

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

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Carteret County Public 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, Carteret County Public Schools local AIG plan is as follows:

Carteret County Public Schools Vision for local AIG program: The Carteret County Public Schools' program for intellectually gifted and/or academically talented students is designed to guide the AIG student down an educational path that builds on individual strengths and provides opportunities to enhance and enrich those strengths. This occurs through positive, nurturing relationships with teachers, supportive time spent with school counselors, and dedicated, deliberate planning for differentiation involving the student, his/her parents, the principal, counselor, teacher(s) and AIG Program Specialists. The driving force behind this effort is a full understanding of the educational, social, and emotional needs of the gifted and talented child, coupled with the implementation of best practices in gifted education. The program is a vital and valued part of the AIG student's school experience. It is valued by students, parents, teachers, and administrators for the curricular rigor, the intellectual challenge, and the preparation for higher education and/or the student's chosen career path.

We Believe:

- Student learning (corresponding with ability level) is the chief priority of the AIG program.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs which should be the primary focus of all decisions affecting the work of our program.
- Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work that reflects

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individual abilities.

- Students learn best when they are actively engaged in the learning process and apply their knowledge in meaningful contexts.
- Curriculum and instructional practices must incorporate a variety of learning activities to accommodate differences in thinking and learning.
- Challenging opportunities encourage increased individual student performance.
- Exceptional students (e.g. academically and/or intellectually gifted, students with disabilities, and/or students with limited English proficiency) require special resources and uninterrupted access to differentiated services.
- Schools are learning communities and must promote collaboration among students, teachers, administrators, parents, and the public.
- A safe and physically comfortable environment promotes student learning.
- The commitment of Carteret County Public Schools to continuous program improvement is imperative to enable AIG students to become confident, self-directed, life-long learners.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$416135.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Carteret County Schools identifies both Academically Gifted and Intellectually Gifted students. We will maintain the current screening, referral, and identification procedures since they have been successful.

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

Description: We will continue to provide:

- a documented timeframe and cycle for screening, identification and placement;
- parent information meetings at the beginning of each school year to go over the process;
- orientation and training for members of Gifted Identification Teams (GIT);
- informational materials in registration packets of new students;
- an updated website that explains the screening, identification and placement process;
- presentations on the referral and identification process at school faculty meetings and/or grade level meetings;
- information on the process to non-public feeder schools in our community to alleviate concerns and questions regarding transitioning to our system.

Planned Sources of Evidence: • self-assessment survey results;

- feedback from parents, teachers and administrators;
- program website;
- notification brochure about Fall Parent Information Meeting;
- faculty meeting agendas;
- example of registration packets (elementary, middle, high);
- minutes and rosters from GIT meetings;
- team and PLC meeting agendas;
- letter and accompanying documents that are mailed to head masters, directors, etc. at feeder schools;
- LEA's AIG Plan.

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: Carteret County School employs multiple criteria for AIG student identification. This practice has been successful and will be maintained.

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

Description: We will continue to:

- administer nationally-normed aptitude and achievement tests to third graders, based on the program plan;
- collect data from on-going assessments as additional information, enabling the school GIT to make thorough and informed decisions about individual students;
- use the nationally-normed Gifted Rating Scale (GRS).

Planned Sources of Evidence: • school-based GIT meeting minutes;

- student AIG folders containing identification information;
- LEA's AIG Plan and surveys.

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: This practice was not addressed in our previous AIG Plan and needs to be a focused practice in the 2013-2016 Plan. It is interesting that 81% of parents' and staff surveyed believe that our plan meets this goal. Since 2010, the majority of the students identified as AIG have been highly gifted or tier 4, but we have been identified very few twice exceptional and English language learners (ELL)as AIG.

Goals: When students present characteristics of potential giftedness and/or academic talent not reflected by data from traditional standardized measures, program specialists will collaborate with general classroom teachers, special education and ELL teachers, and members of the school's Gifted Identification Team to consider alternative assessments. Data will be collected from a variety of sources so that a school's Gifted Identification Team can make an informed decision and have appropriate resources at their disposal so that all students have access to an appropriate education.

Description: Implement a variety of research-based practices to support the identification of traditionally under-represented AIG populations ensuring that every child is a possible candidate for gifted services. These include U-Stars-Plus and needed modifications on the CogAT.

- U-STARS~PLUS (Using Science, Talents, and Abilities to Recognize Students)
 1. Promoting Learning for Underrepresented Students with Teacher Observation of Potential in Students (TOPS) forms to facilitate the recognition and nurturing of outstanding potential in typically under served populations at the K-3 level.
 2. Ongoing observations and assessments using the TOPS form by teachers afford flexibility in responding to the needs of all students.

By using U-STARS~Plus, teachers can observe students in authentic, real-world settings. Four years of data will be collected on students to determine potential. This data will be compared to CogAT testing and will be used at the end of the students' 3rd grade year by the Gifted Identification Team to make decisions as to whether the student should have additional testing.

- Provide needed modifications for students with IEPs on the CogAT which will increase the number of students taking the CogAT and their opportunity to show their true potential. To accomplish this, AIG Specialists will work closely with Principals, Exceptional Children's teachers, Guidance Counselors and ELL teachers to determine and document testing needs.

Planned Sources of Evidence: • schools' GIT minutes;

- folders of USTARS Plus information;
- data bases with AIG identified students identified by level of gifted, twice exceptionality, culturally/ethnically diversity;
- student's AIG folder indicating testing measures used.

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: As part of the 2010-13 Plan, a new AIG Plan Specialist Handbook which includes information on screening, referrals and identification was developed and continues to be followed. Our survey indicated that 87% of our parents and teachers believe that this practice is on track.

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

Description: We will continue to:

- provide annual training for school personnel to ensure that procedures and processes are understood;
- conduct a self-assessment during the second half of each school year to promote continuous improvement;
- consistently follow all procedural guidelines in the program specialists' handbook;
- be open and transparent regarding the screening, referral, and identification process while maintaining individual student confidentiality;
- rely on each school's GIT to make final identification and placement decisions.

Planned Sources of Evidence: • self-assessment survey data;

- GIT meeting minutes;
- faculty meeting agendas;
- team and PLC 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: 89% of respondents to our self-assessment believed this practice to be completely evident and is part of business as usual in Carteret County Schools. Our policy on transfers gives strength to our local procedures, placement and reassessment policies.

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

Description: To accomplish these goals we will continue to:

- provide parents with "Procedures to Resolve Disagreement with Gifted Placement Options or Identifications";
- cluster transfer students immediately who were enrolled in AIG programs from other LEAs (as evidenced in their official school records) according to their areas of strength in either math and/or reading;
- examine record of, discuss and act upon transfer students at the respective school's GIT no later than the end of the first semester (for students who enroll at the beginning of the school year); or no later than the end of the second semester for students who enroll after the fall GIT meetings have been held. By the end of the applicable semester (as described above) all NC public school transfer students enrolled in another LEA's AIG program will: a) remain in Power School as AIG and be

recommended by the GIT for services in Carteret County Schools; or b) remain in Data Management as AIG pending further evaluation recommended by the GIT; or c) be exited from Power School AIG designation as recommended by the GIT because Carteret County AIG Program entrance criteria have not been met. By the end of the applicable semester (as described above) all transfer students served by gifted programs in non-public or out-of-state schools will: a) be enrolled by data management in the official database as AIG as recommended by the school GIT; or b) not be enrolled in the official database as AIG because GIT discussions and findings indicate Carteret County AIG Program entrance criteria has not been met. Decisions of the GIT will be communicated to parents by the AIG Program Specialist no later than 10 working days after the meeting. Parents will be told of procedures for resolving disagreements (when applicable);

- recommendations for reassessments may be made by the school GIT when data indicates a need. However, testing will not be conducted for reevaluation of aptitude unless the team believes a situation warrants the use of an instrument designated for under-represented populations. Reevaluations for academic achievement will not be conducted inside of three years from previous testing.

