses aptitude, EOG/achievement percentiles, performance, work samples, and observations to identify AIG Students. All teachers are given the names of their AIG students so that they can serve them in all classes, all day/every day.

Students that meet some, but not all of the criteria are placed on a watch list. These students are nurtured to meet their fullest potential.

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

**Description:** Students participating in the program, 4-12, will demonstrate a strong need for differentiation by meeting 3 out of the 4 following criteria:

- ~Percentile score of 90 or higher on a standardized aptitude test.
- ~Percentile score of 92 or higher on End of Grade test in reading or math or composite on nationally normed standardized achievement measure.
- ~Performance documented on report cards with grades of 93 or higher in the curriculum area(s) being reviewed.
- ~Teacher recommendation forms, MClass, benchmarks, or observations documented on checklist.

\*98 percentile or above on a nationally normed IQ test automatically qualifies a student for services.

**Planned Sources of Evidence:** ~Notes and sign in sheets from AIG team

~Excel file of criteria

~Parent notification

**Other Comments:**

### **Practice C**

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

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

**Rationale:** Beaufort County Schools employs both traditional and non-traditional standardized measures. Students who do not meet the entire criteria are also placed on watch list for AIG nurturing.

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

**Description:** Beaufort County Schools uses aptitude, EOG/achievement percentiles, performance, work samples, and observations to identify AIG Students.

Students participating in the program will demonstrate a strong need for differentiation by meeting 3 out of the 4 following criteria:

~Percentile score of 90 or higher on a standardized aptitude test.

~Percentile score of 92 or higher on End of Grade test in reading or math or composite on nationally normed standardized achievement measure.

~Performance documented on report cards with grades of 93 or higher in the curriculum area(s) being reviewed.

~Teacher recommendation forms, MClass, benchmarks

\*98 percentile or above on a nationally normed IQ test automatically qualifies a student for services.

**Planned Sources of Evidence:** ~Notes from the AIG team

~Excel file of AIG criteria

~Demographic data

~Watch list

**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:** Beaufort County will ensure consistent screening, referral, and identification processes are implemented across the district. The AIG coordinator will attend 50% of school identification committees to ensure consistency in implementing the plans process.

The AIG coordinator and AIG teacher leader will monitor schools bimonthly to insure that all teachers are aware of AIG students.

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

**Description:** All schools will follow the county board approved procedures for screening, referral, and identification. These forms and minutes will be monitored by the LEA or LEA representative. The AIG coordinator will attend 50% of screening committee meetings each year to ensure equity in identification.

**Planned Sources of Evidence:** All schools will follow procedures and complete the following forms when appropriate:

- Referral to AIG program
- Student AIG Data Record
- Differentiated Education Plan or Individualized Differentiation Plan
- AIG Program Parent/Guardian Consent for Initial Placement
- AIG Service Determination
- Checklist for AIG Folders
- BCS AIG Program Resolution of Disagreements
- BCS AIG Grievance Form
- Parent/Guardian Appeal to BCS AIG Program Administration
- Parent/Guardian Second Appeal to Office of the Superintendent

Rotational monitoring and evaluation of the AIG program at individual schools to ensure consistencies in procedures.

**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:** Forms and procedures are in place to safeguard the rights of AIG students and their families. Parents are sent home a BCS school letter informing them of placement and school services. Parents meet with AIG teachers to plan, discuss, and sign DEPs and IDEPs.

Each school has been trained in the practice of solving disagreements. When disagreements are not resolved at the school level, the parent then meets with the BCS AIG coordinator. The AIG coordinator explains the rights and procedures to the parents. Parents are also given information about due process if they disagree with the AIG coordinator. Parents may then request an AIG hearing, then a decision from the school superintendent.

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

**Description:** Consistent implementation of written policies and procedures will ensure the rights of AIG students and parents/guardians. Schools will follow procedures using the appropriate forms.

BCS forms will be used for:

- ~consent for identification
- ~placement
- ~procedures for reassessment
- ~procedures for resolving arguments

BCS will accept AIG students from surrounding LEAs.

**Planned Sources of Evidence:** ~Referral to AIG program

- ~Student AIG Data Record
- ~Differentiated Education Plan or Individualized Differentiation Plan
- ~AIG Program Parent/Guardian Consent for Initial Placement
- ~AIG Service Determination
- ~Checklist for AIG Folders
- ~BCS AIG Program Resolution of Disagreements
- ~BCS AIG Grievance Form
- ~Parent/Guardian Appeal to BCS AIG Program Administration
- ~Parent/Guardian Second Appeal to Office of the Superintendent

**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:** Beaufort County schools reviews AIG student service delivery plans and communicates that service to the parents/guardian

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

**Description:** A hierarchical procedure will be utilized to resolve disagreements that may arise between the parent/guardian of a student and Beaufort County Schools regarding identification as Academically or Intellectually Gifted and/or the appropriateness of educational services offered.

**PROCEDURES TO RESOLVE CONFLICTS RELATED TO IDENTIFICATION/SERVICES**

Step 1: If a parent/guardian disagrees with AIG identification/services, a grievance form may be submitted to the school. A school meeting will be scheduled to review the identification/services recommendation within 10 working days from receipt of the written request from the parent/guardian. Members of the School-Level AIG Team will include the school principal, parent/guardian, and chairperson of the School-Level AIG Team. Written documentation of the committee's decision will be maintained with a copy provided to the parent/guardian at the conclusion of the meeting

Step 2: If the parent/guardian disagrees with the recommendation of the school-based review committee, an appeal may be made to the coordinator of Academically and Intellectually Gifted programs to review the recommendation. The appeal form must be submitted within 10 days following the school-based review to the Coordinator of Academically and Intellectually Gifted Programs (Ashley Padgett 321 Smaw Road Washington, NC 27889). The Coordinator of Academically and Intellectually Gifted programs will review the decision made by the School-Level AIG Team and make a recommendation in writing regarding the appropriateness of the decision within 10 working days from receipt of the written request for an appeal. A copy of this recommendation will be sent to the parent/guardian and school principal.\*

