

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

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

LEA Superintendent's Name: Dr. Austin Obasohan

LEA AIG Contact Name: Shawn Johnson

Submitted to NC Department of Public Instruction on: JULY 08, 2013, 10:57:58

Revision Submitted to NC Department of Public Instruction on: JULY 08, 2013, 10:57:58

Duplin County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Duplin County Schools local AIG plan is as follows:

Duplin County Schools Vision for local AIG program:

The Duplin County Academically and Intellectually Gifted Program (DCAIGP) is dedicated to educating children by providing a stimulating educational environment "to prepare all students for career, college, and life success". The gifted education program strives to offer rigorous, relevant, and balanced curriculum and instruction designed to meet the needs of academically and/or intellectually gifted students, thus enabling them to "excel in a globally competitive society". (Quotes come from the Duplin County Schools Five Year Strategic Plan, 2011-2016)

We envision a school system where the administration, faculty, students, parents, and community work collaboratively to provide a safe, well structured environment where a broad instructional focus will allow for the highest standards for academic excellence, life-long learning, continuous improvement, and personal integrity. Our vision requires a cooperative relationship based on mutual respect and high expectations that will result in students achieving their unique potential in the pursuit of productive lifestyles.

Duplin County Schools uses the State of North Carolina definition for giftedness:

- Gifted children and youth perform, or show potential for performing, at remarkably high levels of accomplishment when compared with others of

8/7/2013

their age, experience, or environment.

- These children and youth exhibit high performance capability in intellectual areas and/or specific academic fields.

- These students require differentiated educational services beyond those ordinarily provided by the regular educational program.

- Outstanding abilities are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.

Source: State of North Carolina General Statute 115C-150.5.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$365000.00	\$0.00	\$0.00	\$0.00

Table of Contents

<u>Standard 1: Student Identification</u>	4
<u>Standard 2: Differentiated Curriculum and Instruction</u>	10
<u>Standard 3: Personnel and Professional Development</u>	17
<u>Standard 4: Comprehensive Programming within a Total School Community</u>	22
<u>Standard 5: Partnerships</u>	29
<u>Standard 6: Program Accountability</u>	32

Standard 1: Student Identification

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Duplin County Schools (DCS) has an AIG screening, referral, and identification process in place and will continue to share it with all stakeholders.

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

Description:

The Duplin County K-3 Enrichment Guide**, and AIG Identification Guide** clearly state the identification procedures, and are supported with all the necessary AIG forms. The entire AIG Plan, as well as contact information for county and school AIG personnel is available on the DCS website. Hard copies of the handbook are available upon request.

A Power Point explaining the enrichment and identification processes will be developed and shared annually with school personnel and interested parents. A brochure highlighting the enrichment guidelines, identification guidelines, and general services will be created during the next plan cycle and made available at each school. These documents will also be translated into Spanish and made available.

Planned Sources of Evidence: *Duplin County Schools AIG Website

*K-3 Enrichment Guide**

*AIG Identification Guide**

*AIG Brochures

*Power Point of identification process

*Spanish versions of the above

Other Comments: ** - Double asterisks indicate that the document/form is included in the appendix

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:

The AIG department uses achievement and aptitude testing materials and gifted indicators that are current and aligned with best practices.

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

Description:

The CogAT is given to all 3rd graders in early spring and used as a screening tool.

Each AIG teacher in the elementary and middle schools has current versions of

- *Otis Lennon School Ability Test (OLSAT 8)
- *Kaufman Test of Educational Achievement (K-TEA II)
- *Kaufman Brief Intelligence Test (K-BIT II)
- *Raven's Standard Progressive Matrices Test

*ITBS

(While high schools do not have their own copy of the tests, they may contact the county AIG Assistant to schedule aptitude and/or achievement testing as needed.)

Each school's Gifted Identification Team (GIT), which is comprised of the AIG teacher, guidance counselor, principal, student's classroom teacher, and/or other school personnel as needed, utilizes and considers all relevant data when making identification decisions. The AIG Identification Guide** states

" No single criterion is sufficient to identify a student. Likewise, no single piece of information can prevent a student from being identified. Instead, multiple factors must be considered. Achievement, aptitude, student performance, work samples, and motivation are all taken into account."

AIG IDENTIFICATION OPTIONS

Option A

(Must meet both requirements in a subject)

For identification in Reading

- 90+ %ile* on Verbal section of an Aptitude Test
- 90+ %ile on Verbal section of an Achievement Test

For identification in Math

- 90+ %ile on Quantitative or Nonverbal section of an Aptitude Test
- 90+ %ile on Quantitative or Nonverbal section of an Achievement Test

Option B

(Must meet 3 of the 4 requirements in a subject)

For identification in Reading

- 90+ %ile on Verbal section of an Aptitude Test
- 90+ %ile on Verbal section of an Achievement Test

- Motivation Surveys (Completed by 2-3 school personnel who have worked with the student. 2 or 3 surveys must average >40.)
- Performance (Must meet 2 of the 3 criteria.)
- EOG / EOC 95+ %ile (This is the only place EOG can count)
- Year or Semester average of 93 or higher in Language Arts
 - Language Arts work samples demonstrating gifted ability or potential (Samples should be student created from the top of Bloom's Taxonomy. Worksheets and multiple-choice tests are not conducive to this type of evidence.)