Planned Sources of Evidence: • LEA AIG Plan;

- student AIG folders containing signed written consent form;
- procedures handbook containing steps for resolving disagreements;
- class rosters with AIG student clusters;
- enrollment procedures initiated at individual school sites;
- feedback from students and parents;
- CCPS Board Policy documents relating to transfer students;
- parent survey data;
- AIG website

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: School to Home Communication Forms and increased emphasis on teacher webpages in addition to traditional Differentiated Education Forms have increased communication with parents. As a result, 94% of the responses to our survey said this practice was completely evident.

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

Description: We will continue to:

- hold orientation/informational meetings in the fall of the year;
- offer yearly meetings to review individual student Differentiated Education Plans (DEP), learning

environments, and support services available (grades 4 - 12) and provide parents with confidential paperwork;

- keep parents abreast of enrichment opportunities for students outside the realm of direct school programming but which may be of interest to families.

Planned Sources of Evidence: • parent and student feedback;

- student folders containing DEPs;
- LEA AIG plan;
- self-assessment data;
- parent meeting agendas, minutes.

Other Comments: See Appendix items titled:

- Cycle for Screening of Non-Third Graders;
- Local Board Policy on Support Of Children of Military Families;
- Local Board Policy on Assignment to Classes – Policy 4155;
- Procedures to Resolve Disagreements.

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: Program Staff will continue to adapt the SCOS to meet student needs in their area of identification. AIG Program Specialists are the primary resource for teachers as they strive to meet the needs of gifted learners in the regular classroom. Recent assessment data found this data found 87% of our responses found this practice evident .

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

Description: Program specialists collaborate with general classroom teachers to discuss individual student needs and to provide research-based information and materials for the teachers' use with identified AIG students. Additionally, program specialists co-teach with general classroom teachers in an effort to enrich the gifted students' experience with the instructional concepts/content delivered within the general classroom environment.

The grade 4-8 general classroom teacher is expected to complete and send home with each report card issuance a document that explains how curriculum was differentiated within their classroom to meet the learning needs of each gifted student. (See appendix item titled School-to-Home Communication)

We will:

- be familiar with the NCSCOS for assigned grade levels;
- keep up-to-date on effective methods for curriculum adaptation by collaborating, researching, and sharing;
- work with small groups of students with similar areas of giftedness and enrichment/extension/acceleration needs;
- assist individual teachers with specific areas of need in enrichment/acceleration/extension of curriculum;
- provide teachers with staff development through Professional Learning Communities about areas and levels of gifted identification for their specific students; on enrichment, acceleration, and extension techniques appropriate for student populations and AIG Instructional Resource Project.

Planned Sources of Evidence: • self-assessment survey results;

- staff development opportunities;
- lesson plans and co-teaching opportunities;
- evidence of meetings with teachers and administrators;
- attendance rosters from professional development opportunities.

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: Carteret County identifies both intellectual and academically gifted students. We have found that a "one size fits all approach" to giftedness does not meet their needs. Many students' failure to learn and consequent lack of educational growth can be directly linked to the delivery of material. For an educational program to be successful, all teachers of the gifted must be given the tools to help their students and they must take ownership in the work on these students.

Goals: It is our goal that all teachers who serve gifted learners will be able to:

- recognize and address the diverse learning needs of gifted students, from the intellectually nonverbal to the academically gifted math or reading student;
- know their content well enough to readily and comfortably compact curriculum, design independent studies, implement flexible grouping and modify assignments – all based on individual students' needs;
- understand the goals of AIG clustering in classrooms.

Description: To accomplish these goals:

- Carteret County Schools will provide ongoing professional development for AIG cluster teachers, addressing best practice in gifted education.
- AIG Program Specialists will co-teach with cluster teachers, modeling and sharing their expertise.
- AIG Program Specialists will work with cluster teachers to plan and develop lessons and instructional materials appropriate to the specific needs of gifted students.
- AIG Program Specialists will participate in individual school's professional learning communities.
- In the spring of each year, AIG Program Staff will assist principals in grouping/clustering AIG students, based on data readily available to program staff. In elementary school, a cluster group is generally defined as at least six to eight students identified as having similar academic needs and abilities. In middle school, a cluster group is generally defined as at least 10 to 15 students with similar academic needs or abilities. In schools with fewer than minimum numbers, AIG best practices recommends AIG students be placed in one cluster classroom.

• High School students self-select Honors and AP classes. However, AIG students who do not select Honors or AP will be counseled by the AIG Specialist

Planned Sources of Evidence: • sample curriculum units;

- examples of selected materials;
- LEA's AIG Plan;
- database of students' area of strength(s);
- professional development schedules, minutes, and rosters of participants;
- e-mail correspondence;
- classroom observational data;
- content-based program services.

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: Research-based curriculum materials are regarded as having more reliability and credibility in producing results for students. This practice must be relied upon to ensure the success of Practice B above.

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

Description: We will continue to keep:

- AIG Program Staff will be well-read on current trends in gifted education and make concerted efforts to share this information with teachers and administrators;
- a digital library of research-based resources that can serve teachers as materials that augment the NC Standard Course of Study for gifted learners to provide enrichment, extension or acceleration;
- cluster teachers reporting to parents at the end of each grading period as to how they have differentiated for students in their classrooms using research-based material;
- school level PLC discussions (facilitated by the AIG Program Specialist) including information on research-based supplemental materials applicable for specific settings/students as they pertain to gifted learners;
- a portion of each AIG Program Staff PLC meeting dedicated to readings and discussions of research-based best practice.

Planned Sources of Evidence: • examples of selected materials;

- website with resources readily available;
- examples of completed parent reports noting the differentiation with research-based material;

- agendas and minutes from school PLC meetings;
- agendas and minutes from program staff PLC meetings.

Other Comments:

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Focused Practice for 2013-2016.

Rationale: The development of 21st century content and skills in all students has been a focus of our school district for the past several years. However, that does not mean that all teachers of advanced learners have the skills to reach all advanced learners. Over the next three years, we need to focus on making sure that teachers of our advanced learners have these skills to provide advanced learners with the opportunities to foster 21st century content and skills.

Goals: For all teachers who serve gifted learners to have the necessary skills to integrate technology opportunities while enhancing critical thinking skills in a real world setting for the advanced learner.

Description: We will seek out opportunities to apply real life context in areas such as (these are only examples):

- Odyssey of the Mind
- NOAA sponsored student film festivals
- Model UN
- UNC Ethics Bowl
- STEM projects
- Problem based learning
- Science Olympiad
- Camp Invention
- Future Cities Engineering Competition
- Lego Robotics Competition.