Step 3: If the parent/guardian disagrees with the recommendation of the Coordinator of Academically or Intellectually Gifted programs, a second appeal may be made to the office of the superintendent for review. This second appeal form\*\* must be submitted within 10 working days from the parent's/guardian's receipt of the recommendation from the Coordinator of Academically and Intellectually Gifted programs. The hearing officer will review each appeal with regard to the appropriateness of procedures followed and how program guidelines were applied. The hearing officer will review the appeal. Written notification of the superintendent's decision will be sent to the parent/guardian, Coordinator of Academically and Intellectually Gifted programs, and school principal within 30 working days from the receipt of the second appeal.

**Planned Sources of Evidence:** All schools will follow procedures and complete the following forms when appropriate:

- Referral to AIG program
- Student AIG Data Record
- Differentiated Education Plan or Individualized Differentiation Plan
- AIG Program Parent/Guardian Consent for Initial Placement
- AIG Service Determination
- Checklist for AIG Folders
- BCS AIG Program Resolution of Disagreements
- BCS AIG Grievance Form
- Parent/Guardian Appeal to BCS AIG Program Administration
- Parent/Guardian Second Appeal to Office of the Superintendent

**Other Comments:** Transfer students who have been previously identified in another system or another state will be reviewed for differentiated services upon entering Beaufort County Schools, utilizing the criteria in place for identifying students in the district.

## Standard 2: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

### Practice A

Adapts the NC Standard Course of Study (SCOS) K-12, to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

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

**Rationale:** All curriculum maps in all curriculum areas will have differentiation activities included. All curriculum maps, k-12, must have specific strategies for AIG students.

**Goals:** While curriculum maps for all subjects, k-12, have been developed, teachers need to continue to work on writing lesson plans and differentiating instruction so that AIG students receive appropriate modifications all day/every day. DPIs AIG lessons will be used as models.

**Description:** ~ Create lessons and units shared across the county that address the educational needs of AIG learners. These lesson plans will include enrichment activities for AIG students and students on the watch list. Examples include: excel periods in grades 4-8 where students work on 21st Century Skills; involvement in math, reading, and science enrichment classes; implementation of mastery learning in math classes so that gifted students, when ready, may move on to more complicated problems; use different reading list for gifted reading students; and continue to encourage involvement in academic competitions.

~Use blogs and the AIG county web page to discuss the differences between "a bright child" and a "gifted learning". Examples include a bright child knows the answers while a gifted child asks the questions. A bright child has good ideas and a gifted child has wild silly ideas. A bright child works hard while a gifted child may play around, yet tests well.

~Have staff development on common gifted myths from NAGC such as: gifted students don't need help, gifted students make everyone else in the class smarter by providing a role model or challenge, and gifted programs are elitist.

~Give parents, principal, and teachers resources to help them adapt learning in way that is beneficial to gifted students: <http://www.SENGIgited.org>, <http://www.hoagiesgifted.org>, and <http://www.nagc.org>.

**Planned Sources of Evidence:** ~ Curriculum

- ~ Lesson plans
- ~ Staff development sign in sheets
- ~ EOG Scores and AIG student growth
- ~ Principals walk in observation forms
- ~ LEA observations
- ~ PD agendas and sign in sheets
- ~ Website examples

**Other Comments:**

**Practice B**

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

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

**Rationale:** Because AIG students are AIG all day every day, Beaufort County Schools has included AIG differentiation in curriculum maps in all grades in all subject areas. BCS is also working with outside agencies to ensure that students have the challenging rigor that they need.

**Goals:** BCS teachers should diversify each lesson in all subject areas. Our AIG students will receive rigorous high interest assignments in all subjects. This includes not only the core areas, but also the arts, CTE classes, world languages, internships, and health/PE. Lesson plans should reflect the diversity of the curriculum maps. The state AIG lesson plans will serve as models.

When rigorous classes are not available outside agencies will be used to enhance the curriculum.

**Description:** When teachers are observed the AIG differentiation should be obvious. Administrators will monitor differentiation during formal and informal observations. Differentiation strategies will be included in all lesson plans. These strategies will be communicated to parents in IEPs and DEPs

Differentiation is not more student work, but higher rigor levels of student work.

When the appropriate levels of classes are not available, BCS will continue to use outside agencies for rigor. NCVPS will continue to be used at the middle school level when highly qualified high school teachers are not available at the middle school for world languages, math, English I, sciences, and history.

At the high school level we will continue to work with Beaufort County Community College, NCVPS, ECU, NCSSM, UNCGi, and Stanford for higher level and high interest classes.

Beginning in the spring of 2014, students will be able to challenge classes grades 6-12.

**Planned Sources of Evidence:** ~Student work

- ~Observations
- ~Student schedules
- ~Challenge course data

**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:** Beaufort County Schools will continue to use research-based supplemental resources to augment our local curriculum.

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

**Description:** Curriculum coordinators and teachers will continue to add researched based strategies to curriculum maps in all subject areas. Lesson plans will reflect reached based staff development.

Regular education teachers' lessons plans will show evidence of differentiated instruction for AIG students.

Curriculum maps while published, are also constantly evolving. Teachers and curriculum coordinators continually add resources and researched based differentiation strategies to maps. These maps then led to lesson plans that reflect differentiation and best practices.

For example, k-3 teachers use progress monitoring not only with low level students, but also with advanced readers to ensure growth for all. Stations with different levels of activities are used in middle schools and high schools.