For identification in Math

- 90+ %ile on Quantitative or nonverbal of an Aptitude Test
- 90+ %ile on Quantitative or nonverbal of an Achievement Test
- Motivation Surveys (Completed by 2-3 school personnel who have worked with the student. 2 or 3 surveys must average >40.)
- Performance (Must meet 2 of the 3 criteria.)
- EOG / EOC 95+ %ile (This is the only place EOG can count)
- Year or Semester average of 93 or higher in Math
 - Math work samples demonstrating gifted ability or potential (Samples should be student created from the top of Bloom's Taxonomy. Worksheets and multiple-choice tests are not conducive to this type of evidence.)

Aptitude Tests - CogAT, OLSAT, K-BIT
Achievement Tests - K-TEA, ITBS

*Percentiles may be based on age OR grade

Planned Sources of Evidence:

- *Previously mentioned aptitude and achievement tests at each school
- *K-3 Enrichment Guide**
- *AIG Identification Guide**
- *AIG 1-Referral and Permission to Test**
- *AIG 2-Eligibility & Placement Record**
- *AIG Support A-Motivation Survey**
- *Documentation of GIT meetings and decisions
- *Student AIG folders
- *AIG Status Cards** in cumulative folders

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The county's population continues to become more culturally and economically diverse. We have measures in place to screen, refer, and identify students from all cultural, socioeconomic, and educational backgrounds.

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

Description:

In 2013, DCS began giving the CogAT to all 3rd graders. The screening pool is created from these scores, as well as the recommendation of parents, students, or school personnel. In addition to being recognized by classroom teachers, gifted prospects may be noticed by ESL teachers, Special Education teachers, resource teachers, and/or administrators. Students have a variety of opportunities to demonstrate their potential giftedness. Data from the standardized measures listed in Practice 2b, Motivation Surveys**, work samples, and the student's performance are all documented on the AIG 2-Eligibility and Placement Record**. The Gifted Identification Team takes these factors, along with any other relevant information, into consideration when making the identification decision.

Planned Sources of Evidence:

- *CogAT scores of all 3rd graders
- *Standardized test results for referred students
- *Screening Pool lists
- *AIG 2-Eligibility and Placement Record**
- *AIG Support A-Motivation Survey**

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:

A clearly defined course of action ensures consistency throughout the county.

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

Description:

- The AIG Identification Guide** clearly defines
- when the screening, referral, and identification process begins
 - the specific steps in screening, referral, and identification
 - the policy for Consultative Placement

- the policy for Students Who Transfer In
- the policy for Parent Request For AIG Exit

Testing Flow Chart** and Forms Summary** also help clarify the processes

Planned Sources of Evidence:

- *AIG Identification Guide**
- *Testing Flow Chart**
- *Forms Summary**

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:

Clear policies are stated.

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

Description:

As stated in the AIG Identification Guide**, parents of students in the screening pool receive an AIG 1-Referral & Permission to Test** which includes a copy of the Procedure to Resolve Disagreement. Before any further steps, parents must grant or deny permission for their child to be referred. Parental denial halts the process.

The AIG Identification Guide** also contains the policy for students who transfer into the system, as well as reassessment procedures.

Planned Sources of Evidence:

- *AIG Identification Guide**
- *AIG 1-Referral & Permission to Test** (p. 2 is Procedure to Resolve Disagreement)

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:

Documentation is maintained and reviewed annually with parents.

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

Description:

The AIG Status Card** is printed on color card stock and placed in the cumulative folder of any student who is referred for AIG. Throughout the student's school career, it will provide valuable information for AIG teachers, classroom teachers, and guidance counselors at the current and/or a future school. The AIG Status Card** provides readily accessible documentation as to if/when a student was referred, the outcome of that referral, and any subsequent changes. More detailed information, as well as the originals of all paperwork, are maintained in each student's AIG Folder.

An electronic copy of the AIG 2-Eligibility and Placement Record** for each identified student is sent to the County AIG Assistant and stored as a backup.

Each school year, the services for identified students are reviewed with the parents and an AIG 3-Gifted Education Plan** is completed.

Planned Sources of Evidence:

- *AIG Status Card**
- *AIG Folders containing originals of all paperwork
- *Electronic copies of Eligibility and Placement Records
- *AIG 3-Gifted Education Plan**

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

DCS AIG will continue to adapt the NCSCOS for advanced ability students.