We will seek out curriculum development opportunities among AIG Specialist and other specialists and support the development of curriculum integration.

Planned Sources of Evidence: • list of real life context participations from each school
• shared curriculum integration through technology based systems

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: The self-assessment data indicates that 90% of respondents believe this practice is completely evident. Interestingly, the other 10% indicate on-going assessments are not evident at all. Assessments are given frequently in Carteret County but teachers need to shift their thinking about how and when these assessments are used. As a result, we have chosen to focus on the practice of using on-going assessment to differentiate classroom curriculum and instruction in an effort to use the on-going assessment student data more effectively for gifted learners and to promote their growth.

Goals: For gifted learners to grow in new knowledge, it is important that teachers know exactly where those students are with their prior knowledge before beginning instruction. It is our goal that:

- all teachers of gifted students would utilize formative assessments to pre-test each time a new unit or concept is introduced or after a brief introduction; and
- all teachers of gifted students will know how to use assessment data to design instruction using a variety of scaffolding strategies.

Description: To accomplish these goals Carteret County Public Schools will provide ongoing professional development for AIG cluster teachers to include (but not be limited to) training on the following topics:

- the Revised Bloom's Taxonomy of Educational Objectives;
- creating a classroom culture of differentiation for the gifted student;
- using SRI, Kid/Teen Biz data to create flexible reading groups;
- scaffolding lessons to meet specific learning needs;
- using growth data and goal summary reports to plan any initial interventions at the beginning of the school year.

To accomplish these goals, cluster teachers, school teams, and/or grade levels will discuss student data in PLCs to collaborate on curriculum and instruction decisions.

Planned Sources of Evidence: • professional development schedules for the year;

- participation rosters from professional development sessions;
- school improvement plans;
- minutes from PLC meetings.

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: 93% of the responders to our survey felt that we were meeting the social and emotional needs of our gifted students. However, our AIG Specialists feel strongly that this is an area that needs work with our teachers and counselors who work with our gifted students.

Goals: To provide all teachers and counselors of the gifted students the opportunities to obtain the tools needed to support the social and emotional needs of AIG students.

Description: We will seek out opportunities to:

- participate in PLCs on topics concerning the social and emotional needs of AIG students;
- align units with topics that address and are relevant to the social and emotional needs of gifted students; and
- address the social impacts within the curriculum.

Planned Sources of Evidence: • list and dates of professional development on social emotional needs of gifted students

- units posted on shared technology websites such as google docs.

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: All children begin school with different talents, abilities, and knowledge. They learn at different rates and each deserves to be challenged to reach his/her highest potential. It is vital that primary students have the opportunity to learn as much as they can, and for teachers to employ instructional strategies and differentiated curriculum to provide that challenge and opportunity. The self-assessment survey indicated that 28% of respondents saw little or no evidence of this practice in our current AIG plan.

Goals: USTARS Plus is a research based framework which empowers teachers to provide

environments which nurtures the intellectual and emotional well being of young children using science. We will:

- to develop a plan to begin the implementation of USTARS Plus in all K-3 classrooms;
- to continue to implement USTARS Plus at Beaufort Elementary and Morehead City Primary;
- to encourage principals to make AIG Specialists a resource when they are considering acceleration of K-3 students.

Description: To accomplish these goals we will:

- Work with principals to help them understand the advantage of implementing USTARS Plus in their schools;
- to provide continued staff development in USTARS Plus for AIG Specialist and classroom teachers;
- to provide AIG Specialists with assessment resources with which they can aid principals on acceleration issues.

Planned Sources of Evidence: • folders of students identified through USTARS Plus process;

- professional development sign in sheets for USTARS Plus.

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 students spend the majority of their time each day in a regular classroom. Meeting their academic needs requires a collaborative effort among classroom teachers, AIG Program Specialists, counselors, and other professionals who can assist in modifying instruction for a student's particular needs. AIG students can require the services of exceptional children's personnel, speech therapists, occupational therapists, and myriad other professionals. It is incumbent upon all of these people to work together to provide the best education possible for AIG students. Program staff currently do a good job with this practice, as evidenced by 91% of respondents on the self-assessment survey indicating the practice was mostly or completely evident to them. We will continue to foster collaborative relationships among all stakeholders in the best interest of AIG students.

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

Description: We will continue to:

- work collaboratively with school personnel to develop and implement differentiated curriculum and instruction;
- attend meetings as needed to monitor student progress;
- offer assistance in developing specific instructional strategies for individual students;

- keep open lines of communication with other professionals that are working with AIG students.

Planned Sources of Evidence: • minutes from PLC meetings;

- professional development rosters;
- lesson plans of classroom teachers;
- lesson plans of gifted specialists;
- student data provided to teachers.

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: Gifted students have differing levels of intellectual ability and areas of academic talent. Once these have been identified, it is important that students receive instruction commensurate with these abilities. The development and implementation of a Differentiated Education Plan (DEP) is vital to meeting the needs of gifted students. It is also important that students, parents, and teachers collaborate to write these plans. Ninety percent of self-assessment respondents felt this practice was mostly or completely evident in the current AIG plan and we will continue this practice with the aim of more participation from teachers when these plans are being written.

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

Description: We will continue to:

- facilitate the writing of DEPs for AIG students based on their area(s) and level(s) of giftedness ;
- hold informational meetings for parents and students to discuss the plans;
- solicit input and participation from classroom teachers and other involved professionals in developing the differentiated plan for each student;
- review plans annually to ensure plan meets the curricular and instructional needs of the student;
- meet with parents and students to facilitate smooth transition between schools (from elementary to middle, and middle to high school);
- maintain records of education plans.

Planned Sources of Evidence:

- copies of DEPs with required signatures;

- copies of summary records;
- meeting notices;
- self-assessment results.

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: Carteret County Public Schools employ a highly qualified AIG Program Director to guide, plan, develop, implement, monitor, and revise the local AIG program. We will maintain this minimum level of licensed AIG personnel.

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

Description: The current job description for the AIG Program Director is the following:
Coordinator of Gifted Education Services is responsible for:

- monitoring the implementation of gifted education services during individual site visits K-12;
- proposing and managing a budget and implementing material selection for school AIG resources;
- consulting with gifted specialists, classroom teachers, parents, administrators, and counselors, to ensure the implementation of services for advanced learners;
- facilitating the Carteret Gifted Advisory Council;
- collecting district data through the use of the site monitoring tool;
- collecting, analyzing, and summarizing district AIG performance and demographic data;
- reviewing and analyzing data with gifted specialists at each school;
- facilitating the Governor's School process, which includes, working with high school gifted specialists and counselors and overseeing the Governor's School Selection Committee;
- developing and maintaining district informational tools, such as an AIG district website, form letters, classroom teacher and AIG teacher documents;
- facilitating and leading monthly AIG training sessions for all gifted specialists;
- meeting and planning with regional Coordinators of Gifted Education and State AIG consultants to stay on cutting edge of Gifted Education;
- mediating parents, gifted specialists, classroom teachers, and administrators in dealing with disagreements concerning all phases of the program;
- facilitating annual State (Department of Public Instruction) AIG Headcount;
- facilitating discussions and professional development in decisions for acceleration;
- coordinating with administrators and Human Resources in the hiring of AIG personnel, including their observations, evaluation and development of professional development plans;
- ensuring that the AIG populations receive differentiated and appropriate services at school sites.