**Planned Sources of Evidence:** ~ Staff Development sign in sheets

- ~ Lesson plans
- ~ Student AIG growth

**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:** Teachers will continue to receive training in 21st century content and skills. These skill will be taught to our students in all subject areas. Teachers will differentiate the strategies used to teach the skills to meet the needs of our AIG population.

**Goals:** Teachers will continue to attend and become knowledgeable of multiple 21st century skills and content.

Students will show knowledge of 21st century skills and content.

**Description:** Teacher will continue to attend 21st century staff development. Staff development will be delivered face to face and electronically. Decisions of which 21st century topics will be organized in PD will be based on teacher surveys, parent requests, administrator requests and PDPS.

Teachers will use this knowledge in lesson plans. Differentiation for AIG students should be obvious in lesson plans and during classroom observations.

Teachers will use formative assessments and in some cases summative assessments to check for understanding.

**Planned Sources of Evidence:** ~Agenda from 21st century professional development

- ~Staff surveys
- ~Administrative requests
- ~Lesson plans
- ~Drop in observation data
- ~Student work

**Other Comments:**

**Practice E**

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

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

**Rationale:** Teachers will use formative assessments to monitor what a student knows and doesn't understand.

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

**Description:** Teachers will use formative assessment to monitor student understanding. Students who already understand the curricular objective will be given alternative assignments to enrich their understanding of the objective or to move forward.

Students should be given this opportunity early in the lesson to prevent waste of student time.

**Planned Sources of Evidence:** ~Lesson plans  
~Formative Assessments  
~Data from formative assessments

**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:** Beaufort County Schools will continue to give students opportunities to move forward.

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

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

However, when the regular ed program is not the best fit, students will have opportunities to move forward. Progress monitoring and pull outs will be used in grades k-8. Students may also have the opportunity to take advanced core classes in grades 6-12. BCS will continue to increase the amount of AP and college credit courses available for high school students. Through the IRIS grant, our high school students may receive college credit through ECU, UNCG, and BCCC. We will continue to partner with the distance ed section on NCSSM.

BCS will continue to fund academic competitions for Battle of the Books, Envirathon, Math Counts, Science Olympiad, etc. BCS will continue to pay the AP fee for all students and pay the five hundred dollar cost for Governor's School.

BCS will continue to work with civic organizations to create additional academic competitions and recognition.

Academic "letters" will continue to be given at the three traditional high schools.

**Planned Sources of Evidence:** ~Schedules  
~Budget for academic competitions  
~Student surveys

**Other Comments:**

### **Practice G**

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

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

**Rationale:** Beaufort County schools realizes the importance of developing and nurturing our k-3 students.

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

**Description:** All k-3 curriculum maps have differentiation strategies for advanced learners. All k-3 teachers use Dibbles data to track the progress of all students. All k-3 teachers progress monitor all students to ensure student growth. All k-3 teachers have been trained how to differentiate during learning stations.

**Planned Sources of Evidence:** ~lesson plans

~progress monitoring data

~Dibbles Data

~PD sign in sheets and agendas

**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:** All teachers know who the AIG students are in their classroom, know that they need to differentiate, and can help develop PDPS and IDPS.

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

**Description:** Each schools AIG representative gives regular and EC teachers of names of the AIG students in their classrooms. These teachers also receive a copy of the current individual plan.

All teachers k-12 received PD in 2012-2013 in differentiation for AIG students. All teachers helped created their subject specific curriculum map with AIG strategies.

**Planned Sources of Evidence:** ~Curriculum maps

~PD agendas

~list of AIG students

**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:** Parents and teachers create a DEP or IDP for AIG students. These plans are monitored at least annually.

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

**Description:** DEP and IDP plans written with multiple teachers involved with each AIG student. These plans are reviewed and signed by the parents/ guardians. These plans are given to the appropriate teachers of the AIG child.

**Planned Sources of Evidence:** ~AIG student folders  
~Copies of IDPs and DEPs

**Other Comments:**

### **Standard 3: Personnel and Professional Development**

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

#### **Practice A**

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

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

**Rationale:** At this point BCS does not employ an AIG licensed educator to lead the AIG department.

**Goals:** The 6-12 Curriculum Coordinator is the AIG Director. However, an AIG teacher that is AIG licensed will begin to take on leadership rolls beginning in 2013-2014.

**Description:** The AIG teacher will begin monitoring visits to multiple schools in the county and will begin to accept leadership responsibilities.

**Planned Sources of Evidence:** ~AIG license  
~AIG monitoring visits

**Other Comments:**

#### **Practice B**

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

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

**Rationale:** AIG specialists at each school will work with all teachers to ensure the academic and emotional needs of gifted learners are being met.

**Goals:** AIG teachers will work with the schools AIG team to ensure that AIG students and students on the school's AIG watch list academic, intellectual, social and emotional needs are being met.

Beaufort County Schools will provide professional development for AIG specialists and regular education teachers to ensure quality, rigorous, and research-based instruction for AIG students.

**Description:** AIG specialist tasks to meet the needs of the AIG students include, but are not limited to, the following:

~Consistent AIG placement

~Bi-weekly conferences with regular ed teachers to ensure that AIG students are being academically successful in non-AIG classrooms.

- ~Parents will be contacted every four weeks of AIG student's progress.
- ~DEP and IDEP plans will be monitored at the school and county level.
- ~AIG specialists will help with scheduling of advanced and accelerated classes.
- ~AIG specialists will work with parents, regular ed teachers, and guidance counselors when there are social and emotional issues with AIG students.
- ~AIG coordinator will work with Student Services to provide additional social and emotional services for AIG students.