Planned Sources of Evidence: Licensure documentation from system human resource department
AIG Director's calendar

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: In Carteret County, we ensure that gifted services are focused on the individual needs of our students. This is substantiated by self-assessment data: only 2% of the respondents saw no evidence of this practice. We will maintain the practice whereby the priority for program specialists will be to focus their time meeting the needs of AIG students.

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

Description:

Elementary level gifted education specialists will continue to be responsible for:

- implementing all six standards of the Carteret AIG plan;
- gathering evidence to demonstrate alignment and implementation of all six standards of the AIG plan;
- maintaining a school AIG website, that aligns with the district's website rubric expectations;
- reviewing and analyzing on-going, benchmark, and summative data for all AIG students;
- implementing the nurturing program (UStarsPlus) as it is adopted by the elementary school;
- creating instructional and coaching targets based on data analysis;
- developing curriculum that is aligned with the SCoS and is appropriate for gifted students;
- collaborating with staff members at the school to meet the cognitive, academic, social, and emotional needs of gifted students;
- working directly with classroom teachers to provide feedback on differentiation for gifted learners;
- facilitating monthly PLCs to develop capacity and systematic programming at the school site assigned;
- facilitating annual DEP reviews with AIG families by the end of the first 9 weeks;
- facilitating informational sessions to inform parents of the identification process and criteria;
- attending monthly professional development, or AIG training sessions;
- maintaining documentation of the demographic representation of the school's AIG program as it comparing to the school's general demographic representation;
- assisting the school's data manager in ensuring the the AIG roster in Power School is accurate;
- promoting extra-curricular opportunities for gifted students;
- advocating for gifted learners in the school;
- facilitating and recording the school's Gifted Identification Team meetings as documentation of decision making;
- assisting classroom teachers in providing AIG School to Home Communication forms each 9 weeks to AIG families.

Middle School level gifted education specialist will continue to be responsible for:

- implementing all six standards of the Carteret County AIG plan;
 - gathering evidence to demonstrate alignment and implementation of all six standards of the AIG plan;
 - maintaining a school AIG website, that aligns with the district's website rubric expectations;
 - reviewing and analyzing on-going, benchmark, and summative data for all AIG students;
 - facilitating monthly PLCs to develop capacity and systematic programming within the school assigned;
 - developing curriculum that is aligned with the SCoS and is appropriate for gifted students;
 - collaborating with staff members at the school to meet the cognitive, academic, social, and emotional needs of gifted students;
 - working directly with classroom teachers to provide feedback on differentiation for gifted learners;
 - facilitating the Carteret County Credentials for AIG at the school site;
 - facilitating annual DEP reviews with AIG families;
 - facilitating informational sessions to inform parents of the identification process and criteria;
 - attending monthly professional development, or AIG training sessions;
 - maintaining documentation of the demographic representation of the school's AIG program as it compares to the school's general demographic representation;
 - promoting extra-curricular opportunities for gifted students;
 - advocating for gifted learners in the school;
 - facilitating and recording the school's Gifted Identification Team meetings as documentation of decision making;
 - assisting classroom teachers in providing AIG School to Home Communication forms each 9 weeks to AIG families;
- assisting the school's data manager in ensuring that the AIG roster in Power School is accurate.

High School level gifted education specialists will be responsible for:

- maintaining annual documentation, DEP, of gifted services;
- facilitating annual DEP review with AIG families;
- maintaining a school AIG website that aligns with district website rubric expectations;
- disseminating and providing professional development opportunities to school staff;
- disseminating extra-curricular opportunities to AIG students and families;
- pulling mid-term failure reports for identified students and facilitating counseling for those students;
- advocating for gifted learners;
- assisting the school's data manager in ensuring that the AIG roster in Power School is accurate.

Planned Sources of Evidence:

- DEPs;
- examples of teacher-to-parent communication about the differentiation taking place in the classroom to meet individual student needs;
- grade level, team, and PLC agenda minutes;
- teacher lesson plans;
- program specialist lesson plans;
- classroom observations;
- LEA AIG plan;
- school counselor notes;

- existence and documentation of flexible groupings.

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: Because of budget changes two years ago, many teachers of gifted did not receive training in current best practices in gifted education. AIG Specialists will work together to plan monthly PLCs in each school so that every teacher, counselor and administrator will have the opportunity to learn about current best practices in gifted education and apply them in their classroom.

Goals: • To communicate a common message concerning best practices for the education of the gifted learner.

- To provide opportunities at all schools for professional development in gifted education so that they can be applied in the classroom.

Description: To accomplish these goals:

- AIG Specialists will plan together and be prepared to deliver professional development;
- AIG Specialists will offer quarterly professional development for all school staffs through PLCs or more frequently if requested by the school;
- AIG program staff will manage paperwork for program evaluation.

Planned Sources of Evidence: • professional development rosters;

- e-mails and brochures announcing off-site opportunities;
- professional development annual plans;
- school improvement plans;
- LEA AIG Plan.

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: Twenty-five Carteret County Schools employees hold licenses in gifted education. Five are employed as full-time AIG program specialists; one employed half time as a program specialist; and as one quarter program specialist and one quarter program director; four are employed as special education teachers; eight are in classroom teaching positions in elementary and middle schools; four are high school teachers and one is a school librarian. However, principals should ask, are licensed teachers effective with advanced learners since their coursework may have been completed many years ago and their knowledge may not reflect current best practices in gifted education? Therefore all teachers who teach gifted learners should attend monthly training on best practices in gifted education and work with the AIG Specialists to enrich, enhance or accelerate the advanced learners course of study.

Goals:

- Principals will place/schedule all AIG students in classrooms/courses with teachers who hold a license in gifted education.
- Principals will place/schedule all AIG students in classrooms/courses with teachers who have participated in professional development focusing on gifted education.

Description: To accomplish these goals:

- program staff will work with school principals to provide appropriate clustering information on students so clustering can take place;
- professional development focusing on gifted education pedagogy and best practice will be planned for cluster teachers and any teacher who may be teaching the advance learner;
- program staff will provide support to AIG cluster teachers in lesson planning and appropriate materials.
- AIG Specialists will monitor placement of students throughout the year and report placement data through Program Evaluation.

Planned Sources of Evidence:

- class rosters with clusters evidenced;
- professional development materials and sign-in rosters;
- spreadsheets of student tiering information shared with principals;
- LEA AIG plan

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: Each school reviews data to write and amend School Improvement Plans. EVVAS data is part of this data and reflects the academic growth of each child. Because focusing on academic

growth rather than proficiency is new to us, we need to study this data. AIG growth data should be reviewed and if necessary strategies should be written in School Improvement Plans to focus on the academic growth of the AIG student.

- Goals:**
- To help teachers, parents and administrators understand that AIG students can show growth on standardized testing;
 - To provide teachers strategies to help AIG experience growth on state and national testing.

Description:

To accomplish this goal we will:

- provide professional development so that teachers of advanced learners will know their content well enough to readily and comfortably compact curriculum, design independent studies, implement flexible grouping and modify assignments – all based on individual students' need
- evaluate implementation through Program Evaluation with the Assistant Superintendent for Curriculum and Instruction.
- examine EVVAS growth and align with SIP in individual schools.

Planned Sources of Evidence:

- Professional Development rolls
- School Improvement Plans with AIG Goals
- Program evaluation for each school

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Carteret County Public Schools strive to provide the highest level of professional development opportunities to their personnel to ensure that all continuing education requirements are met. By doing this, our teachers are supported with the tools to meet state and/or national teaching standards including 21st century skills and content at advanced levels. AIG will work with the Director of Technology, DPI, and NCAGT, and partner with higher education to ensure that we are addressing the needs of our AIG students with current best practices.

- Goals:**
- To keep abreast of current best practices so that AIG Specialists can provide the most up-to-date staff development for teachers, counselors and administrators;
 - To promote opportunities for professional development outside of the school district to support best practices and the state/national standards;
 - Encourage and support membership in state and national gifted teaching associations.

Description: To meet these goals we will:

- collaborate with neighboring districts to provide staff development for teachers as needed;
- encourage membership and attendance at NCAGT meetings.

Planned Sources of Evidence: • roster of membership in gifted organizations

- staff development agendas and rosters

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: Carteret County Public Schools encourages the establishment of professional learning communities in each school. This coupled with purposeful common planning across grade and department levels and flexible scheduling will allow for AIG program specialists to regularly plan with teachers. This will promote implementation of best practice and professional development strategies.

Goals: • To increase the use of technology for sharing among Carteret County Schools for best practices in gifted and professional development resources;

- To implement PLCs in all Carteret County Schools with topics concerning advanced learners;
- Work with Region 2 AIG Coordinators to develop a Staff Development Moodle for teachers of the gifted students to access

Description: To accomplish these goals Program Staff will:

- develop and share documents and staff development presentations through Google docs and presentations;
- lead PLCs in their assigned schools on topics relevant to gifted education at least four times a year;
- develop and share a "on demand" staff development moodle for teachers on topics relevant to gifted education.

Planned Sources of Evidence: • Google docs and presentations shared with AIG Specialists and Coordinator

- staff development roster of PLCs led during a school year
- developed moodle

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: Eighty nine percent of self-assessment respondents believe this practice to be evident. This is double from the past survey. During the past three years we have increased the amount of professional development and communication about the program as a whole.

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

Description: Although though our plan has no current procedures for formally identifying children enrolled in Kindergarten through third grade as academically and/or intellectually gifted, program specialists are in close collaboration with general classroom teachers. This collaboration includes working with and providing strategies to those teachers to nurture potential giftedness. Also, when individual students exhibit characteristics of giftedness, program specialists provide general education teachers with strategies -- and in some instances materials-- to help meet the needs of these children. As our program strengthens, there are plans to develop a formal nurturing component to enhance the educational experience of young children exhibiting characteristics of giftedness.

Services are provided to identified gifted students fourth through 12th grade with the high school model being based solely on student participation in honors, AP and other upper-level classes with AIG Specialists in consultation. This service delivery is documented through the use of differentiated education plans for each individual student. These plans elaborate on the learning environment, and curriculum modifications, and the person(s) responsible for service delivery. (See the appendix items titled: DEP - High School; DEP - Tier II - Elementary; DEP - Tier II - Middle; DEP - Tier III - Elementary; DEP - Tier III - Middle; DEP - Tier VI - Elementary; DEP - Tier VI - Middle.)

We will continue to:

- tier students based on their level of needed differentiation;
- categorize AIG students as intellectually gifted and/or academically talented;
- write DEPs aligned with individual student strengths;
- cluster students based on their intellectual gifts;
- cluster students based on their academic talents;
- facilitate GIT meetings taking all student data into account and make decisions based on all needs of the student.

Planned Sources of Evidence: • copies of DEPs;

- copies of materials explaining levels of service tied to level of giftedness or talent;
- minutes from GIT meetings;
- counselor notes.

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: We will maintain this practice as a carryover from our changes whereby we aligned service delivery with the level of AIG identification. Eighty percent of the self-assessment respondents believed this practice to be mostly or completely evident.

The tiering approach to service delivery promotes a common language across schools, particularly now that all CCPS elementary schools are using Responsiveness to Instruction (RtI) practices to identify and intervene for children who are at-risk. In using the common language of Tier I, Tier II, Tier III and Tier IV to signify a need for intervention, this AIG plan establishes a need for intervention for the higher learner and his/her needs for differentiation. The higher the tier, the more need for differentiated services.

The level of service delivery is directly related to the level of intellectual giftedness and/or academic talent. For example, those students identified as intellectually gifted on the verbal subtest on a nationally-normed aptitude test would be clustered to receive differentiated services in English/language arts. Students who met the eligibility criteria on a nationally-normed achievement test in the area of mathematics would be clustered to receive differentiated instruction in math.

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

Description: We will continue to:

- tier students based on their level of needed differentiation;
- categorize AIG students as intellectually gifted and/or academically talented;
- write DEPs aligned with individual student strengths
- cluster students based on their intellectual gifts;
- cluster students based on their academic talents.

Planned Sources of Evidence: • copies of DEPs;

- copies of materials explaining levels of service tied to level of giftedness or talent;

- minutes from GIT meetings.

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: AIG services are connected to the total instructional program through various components. The emphasis on rigor and relevance --a theme of our LEA for several years now-- is most appropriate for gifted students. Clustering students based on their area of strength not only allows for meeting student needs appropriately, but also creates the scenario for matching instructional strength to student strength. Seventy five percent of self-assessment respondents believe this practice to be mostly or completely evident; we will maintain this practice.

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

Description: We will continue to:

- expect lesson plans to note how instruction was differentiated for AIG students;
- cluster students by their area of strength, allowing for rigor and intellectual challenge to exist;
- expect teachers to compact curriculum to best meet students at their level of prior knowledge;
- use AIG students' EOG growth data to guide instruction.

Planned Sources of Evidence:

- lesson plans;
- DEPs;
- classroom observations;
- class rosters with clustering noted;
- EOG growth data.

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 Focused Practice for 2013-2016.

Rationale: Communicating about and advocating for gifted education is an ongoing effort. With recent changes in our program staff and turn over in our schools, we felt it most important that we

focus on this practice again for the next three years.

Goals: • All AIG cluster teachers feel confident discussing their means of differentiation for AIG students in their classrooms and can speak about their instruction and the levels of service of the program;

• Most school employees will be able to speak – with confidence— about the system's AIG program; Advocate and communicate for the needs in gifted education through clear communications in program evaluation, school and system websites;

• Documents from GIT meetings evidence the in-depth knowledge and understanding that members have for the myriad needs of gifted children;

• Every employee serves as an advocate for gifted students.

Description: To accomplish these goals we will:

- integrate program standards, regulations and Article 9b into professional development;
- maintain an updated website offering a multitude of information and resources about the LEA's AIG program;
- make information on the LEA's AIG program part of new teachers' orientation to our school system;
- be part of school faculty meetings to describe components of the AIG program as documented by attendance rosters and agendas;
- provide principals and cluster teachers with information about regulations related to gifted education, as the information becomes available;
- develop AIG Program Evaluation for each school which will be provided to the Assistant Superintendent for Instruction.

Planned Sources of Evidence: • website publication;

- faculty meeting agendas;
- informational brochures and materials;
- e-mail correspondence;
- new faculty orientation materials;
- program evaluation.