Staff development options will include:

- ~ Creation of a menu of effective instructional strategies through staff development
  - ~ Survey AIG teachers to determine professional development needs
  - ~ The Beaufort County Schools AIG Coordinator will provide professional training for new AIG teachers when hired
- Send AIG teachers to state conferences on a rotational cycle that promote best practices as funding allows.
- ~ Provide AIG teachers with local, state, and national staff development opportunities as funding allows

**Planned Sources of Evidence:** ~Monitoring of AIG placement by looking at minutes and sign in sheets of AIG committee.

- ~Documentation of conferences with non-AIG teachers.
- ~AIG progress reports.
- ~DEP and IDEP plans.
- ~AIG student's schedule.
- ~Documentation of services offered by guidance counselors.
- ~ Yearly calendar of staff development training/opportunities for Beaufort County Schools AIG teachers
- ~ 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:** BCS AIG team with input from administrators, teachers, and parents has created a three year AIG staff development plan for teachers, counselors, and school administrators.

**Goals:** ~ Beaufort County Schools will provide professional development for the AIG specialists to ensure quality, rigorous, current research-based instruction for AIG students.

~ Teachers will receive professional development credit in the areas of academic, intellectual, social and emotional needs of AIG students.

**Description:** ~ 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"

**Planned Sources of Evidence:** ~ Sign in sheets

~ Staff development agendas

**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:** All teachers have received training in differentiation and have helped create curriculum maps with AIG strategies.

**Goals:** All teachers will receive training in the social and emotional needs of AIG students. Teachers will continue to improve using differentiation.

**Description:** While teachers have identified differentiation strategies in curriculum maps, they will continue to need support in differentiation in their lesson plans.

Teachers also need training in the social and emotional needs of AIG students.

**Planned Sources of Evidence:** ~PD agenda

~Sign in sheets

**Other Comments:**

### **Practice E**

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

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

**Rationale:** Professional development for AIG specialists will support the BCS goals and initiatives.

**Goals:** Professional development for AIG specialists will support the BCS goals and initiatives. Differentiation, college readiness, and 21st century skills are goals for education in all classrooms. These knowledge tools are part of the AIG plan as well.

**Description:** ~ Creation of a menu of effective instructional strategies through staff development  
~ Survey AIG teachers to determine professional development needs

**Planned Sources of Evidence:** ~ Lists of available staff development.  
~ List/Calendar of annual AIG professional development opportunities.  
~ Sign in sheets.

**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:** All professional development is aligned with state standards, best practices, and 21st century skills.

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

**Description:** ~Staff development of the Common Core and Essential Standards will include a focus on 21st Century Skills and differentiated instruction for the AIG student.

~ Teachers of AIG students will consider state and national standards when creating Individual Growth Plans and Differentiated Education Plans.

~ 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.

~ Technology training will be provided by the district to promote the technology components of 21st Century Learning Skills.

~School level staff development will conducted in the following 21st Century Skills: the 4 C's (Critical Thinking, Communication, Collaboration, and Creativity), and Media and Information Skills.

**Planned Sources of Evidence:** ~ Individual Growth Plans and Differentiated Education Plans

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

~Sign in sheets and agendas

~ List of AIG-related local, state, and national conferences attended by Beaufort County Schools 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 Focused Practice for 2013-2016.**

**Rationale:** Teachers are given time to plan at the school and LEA level.

**Goals:** Teachers from across the county worked with their subject specific colleagues to create curriculum maps with AIG differentiation strategies included.

Creation of a menu of effective instructional strategies that current AIG teachers can deliver through staff development for other Beaufort County Schools AIG teachers.

**Description:** ~ AIG teachers will 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 BCS AIG teachers  
~ Survey AIG teachers to determine professional development needs

**Planned Sources of Evidence:** ~ Lists of available staff development  
~ List/Calendar of annual AIG professional development opportunities  
~ Surveys

**Other Comments:**

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

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

### **Practice A**

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

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

**Rationale:** All teachers will use differentiation to provide services to AIG students all day, every day. Schools will also schedule classes for these students in grades 4-8. These classes will enrich and enhance the curriculum, while working with the emotional needs of AIG students.

**Goals:** ~ Maintenance of the academic and intellectual AIG programs that match 21st Learning Skills  
~ Develop a comprehensive social and emotional curriculum as part of the AIG services  
~ Develop a procedure for meeting the needs of the AIG students in the K-3 and high school settings.

**Description:** ~ Update the AIG curriculum with 21st Century Learning Common Core Skills.  
~ Create an AIG curriculum 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:** ~ AIG curriculum  
~ Student work samples  
~ AIG student/ teacher conference schedule

### **Other Comments:**

### **Practice B**

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

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

**Rationale:** Students will receive pull out instruction in grades 4-8 in areas of AIG identification.

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

**Description:** Students are receiving a variety of services in the areas in which they are identified.

Sample math services include, but are not limited to: excel math enrichment, Mastery Learning and

Enrichment, accelerated math curriculum, AP courses, college credit courses, super-star math, and multiple academic math competitions.

Sample reading services include, but are not limited to: excel reading enrichment, book clubs, 21st century research and media literacy, differentiated reading lists, project based learning, AP courses, college credit courses, and Battle of the Books.

Students are also enriched with science through science pull outs, excel science enrichment, project based learning, AP courses, college credit courses, and Science Olympiad.

**Planned Sources of Evidence:** ~ AIG student folder  
~ AIG student schedule

**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:** All AIG students will receive services that are connected to the BCS AIG plan.

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

**Description:** Students are receiving a variety of services in the areas in which they are identified.

Sample math services include, but are not limited to: excel math enrichment, Mastery Learning and Enrichment, accelerated math curriculum, AP courses, college credit courses, super-star math, and multiple academic math competitions.

Sample reading services include, but are not limited to: excel reading enrichment, book clubs, 21st century research and media literacy, differentiated reading lists, project based learning, AP courses, college credit courses, and Battle of the Books.

Students are also enriched with science through science pull outs, excel science enrichment, project based learning, AP courses, college credit courses, and Science Olympiad.