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: It is imperative that communication takes place among and between all teachers, school personnel, administrators, and individual schools as a whole to ensure that a fluid and comprehensive

education is offered to all of our students. This is especially important at key transition points such as fifth grade transition to middle school and eighth grade transition to high school. A vast majority of respondents to the self-assessment survey believed this practice to be evident.

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

Description: We will continue to:

- spend time collaborating between program specialists, school PLCs, and grade level teams to ensure that we have effective communication of AIG services;
- hold transition meetings at the key points of fifth grade transition to middle school and eighth grade transition to high school.

Planned Sources of Evidence: • agendas and materials from transition meetings;

- e-mail correspondence with parents, teachers, administrators, and counselors.

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: In Carteret County, AIG Program Staff work diligently to communicate and collaborate among all stakeholders. Program staff must provide leadership to facilitate a spirit of working together in the best interests of gifted children. We will maintain this practice in the coming three years.

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

Description: We will continue to:

- hold annual informational meetings for students and parents;
- collaborate when writing DEPs to include cluster teachers, special teachers, parents, students, and program staff;
- conduct/facilitate GIT meetings involving classroom teachers, instructional support staff, and administrators to make decisions about identification and placement of AIG students;
- participate in professional learning communities, grade level and team meetings;
- keep lines of communication open with all school campuses.

Planned Sources of Evidence: • written correspondence;

- DEPs with appropriate signatures;

- minutes from grade level, team, or PLC meetings;
- Summary Records with appropriate signatures.

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: Collaboration to address the social and emotional needs of AIG students is already occurring, being facilitated by the AIG program specialists. However, all instructional personnel should take ownership in the social and emotional welfare of gifted children.

Goals: To create a school environment in which all instructional personnel understands the social emotional needs of AIG students

Description: To accomplish this goal we will:

- provide staff development in social and emotional needs of AIG students for counselors, teachers and administrators;
- establish an AIG Support Team at each school which will be lead by a school counselor;
- provide tools and resources for teachers and families to support the social and emotional needs of AIG students;
- match counselors with AIG students in critical need.

Planned Sources of Evidence: • staff development materials

- AIG support team minutes
- list of materials purchased.

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: All students have the right to an appropriate education that supports their individual academic and intellectual needs. Our program documents data on all gifted students delineating individual strengths as evidence that differentiation and/or acceleration is needed.

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

Description: We will continue to:

- facilitate school-based GIT meetings to evaluate data and make placement decisions based on individual student needs;
- work to develop LEA policy and implementation for Credit for Demonstrated Mastery in partnership with other curriculum and instructional groups;
- provide school principals with research and information on gifted students to assist in decisions regarding early admission to kindergarten or grade skipping;
- advocate for independent study opportunities where appropriate
- include the following as service delivery options and appropriate learning environments (based on individual student need): content acceleration; curriculum compacting; extra-curricular programs; early graduation; dual enrollment; Advanced Placement courses; NC Virtual Public High School for accelerated courses not offered on campus; and cross-grade grouping for subject acceleration.

Planned Sources of Evidence:

- DEPs;
- AIG Screening, Eligibility, and Placement Summary Records;
- referral forms;
- LEA AIG Plan;
- GIT meeting minutes.

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 Maintained Practice for 2013-2016.

Rationale: We feel that it is important to support, identify and serve under-represented populations including twice-exceptional, culturally/ethnically diverse, economically disadvantaged, and highly gifted learners. More than 69% of self-assessment respondents believe this practice to be evident. We have made deliberate efforts to see that under-represented populations are given equitable treatment in the screening, identification and placement process.

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

Description: As teachers and administrators in the Carteret County Public Schools are becoming more adept at analyzing student assessment data, especially as it pertains to demographics and subgroups of students, a clearer picture is beginning to evolve regarding traditionally under-

represented populations and their participation --or lack-there-of-- in gifted education in our school system.

Currently we are identifying a large number of highly gifted students and serving them within the regular classroom and through pull-out with the AIG Specialist. With the recommendation of Gifted Identification Team members, there are occasions whereby we would use a different screening instrument for an ELL student, a culturally/ethnically diverse student, a twice exceptional student, or economically disadvantaged student. These situations are addressed on an individual basis.

We will continue to:

- screen third grade students, with fourth grade being the formal entry point to gifted services;
- welcome referrals from all interested individuals including, but not limited to: classroom teachers; administrators; ESL teachers; special education teachers; psychologists; counselors; parents; and other support staff;
- solicit input from art and music teachers on the nationally-normed gifted rating scale (GRS);
- collect data for evidence of gifted tendencies from a variety of sources including: report cards; SRI reports; ClassScape; Accelerated Reader; Accelerated Math; SRI, SMI, and other assessment instruments

Planned Sources of Evidence: • Gifted Rating Scales (GRS);

- DEPs;
- AIG Screening, Eligibility, and Placement Summary Records;
- Referral Forms.

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: Surveys and interviews bear out the vast majority of school experiences most meaningful to students are not found between the pages of textbooks nor among curriculum materials. Studies indicate gifted students are best benefited by experiential, hands-on learning opportunities.

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

Description: To accomplish these goals we will:

- maintain a list of services and academic opportunities for students on AIG Specialists' websites and school websites
- nurture academic and intellectual activities that are of interest or which will enhance the needs of AIG students.

Planned Sources of Evidence: • AIG Specialists' websites

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: AIG Program Specialists partner and communicate with parents/families, schools, and the community in a variety of ways to ensure that AIG students receive the most appropriate services in all areas of need. As the former AIG plan was being revised, obtaining input from all groups of stakeholders was essential. As revisions are implemented the Director of AIG Services and/or AIG Program Specialists will meet with parents, teachers, principals, counselors, students, and members of the community to ensure the needs of AIG students are being addressed. Information will also be made available to all stakeholders in printed form or posted on the program website.

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

Description:

We will continue to:

- hold parent informational meetings at the beginning of each school year;
- promote the revitalization of PAGE;
- conduct annual assessments/surveys;
- reach out to non-public feeder schools to make transitions to our system as smooth as possible.

Planned Sources of Evidence:

- survey data;
- DEP documents;
- service delivery menus;
- cycle for initial screening and identification;
- e-mails, letters, handouts;
- meeting minutes.

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: According to the self-assessment survey, sharing information with stakeholders is a significant strength of Carteret County AIG Program. We will continue to share with stakeholders our local AIG Plan and policies relating to gifted education.

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

Description:

In order to maintain the practice of sharing information with stakeholders as the revised AIG plan is implemented, the Director of AIG services and/or AIG Program Specialists will:

- meet with parents, principals, PLC teams, staff and students;
- present/offer staff development opportunities for teachers and other school personnel;
- publish the AIG Plan, policies, and procedures in a variety of formats (booklet/brochure, post on county website, etc.) to include native languages.

Planned Sources of Evidence:

- published LEA AIG Plan;
- staff development flyers/handouts;
- meeting minutes;
- AIG newsletters.

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: The self-assessment respondents believe this practice to be mostly, to completely evident. However, it is important to intentionally seek willing stakeholders to guide us in the implementation of our AIG plan and evaluate its effectiveness.

Goals:

- An LEA AIG Advisory Work Group whose membership includes parents, teachers, principals, and system level administrators will meet quarterly to monitor and provide feedback on gifted services in our school system.
- Each school will have active representation within the membership of the group.
- The Carteret County Chapter of Partners for the Advancement of Gifted Education (PAGE) will

revitalize as a vibrant avenue for parent and community involvement in gifted education in our school system.

Description: To accomplish these goals we will:

make AIG Advisory Work Group Meetings responsive to the needs of advancing Carteret County Gifted Program by:

- providing data on parents' concerns/ support;
- providing data on AIG Program evaluation (see standard 6)

reactivate PAGE by:

- exploring and gathering information on the legal aspects of revitalizing an inactive PAGE chapter;
- holding an initial organizational meeting after contacting parents by e-mail, Alert Now, and advertising in the local newspapers;
- electing officers;
- holding a membership drive.

Planned Sources of Evidence:

- agendas from meetings;
- minutes from meetings;
- membership rosters of both organizations;
- LEA Plan re-writes;
- annual surveys results.

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 Focused Practice for 2013-2016.

Rationale: The self-assessment data indicated a strong effort to inform parents/families and the community of opportunities available to AIG students on an ongoing basis. All AIG Program Specialists will have active websites in addition to links to the county website to post activities and opportunities for AIG students across grade levels. Specialists use a variety of means to communicate (e-mail, website, letters, phone calls, etc.) with students and their families about opportunities being offered through and outside their schools. Additionally, program specialists will collaborate to create a listing of summer opportunities for AIG students. Specialists do recognize a need to improve communications with the ELL AIG population by providing parents/families and students information in their native languages. At this point in time, our ELL population that requires native language communication is very small and program specialists do provide communication to the parents of these children in their native language.

Goals: • To improve communication with students and their families in their native languages

Description: To achieve this goal we will:

- explore contacting our military liaison for assistance with translations for all documents relating to AIG;
- post newly translated documents on LEA district website and each AIG Specialist's website;
- develop a partnership with ELL teachers for language support

Planned Sources of Evidence: • updated websites including native language documents
• parent documents in native language

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: Program staff will work on this Focused Practice in tandem with prior Focused Practice C of the standard. The emphasis of this particular practice will include development of partnerships with institutions of higher education and local businesses and industry. This is needed to promote dual enrollment for AIG students, to promote development of a cohort of teachers working for AIG licensure, and to secure possible financial support from local businesses for endeavors of the program needing funding.

Goals: • Local businesses will provide financial support for extra-curricular learning opportunities not funded through regular means.

- Institutions of higher education will partner with CCPS to provide in-county classes for teachers wanting to earn add-on licensure in gifted education.

Description: To accomplish these goals we will:

- initiate an information campaign geared for members of the local business community;
- conduct presentations at Rotary Club (and other civic organization) meetings;
- network with members of local Chambers of Commerce;
- network with contacts at Carteret Community College, East Carolina University, and UNC-Wilmington.

- Planned Sources of Evidence:**
- information campaign brochures;
 - powerpoint presentations;
 - correspondence between networking partners;
 - schedules of teachers enrolled in gifted education classes.

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: Our carefully constructed plan for the AIG program is key to ensuring that gifted students receive appropriate levels of support and challenge. This year, we submit this three-year revision to our plan after careful consideration about what worked and what did not in our original submission.

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

Description: We will continue to:

build on the strengths of the 2010-2013 Plan by conducting self assessments to determine areas of need;
research ways to improve;
implement action steps that guide us in our work to address areas of need;
monitor the plans procedures to ensure a continuum of implementation and improvements of the AIG Program;
review the Plan regularly, based on survey data and state and local accountability expectations.

Planned Sources of Evidence:

- local self-assessment data;
- written plan and procedures;
- BOE approval;
- agenda and minutes of PLCs discussion of ongoing review;
- submission to NC DPI.

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: In order to maintain a consistent AIG program, the implementation of the plan at each School's site will be monitored which will ensure consistency and fidelity of the Carteret County Vision for the local AIG Program.

Goals:

- Service delivery will be viewed by stakeholders as equitable and consistent across schools;
- AIG students will be served at all school sites consistently according to the AIG plan;
- The AIG program will exemplify excellence in all schools and assessment data will indicate complete evidence that all practices are in place according to the plan's timeline.

Description: To accomplish these goals we will:

- collect and review evidence from each school principal which will be reviewed by the Assistant Superintendent of Instruction and AIG coordinator. This documentation will reflect each school's adherence to the local AIG plan and state legislated standards;
- AIG Specialists will maintain a Site Evidences Notebook which will be divided by AIG Program Standard and labeled by practice. This documentation may include: AIG specialists' schedules, snapshots of the school AIG program, student rosters, staff development rosters, meeting agendas, DEPs, Gifted Identification Team records, communication logs, inclusion schedule, co-teaching opportunities, newsletters, websites, and parent/student survey results;
- school sites will also be monitored through school and classroom visits. We will develop a system of peer monitoring to ensure the inter-rater-reliability of the program and plan implementation.

Planned Sources of Evidence: Site Evidence Notebook

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Funds allocated for Carteret County Public Schools AIG programming are used for program specialists' salaries and benefits; program specialists purchase of instructional supplies for the schools they serve; professional development of program staff as well as cluster teachers; and program staff travel between schools during the day. All of these funds are monitored through CCPS central services finance department and disbursements occur only after appropriate paperwork has been filed according to local and state policy and procedures. This is a maintained practice as part of "doing business."

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

Description:

We will continue to:

- allocate funds to enhance and enrich the AIG program, based on the LEA AIG plan, local and state policy;
- share information about funding sources with stakeholders during informational meetings to ensure transparency and understanding of the full program.

Planned Sources of Evidence:

- AIG PLC minutes show participatory decision making regarding expenditure of non-salary funds;
- budget reports.

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: Rarely does a student decide to drop out when he/she turns 16. This decision occurs after many dissatisfying events during school. One would think that gifted students are very satisfied with school; often they are not. They are often the ones who we expect to just get along and go along. We must dig into their data. This data will become part of each school's accountability notebook which will bring attention to each gifted student as the principal and the AIG Specialist at the assigned school makes decisions for each child.

Goals: To increase growth achievement and decrease drop outs for AIG students

Description: To accomplish this goal we will:

- analyze EVVAS data for every AIG student
- analyze lexile and quantile data for AIG students
- provide staff development training on social/emotional needs of AIG learners

Planned Sources of Evidence: AIG Program notebooks
Staff development sign in sheets

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: Compared to the majority of North Carolina, Carteret County has a small number of

culturally/ethnically diverse students and a small number of English language learners. However, our economically disadvantaged population numbers have increased with the recent economic downturn to 42.82% overall with 62.61% being identified in one school alone. Remarkably, the majority of our identified AIG students are highly gifted while few of our identified students are twice exceptional. This information needs to be more closely tracked and studied to make sure that students from underrepresented populations are being referred, identified and served.

Goals: Maintain a database at each school of the students referred, identified and served noting their ethnicity, whether they are English language learner, highly gifted and twice exceptional to make sure all who can be considered for the gifted program are being considered. Over time and with intentionality, underrepresented populations will be found and will increase in AIG populations.