**Planned Sources of Evidence:** ~ AIG Plan  
~ AIG Curriculum  
~ Pacing guides  
~Schedules  
~Lesson plans  
~Student work

**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 staff was trained in 2012-2013 in the regulations of gifted education and the local AIG plan. Updates are given to staffs each year by school AIG representative.

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

**Description:** 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

**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:** Since AIG students are gifted all day/every day, it is imperative that all teachers know who their AIG students are and how to differentiate for them.

During 2011-2013, all curriculum maps included an AIG differentiation component. All teachers were trained on a variety of ways to ensure differentiate.

AIG teachers at each school help non AIG teachers with lesson plan and project ideas.

Each school receives the names of AIG students from feeder schools.

**Goals:** Ensure that AIG students are receiving services in all classes every day.

Ensure that all teachers know the AIG students and watch list students.

Monitor AIG differentiation, AIG services, and AIG continuation of services from school to school.

AIG coordinator and AIG lead teacher will monitor schools bimonthly for services.

AIG coordinator will be given list of names at the end and beginning of each year to check consistency of services.

Non AIG certified teachers will attend AIG PD.

**Description:** AIG students will receive appropriate differentiation in all classes. Teachers will use county wide pacing guides as a step in this differentiation. Teachers will know students on their class lists. Schools will work with each other and the AIG coordinator to ensure that all students receive a continuation of services no matter which school or grade level.

AIG coordinator and AIG lead teacher will monitor documentation.

Principals will look for differentiation during classroom observations.

**Planned Sources of Evidence:** ~monitoring visits and data

~lesson plans

~transitional plan

**Other Comments:** Currently we have had an AIG transitional plan in place to enhance communication and continuation of services from school to school. In the past this plan has not been monitored completely. We are now monitoring that the schools receive the End of Year AIG record Transfer form (pg 9 of AIG forms) and the records. A copy of the signed form will be faxed to the Beaufort County's AIG coordinator.

After monitoring this transition for two years, we will be able to see what changes need to be made for future practice.

### **Practice F**

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

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

**Rationale:** AIG teachers will collaborate with teachers, parents/families and other instructional staff to

provide differentiated programs/services.

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

**Description:**

AIG teachers will meet with other academic teachers bi-weekly to monitor AIG student achievement.

AIG teachers will communicate academic progress to parents every four weeks.

**Planned Sources of Evidence:** ~ Service Delivery Model

- ~ Minutes of meetings.
- ~ Sign in sheets.
- ~ Copies of parent communication.
- ~ Meet with parents/families/instructional staff to develop programs/services
- ~ Notification of AIG students to regular education teacher each year

**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:** PD will be offered to teachers, counselors, parents to address the social and emotional needs of AIG students.

**Goals:** All stakeholders will be knowledgeable about the social and emotional needs of AIG students.

**Description:** All stakeholders will have multiple opportunities to participate in professional development developed around the social and emotional needs of AIG students.

Afterwards, the LEA team will create a list of skills and strategies to be used at the school level to help AIG students successfully deal with their social and emotional needs.

**Planned Sources of Evidence:** ~PD agendas

- ~sign in sheets
- ~list of school based strategies

**Other Comments:** We need to gather more information from all of our stakeholders on this section before we decide the best way to collaborate. By offering a variety of communication modes, we hope to be able to make a better collaboration plan for the future.

**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:** Beaufort County Schools will use a variety of methods and placement options to create rigorous learning opportunities for AIG students.

**Goals:** Beaufort County Schools will have system for placement options for advanced k-5th grade students.

In middle school Beaufort County Schools will continue to offer high school credit in the areas of science, math, world languages, history, and ELA.

High school students will be able to receive college credit through ECU, UNCG, BCCC, AP, Stanford, and other agencies.

Beaufort County Schools will fully use Credit for mastery for students in grades 6-12 beginning in the 2013-2014 school year.

**Description:** BCS will publicize options for AIG students by web, parent meetings, newspaper, and informational sessions.

BCS will monitor use of advanced course work in MS and HS.

BCS will work with the media to explain CDM.

**Planned Sources of Evidence:** ~Schedules  
~Criteria for placement

**Other Comments:**

We would like to begin to offer English I and high school sciences and history at the middle school as well. At this point the problem is that we do not have enough highly qualified high school teachers in middle school to make this viable. We will continue to use NCVPS until we can figure out a better system.

**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:** Students in underrepresented AIG populations will be serviced through the AIG program

or nurturing programs.

**Goals:** Beaufort County schools would like for the AIG population to closely resemble the proportions of our total student population.

**Description:** By using multiple placement criteria, Beaufort County Schools is hoping to diversify students identified as AIG. An AIG watch list will be used to provide services to students who were almost served.

**Planned Sources of Evidence:** AIG criteria

AIG data

Watch list

**Other Comments:** By carefully monitoring the AIG committee processes for identification of AIG students and the creation of an AIG watch list, we hope to be able to see clearly how large our underrepresented gap is. We are also using EVAAS data to make sure that AIG students and watch list students are taking the most appropriate and challenging course load.

Schools are also using excel periods to enrich students that are on grade level to move at an above grade level pace.

Once we collect data on all of these practices we will know what gaps need to be filled for the underrepresented populations.

### **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:** Beaufort County Schools will continue to pay for student academic competitions.

**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):

- ~ Science Olympiad
- ~ Battle of the Books
- ~ Environthon
- ~ Spelling Bees
- ~ Algebra Competitions
- ~ MATHCOUNTS
- ~ FBLA

**Planned Sources of Evidence:** ~ Website

~ Brochures

~ Names of students involved

~ Funding code

**Other Comments:**

## **Standard 5: Partnerships**

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

### **Practice A**

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

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

**Rationale:** Our AIG parents, teachers, and principals meet often in the various community areas of our school system. However, these parent meetings normally revolve around a student project presentation or a reaction to a change in curricula or identification.

While we will continue these kinds of meetings, BCS needs a parent/community partnership that is more goal oriented. We do not want to continue to be a reactionary group, but instead a planning group.

My AIG teachers and principals have identified AIG parents that match the demographics of the schools to serve on this partnership committee.

Our board member chair, a long time AIG advocate, will also be on this committee.

**Goals:** ~to identify 2-4 parents from each school to serve on this partnership committee.

~to identify AIG parents that match the demographics of the schools they represent

~to find a meeting time and place that is convenient for members

~to include at least one board member in the group

~to include one representative from a local civic organization in the group

The group will 1. identify needs of our AIG students 2. brainstorm solutions to AIG issues 3. communicate the needs of our AIG students to other stakeholders.

**Description:** Our parent/community will meet at least quarterly to:

1. identify needs of our AIG students

2. brainstorm solutions to AIG issues

3. communicate the needs of our AIG students to other stakeholders

Our group will be made up of 2-4 parents from each school. These parents will match the demographics of the school they represent.

Meetings will be held at times and places that are convenient for the members of the group.

**Planned Sources of Evidence:** ~ Flyers

~ AIG website

~ Newsletters/emails

~ Event invitations

- ~ Agendas
- ~ Sign in sheets

### **Other Comments:**

### **Practice B**

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

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

**Rationale:** Our AIG plan is on our BCS website. A hard copy is in each school and parents are notified about these locations. I meet with parent groups bimonthly and discuss AIG. Our AIG teachers send home letters, inform parents about criteria, meet/sign DEPs, and have parent conferences, many parents do not seem to have basic knowledge of policies and practices of our AIG services

Because of this we need to find ways to communicate differently with parents.

**Goals:** Parents, families, and community members will have access to information about the AIG program through the following means:

- ~ A Beaufort County AIG webpage complete with the local plan, updates, parent information, professional development, and blogs.
- ~ All stakeholders will be able to come to the AIG leadership meetings.
- ~ Each schools AIG teacher will also have a webpage to inform parents about their schools program.
- ~ The plan will be presented annually to the school board. These meetings are broadcast on our local cable station.
- ~ Zoomerang surveys and phone surveys will be used to gather feedback before new initiatives.
- ~ Articles will be written for our local paper describing aspects of our AIG program.

The AIG Leadership committee members will also inform stakeholders they represent about AIG programs, policies, and changes to the school plan.

**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
- ~ Agendas
- ~ Sign in sheets

### **Other Comments:**

### **Practice C**

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

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

**Rationale:** When the AIG plan for 2013-2016 multiple stakeholders were involved in the creation on the plan. Meetings were held with teachers, parents, and administrators. Our school board also viewed the plan for several weeks before it was brought forward for approval.

Now it is important to grow this parent/community group. It is important that this group represent the diversity of our school district.

This group will help monitor the implementation of the plan and help solve issues.

Another issue with our 2010-2013 plan, was the monitoring of its implementation. Because of this, a teacher leader has been identified that will help me with bimonthly monitoring visits.

A bimonthly AIG teacher PLC will meet for professional development and to discuss implementation of our current plan. The AIG PLC meet last year during teacher workdays, which caused conflicts with other groups they were apart. This years PLCs will be after school.

**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 implementation of the plan
- ~ Establish partnerships with community groups that reflect the diversity of our population
- ~ Identify a teacher leader to help conduct bimonthly AIG monitoring visits
- ~ Conduct bimonthly AIG PLCS after school.

**Description:** The Diverse AIG Leadership Team will consist of teachers, principals, parents/guardians, community members, and central services representatives.

The Leadership team will have a diverse makeup that is comparable to the makeup of the school system. All schools and grade levels will also be part of the team.

The team will have two main purposes:

Purpose one: to monitor the current plan and discuss future changes.

Purpose two: to advocate for AIG children and services.

**Planned Sources of Evidence:** ~ AIG Leadership Team roster

- ~ Sign in sheets
- ~ Meeting dates
- ~ Meeting minutes
- ~ PLC agendas
- ~ Monitoring visits paperworks

**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:** Our county has published the AIG plan in English on our website and in our schools. Our AIG plan and all of its forms are being translated into Spanish. However, we need to find a way to communicate the AIG plan with our population that might have difficulty understanding the written academic language of the plan.

We have also let our schools bear the responsibility of informing parents of AIG opportunities. My practice has been to meet or email AIG teachers and guidance counselors the opportunities that would interest their AIG population and let them disseminate it to the appropriate parents. Since some schools do a better job than others, this makes opportunities available for some but not all students.

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

**Description:** We will work with our ELL teachers and our Title One Coordinator to meet with parent groups and explain AIG in non-threatening verbal language.

Our AIG plan and forms will be translated in the needed languages.

AIG opportunities will be placed on the BCS AIG site as well as each individual school's website.

Monitoring visits will include documentation of parent communication of AIG opportunities.

All schools will help student participate in AIG opportunities outside of our system.

**Planned Sources of Evidence:** ~ Website

- ~ Documents that have been translated
- ~ Monitoring visits
- ~ Agendas
- ~ Sign in sheets

**Other Comments:**

### **Practice E**

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

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

**Rationale:** BCS is developing relationships with many community groups through CTE and student poverty needs.

The AIG coordinator is working with CTE and the honors portfolio process to ensure that the appropriate rigor level and self discovery is available for AIG students. These portfolios and the rationale will be discussed at business and industry groups.

Through an IRIS grant our students are able to take advanced course work through UNCG, BCCC, Mount Olive College, NCSSM, NCVPS, and Stanford. Some of these courses are virtual and some are face to face. We have made it our goal to ensure that rigor is available for all of our AIG students. We will continue to find higher ed offerings for our students.