Description: To accomplish goal we will

- start and keep school data bases as part of program notebook
- offer elementary schools opportunity to begin USTARS Plus for K-3 students
- provide accommodations on CogAT for students with an IEP

Planned Sources of Evidence: • data base in program notebook

- USTARS Plus in elementary schools
- list of accommodations on CogAT

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: This practice is implemented by the LEA AIG Program Director and Carteret County Schools' Department of Human Resources. This practice is necessary to comply with requirements for highly qualified teachers and is one that must be ongoing. Our work in this area is a driving force behind implementing professional development requirements for cluster teachers.

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

Description:

We will continue to:

- expect any candidate for the position of AIG Program Specialist to have a minimum of an add-on license in gifted education; a masters degree in gifted education is preferred;
- promote professional development for cluster teachers to enhance the gifted student's classroom experience with professionals who understand the educational, social, and emotional needs of gifted children.

Planned Sources of Evidence: •applications for the position of AIG Program Specialist;
•data base of continuing education credits for teaching license renewal and school gifted professional development which will be maintained in the program notebook.

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: This group of community members, parents/families of AIG students, teachers and other professional offers a variety of perspectives to guide the AIG Program.

Goals: The AIG Advisory group will meet regularly to guide, advocate and seek ideas for growth.

Description: To accomplish this goal we will:

- adopt a formal purpose for the group;
- solicit nominees to the advisory group from principals, parents, and the superintendent's office;
- ask the superintendent to establish the membership with letters of invitation, once an appropriate number of nominations have been made;
- establish the Director of the AIG Program as group chair; she will calendar the meetings and set the agenda for each meeting;
- have active representation on the advisory group from each school within our system.

Planned Sources of Evidence:

- meeting calendar;
- meeting agendas and minutes;
- self-assessment data.

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: Informal data and the formal survey data tell us that AIG parents, teachers and students are pleased with the Carteret County AIG Program. However, we need to be more intentional in gathering our data and during regularly scheduled meetings is a good time to accomplish this task.

Goals: To gather informal data from parents and students about their experiences with Carteret County AIG Program.

Description: To accomplish this goal we will

- ask parents to complete a Plus Delta during orientation/information meetings in the fall of the year or yearly DEP meetings
- ask students to complete a Plus Delta at least twice year about their AIG Program with the understanding that they are "AIG all day everyday"

Planned Sources of Evidence: Specialists will compile the data and place in their program notebook for discussion.

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: This practice is one of second-nature. AIG Program Staff are continually listening to feedback, reflecting in PLC meetings, and discussing ways to improve what we do. We will maintain this practice.

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

Description: We will continue to:

- hold PLC meetings among program staff to reflect and brainstorm;
- remain well-read in recent literature on gifted education;
- be empathetic to classroom teachers and try to make changes to programming that will make their jobs less cumbersome;
- hold parent informational meetings to share news and accept feedback.

Planned Sources of Evidence:

- minutes from PLC meetings;
- minutes agendas indicating assigned readings for discussion;
- minutes/notes from grade level meetings and/or one-on-one teacher meetings;
- flyers, announcements of parent meetings.

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In order for the program to be perceived as credible, program policies and procedures need to be transparent and clear. Results of our self assessment will be post on our website as have policies and procedures. When people can't find our websites or do not know of their existence, they call us.

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

Description: • provide staff development on website development
• prepare charts and graphs of evaluation changes and post of district web page

Planned Sources of Evidence: • staff development sign in sheet
• charts and graphs showing changes

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: One of the greatest forces behind our program is advocacy for AIG students. Program staff members witness stereotypical bias on a daily basis --much of it due to a lack of knowledge of giftedness. Regardless of its nature, it is unacceptable and morally wrong. This plan has been written to provide equitable opportunity and to protect the rights of AIG students. Though rare, in the event

parents disagree with decisions of the Gifted Identification Team, there are procedures in place to resolve disagreements, providing a due process.

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

Description: We will continue to:

- insist that decisions impacting populations of gifted students be based on empirical and objective data;
- insist that decisions impacting individual gifted students be based on knowledge of the characteristics of giftedness coupled with thorough knowledge of the student in question;
- design procedures and practices with the goal of protecting students' rights.

Planned Sources of Evidence: • LEA AIG Plan

Other Comments:

Glossary (optional):

See Appendix item titled: Glossary of Acronyms and Terms Used in the Carteret County Public Schools Academically and/or Intellectually Gifted Program.

Appendix (optional):

CYCLE FOR INITIAL SCREENING OF THIRD GRADERS.pdf (*Appendix - Standard 1*)
CYCLE FOR SCREENING OF NON-THIRD GRADERS.pdf (*Appendix - Standard 1*)
Eligibility and Associated TIERS - Elementary.pdf (*Appendix - Standard 1*)
Eligibility and Associated Tiers - High School.pdf (*Appendix - Standard 1*)
Eligibility and Associated Tiers - Middle School.pdf (*Appendix - Standard 1*)
Local Board Policy on assignment to classes.pdf (*Appendix - Standard 1*)
Local Board Policy on support of children of military families.pdf (*Appendix - Standard 1*)
PROCEDURES TO RESOLVE DISAGREEMENTS.pdf (*Appendix - Standard 1*)
SERVICE DELIVERY MENU - Elementary.pdf (*Appendix - Standard 1*)
SERVICE DELIVERY MENU - Middle.pdf (*Appendix - Standard 1*)
SERVICE DELIVERY MENU -High School.pdf (*Appendix - Standard 1*)
SUMMARY RECORD.pdf (*Appendix - Standard 1*)
DEP - High School.pdf (*Appendix - Standard 2*)
DEP - TIER II - Elementary.pdf (*Appendix - Standard 2*)
DEP - TIER II - Middle School.pdf (*Appendix - Standard 2*)
DEP - TIER III - Elementary.pdf (*Appendix - Standard 2*)
DEP - TIER III - Middle School.pdf (*Appendix - Standard 2*)
DEP - TIER IV - Elementary.pdf (*Appendix - Standard 2*)
DEP - TIER IV - Middle School.pdf (*Appendix - Standard 2*)
Home-to-School Communication.pdf (*Appendix - Standard 2*)
DEP - High School.pdf (*Appendix - Standard 4*)
DEP - TIER II - Elementary.pdf (*Appendix - Standard 4*)
DEP - TIER II - Middle School.pdf (*Appendix - Standard 4*)
DEP - TIER III - Elementary.pdf (*Appendix - Standard 4*)
DEP - TIER III - Middle School.pdf (*Appendix - Standard 4*)
DEP - TIER IV - Elementary.pdf (*Appendix - Standard 4*)
DEP - TIER IV - Middle School.pdf (*Appendix - Standard 4*)
Eligibility and Associated TIERS - Elementary.pdf (*Appendix - Standard 4*)
Eligibility and Associated Tiers - High School.pdf (*Appendix - Standard 4*)
Eligibility and Associated Tiers - Middle School.pdf (*Appendix - Standard 4*)
Eligibility and Associated Tiers - Middle School.pdf (*Appendix - Standard 4*)
SUMMARY RECORD.pdf (*Appendix - Standard 4*)
DEP - TIER II - Middle School.pdf (*Appendix*)
Eligibility and Associated TIERS - Elementary.pdf (*Appendix*)
Eligibility and Associated Tiers - Middle School.pdf (*Appendix*)
Eligibility and Associated Tiers - Middle School.pdf (*Appendix*)