**Goals:** ~work with CTE and workforce development to give our AIG students a variety of programs and services

~offer a variety of higher ed course work to our students through UNCG, BCCC, Mount Olive College, NCSSM, NCVPS, Stanford, and other schools of higher ed

~offer more AP courses

~continue to offer courses virtually and face to face

~create a midday bus run to the community college

**Description:** The AIG leadership team, made up of stakeholders that replicate the community they serve, will seek input on how Beaufort County may involve parents/families in meaningful ways to support gifted education.

AIG will become involved with workforce partnerships through honors level CTE and CCP.

AIG students will have multiple opportunities to engage in higher level courses.

AIG coordinator will be on a regular basis with community leaders and institutes of higher learning to increase opportunities and support for our AIG population.

**Planned Sources of Evidence:** ~ Minutes of AIG leadership team

~ Sign in sheets

~ Invitations

- ~ Brochures/flyers
- ~ Emails
- ~ Websites

**Other Comments:**

## **Standard 6: Program Accountability**

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

### **Practice A**

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

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

**Rationale:** BCS AIG coordinator worked with teachers, administrators, and other stakeholders to create a written AIG plan.

This plan was reviewed, discussed, and approved by BCS's school board in June 2013.

**Goals:** To design a local plan in accordance with NC AIG standards

**Description:** 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 Focused Practice for 2013-2016.**

**Rationale:** BCS AIG coordinator and lead teacher will monitor schools bimonthly to ensure the implementation of the AIG plan as approved by BCS.

**Goals:** Schools will be monitored at the minimum yearly to ensure that they are following all components of Beaufort County's AIG plan.

During the monitoring visits the following will be audited:

- ~ School level AIG meeting minutes and sign in sheets
- ~ AIG identification process
- ~ Up to date AIG list and watch list
- ~ DEPs and IDEPs
- ~ Lesson plans that show how DEPs and IDEPs are used in AIG and regular ed classrooms
- ~ Documentation of parent contacts

- ~ Documentation of regular ed and AIG teacher conferences
- ~ Complete AIG folders with appropriate Beaufort County AIG forms; see AIG forms pdf "other forms"

AIG Steering Committee and AIG Leadership Team that reflects the diversity of the population will help monitor the implementation of the LEA plan.

Parents, families, and community members will have access to information about the AIG program through the following means:

- ~ A Beaufort County AIG webpage complete with the local plan, updates, parent information, professional development, and blogs.
- ~ All stakeholders will be able to come to the AIG leadership meetings.
- ~ Each school's AIG teacher will also have a webpage to inform parents about their schools program.
- ~ The plan will be presented annually to the school board. These meetings are broadcast on our local cable station.
- ~ Zoomerang surveys and phone surveys will be used to gather feedback before new initiatives.

**Description:** ~ Yearly review of the AIG Plan by the AIG Steering Committee  
~ Yearly review of the AIG Plan by the AIG Leadership Team

**Planned Sources of Evidence:** ~ Minutes of school AIG committee meetings  
~ School level AIG documentation  
~ Completion of forms for AIG screening, see AIG forms pdf "other forms"  
~ Maintaining of current AIG students and watch list students  
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:** BCS AIG coordinator, finance officer, and cabinet will ensure that state AIG funds are used appropriately. All AIG funds allocation will adhere to state policy.

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

**Description:** Working with the BCS 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 Focused Practice for 2013-2016.**

**Rationale:** Curriculum, accountability, and AIG coordinators meet bimonthly with BCS cabinet and school administrators to discuss and analyze data. Data includes, EOC/EOGs, Cognitive Skills tests, Drop Out data, schedule rigor, and other indicators. AIG data is shared and discussed as a subgroup.

**Goals:** Annual AIG Growth reports will be provided to each school's AIG teacher so they can assess individual student performance.

We will track AIG students whose parents sign the AIG Waiver of Service, page 17 of the AIG forms pdf, "other forms." These students will be given the opportunity yearly to partake in AIG services. They will also be encouraged to take high school classes in middle school and AP, honors level, and college course in high school.

Drop out data collected for our system will be analyzed for identified AIG students or watch list students. If any of these students drop out an exit interview will be conducted.

**Description:** Annual AIG Growth reports will be provided to each school's administrator, SIT team, and AIG team so they can assess individual student performance. This data will come from the testing office as well as EVAAS.

AIG teachers will work with guidance counselors and administrators to ensure that identified AIG students and watch list students are encouraged to take rigorous courses even if they have completed a Waiver of Service form, page 17.

The County AIG Coordinator will work with the Student Services Director and school social workers to prevent AIG and watch list students from dropping out. If one of these students drops out, an exit interview will be conducted.

**Planned Sources of Evidence:** End of Year Student Data Report

Data meeting agendas

Drop out data

Formative and summative data

Schedule

Math rigor

**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:** BCS believes that our AIG population should mirror the diversity of our school system.

The AIG coordinator will work with 50% of the schools a year to help in the identification process.

The BCS AIG plan uses a variety of criteria for assessment.

EC and regular ed teachers have been educated on the needs of twice-exceptional students.

**Goals:** Hill RAP and Hill Writing are being used in 4 and 5 grade for our twice-exceptional AIG students.

AIG coordinator will help school AIG teams identify AIG students and identify under-represented watch list students.

AIG student population will mirror the diversity of BCS.

New assessments may be given when needed to identify a diverse group of gifted students.

BCS will embrace CDM as a way to educate our highly gifted students.

**Description:** Hill RAP and Hill Writing are being used in 4 and 5 grade for our twice-exceptional AIG students. These programs help identify where weaknesses are in reading and writing, that AIG students might have been able to "hide".

AIG coordinator will help school AIG teams identify AIG students and identify under-represented watch list students. These students will be given the social and emotional braces needed. Guidance counselors will receive training in the social/emotional needs of AIG students.

AIG student population will mirror the diversity of BCS.

New assessments may be given when needed to identify a diverse group of gifted students.

BCS will embrace CDM as a way to educate our highly gifted students.

**Planned Sources of Evidence:** ~identification

- ~Hill Rap and Hill Write data
- ~watch list student list
- ~guidance agendas
- ~professional development agendas/sign in sheets

**Other Comments:**

**Practice F**

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

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

**Rationale:** BCS has a licensure specialist that maintains current data on credentials of all teachers. She also monitors the credit hours that each teacher earns. Data is sent, when needed to AIG coordinator.

**Goals:** to increase the number of BCS teachers with AIG licensure to train 50% of all teachers, in 3 years, in the BCS AIG pd modules

**Description:** Teachers will be notified of AIG licensure opportunities and encouraged to participate and receive AIG certification.

Teachers will participate in BCS AIG staff development.

**Planned Sources of Evidence:** ~agendas

- ~licensure data
- ~sign in sheets

**Other Comments:**

We have only had two teachers earn full AIG licensure in the last three years. We must improve this.

However, all of our 2012-2013 teachers received four hours of local AIG staff development.

**Practice G**

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

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

**Rationale:** The AIG coordinator meets with community members and AIG parents often. However, these meetings are normally in reaction to an AIG issue.

The AIG coordinator meets with AIG teachers during AIG PLCS.

All BCS teachers are encouraged to attend local AIG professional development.

An quarterly meeting with the advisory group will begin in 2013-2014. The group will be made up of 2-4 parents from each school that represent the population of the school. The BCS school chair will also be a member of this group.

**Goals:** To form an advisory group to monitor the AIG Plan and strengthen gifted services.

For the advisory group to mirror the diverse population of BCS.

To improve the AIG program through PD and discussions with teachers and community members.

**Description:** ~2-4 parents from each school that represent the diversity of the school.

~board member will also be on on committee

~ planning for future improvements

~PD plan

**Planned Sources of Evidence:** ~ AIG Leadership Team Roster

~ Meeting Minutes

~PD schedule

**Other Comments:**

### **Practice H**

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

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

**Rationale:** It is important that all stakeholders of the AIG plan contribute to data collection of feedback.

A variety of surveys will be used: phone, discussion boards, zoomerang, poll everywhere, and paper/pencil.

Data from the feedback will be brought to the AIG committee for discussion and improvement of the program.

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

Provide feedback from stakeholders by the AIG Leadership Committee members.

Maintain blogs about the AIG program on the county's AIG page.

**Description:** AIG Leadership Committee will create and distribute an annual survey to key

stakeholders for collecting and reviewing the quality and effectiveness of the local AIG program.

We will have blogs on our county AIG website.

AIG Leadership Committee members will report feedback from the stakeholders he/she represents.

**Planned Sources of Evidence:** ~ AIG website including blogs

- ~ AIG Leadership Committee minutes
- ~ 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 Focused Practice for 2013-2016.**

**Rationale:** The BCS data and curriculum meetings will discuss AIG data and how to improve the program. Data from EOCs, EOGs, final exams, formative assessments, schedule rigor, drop out, MClassand CTE completers is used.

**Goals:** ~Use a variety of data during data and curriculum meetings to evaluate AIG program

- ~involve administrators in AIG data meetings
- ~ Annually review the local AIG program
- ~ Revise program goals as needed
- ~ Provide a quality AIG program that meets the needs of the gifted learner.

**Description:** ~ 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
- 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.

**Planned Sources of Evidence:** ~ Survey results

- ~ Focus Groups
- ~ Sign in sheets
- ~ Agendas
- ~ AIG plan
- ~ Data

**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:** After data is discussed and disseminated with the data and curriculum team, data will be brought to the AIG advisory team. The AIG advisory team is made up of teachers, parents, and stakeholders.

These members will help disseminate information to the groups they are representing.

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

To provide timely data to AIG advisory group

To continuously improve BCS 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

~ Agendas

~ Sign in sheets

~ Handouts

**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:** All schools will follow the AIG program standards. Parents will be informed about practices and policies.

BCS AIG coordinator needs to answer parental concerns and questions.

AIG teachers, administrators, and AIG coordinator need to be able to clearly explain the rights of AIG students and be prepared to defend their rights.

AIG teachers and administrators will have yearly refreshers.

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

**Description:** ~ Current procedures and practices are in place within the AIG Plan. These policies and practices will be monitored annually by the AIG coordinator. Forms, minutes, folders, sign in sheets, and student lists will be audited.

~ District policies exist that protect all students and their rights. If a school or teacher is found to not be in compliance of the district AIG policies the AIG coordinator and Director of Curriculum will be informed. If deemed necessary the Human Resources Assistant Superintendent will also be notified.

~ In the event of a disagreement of AIG identification and/or services between parents and Beaufort County Schools, parents have access to a step by step Resolution of Disagreements procedure; see pages 12-15 in AIG forms.

**Planned Sources of Evidence:** ~ Student AIG folders

- ~ School AIG team minutes and sign in sheets
- ~ AIG student list and watch list
- ~ DEP and IDEP forms for each child
- ~ Documentation of contact with parents/guardians
- ~ Transition documents
- ~ AIG Plan
- ~ District website and policies

**Other Comments:**

**Glossary (optional):**

**Appendix (optional):**

4-5 AIG services.pdf (*Local Board Approval Document*)

6-8 AIG services.pdf (*Local Board Approval Document*)

9-12 AIG services.pdf (*Local Board Approval Document*)

BOE NOTES 2013 JUNE.pdf (*Local Board Approval Document*)

AIG forms.pdf (*Other Forms*)

AIG forms.pdf (*Other Forms*)