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

Description:

AIG teachers collaborate with the administrators, classroom teachers, and resource teachers within the school to decide the best combination of AIG program service options. Identified AIG students' (and K-3 enrichment students') abilities, readiness, interests, and learning profiles are all taken into consideration. The NCSOS is adapted to provide challenging, rigorous, and relevant curriculum.

Planned Sources of Evidence:

- *AIG Teachers' Schedules
- *AIG teachers' lesson plans
- *Program Service Options**
- *Students' AIG 3-Gifted Education Plans**

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The AIG teachers continue to employ diverse and effective instructional practices to address students' learning needs.

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

Description:

Examples of instructional practices include:

- Socratic Seminars
- Problem Based Learning Projects
- Project Based Learning Projects
- Common Instructional Framework Practices** from the North Carolina New Schools Project
- Collaborative Group Work Protocols**
- Novel studies

Planned Sources of Evidence:

*Lesson plans indicating the use of the practices listed above

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The AIG teachers continue to utilize and enlarge their repertoire of research-based resources.

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

Description:

AIG teachers use programs such as:

- Math Superstars
- Vocabulary enrichment programs such as Vocabulary for Classical Roots, Wordly Wise, Vocabulary Works, etc.
- Battle of the Books
- Destination Imagination
- Tarheel Junior Historians
- Accelerated Reader/Renaissance Place
- Accelerated Math
- Hands on Equations
- Primary Education Thinking Skills (PETS)
- Units created by the College of William & Mary Center for Gifted Education
- Grammar Town
- Caesar's English
- Math Counts

Planned Sources of Evidence:

*Lesson plans indicating the use of the programs listed above

*Documentation of Staff Development and/or the purchase of items needed for the programs listed above

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:

We must ensure that 21st century content and skills are infused in our practices and strategies to enable students to become globally competitive.

Goals:

- To provide technology (iPads, laptops, etc.) for use in the AIG classrooms
- To provide professional development on 21st century content and skills

Description:

AIG teachers infuse 21st century content and skills throughout their program.

Examples include:

- Use of technology in Problem Based Learning Projects
- VIF Global Gateways (A program that increases students' global and cultural awareness and prepares them for success in an interconnected world)
- Novel Studies based on culturally diverse characters
- Project Based Learning requiring research and multimedia products
- Destination Imagination Teams
- Collaborative Group Work
- Senior Projects
- Current events discussions

Planned Sources of Evidence:

*Lesson plans indicating the use of the programs and strategies listed above

*Documentation of Staff Development and/or the purchase of items needed for the programs and strategies listed above

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Various means of assessment, to provide teachers with informative data, are in place.

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

Description:

AIG teachers continuously use formal and informal assessments. Formative assessments are used to modify and adjust the curriculum and instruction. Examples include exit tickets, classroom discussions, Socratic seminars, benchmark tests, teacher created pre/post-tests, rubrics, STAR Reading, STAR Math, Study Island, Accelerated Reader, Accelerated Math, Success Maker, and ClassScapes.

Planned Sources of Evidence:

*Reports from the programs listed above

*Pre and post test data

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:

We do not currently have specific curriculum designed for meeting AIG students' social and emotional needs.

Goals:

-Gather ideas for addressing the social and emotional needs of AIG students from Gifted Education journals, seminars, conferences, or other LEAs

Description:

AIG teachers support the social and emotional needs of their students as best they can. Pull out classes allow gifted students the much-needed opportunity to spend time with their academic peers. The most common means of support is simply talking with individual students who are facing unusual circumstances or struggling with a particular situation. Guidance Counselor and/or Social Worker referrals are made if necessary.

Planned Sources of Evidence:

*Documentation of referrals to Guidance Counselors and/or Social Workers

*Evidence of acquiring curriculum targeted at social and emotional needs

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

AIG teachers will continue to provide opportunities to enhance K-3 students' potential.

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

Description:

Interaction at an early age stimulates students in both their affective and cognitive domains, encouraging them to develop a positive attitude toward excellence in academics. The K-3 Enrichment Guide outlines how AIG teachers work with classroom teachers to recognize students who excel in language and/or math. In addition to laying the foundation for positive relationships, K-3 enrichment provides resources and/or services to enhance student learning. Some examples of current and potential programs include

- Primary Education Thinking Skills (PETS)
- Math Superstars
- Reading Buddies
- Computer based enrichment
- Field Trips
- Creative Writing Activities
- Learning Centers
- Guest Speakers
- Vocabulary enrichment programs

Planned Sources of Evidence:

*K-3 Enrichment Guide**

*Schedule of K-3 enrichment classes at each school

*Lesson plans including programs listed above

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale:

District AIG PLC meeting times need to be established and adhered to.

Goals:

- Continue collaboration among AIG personnel and other professional staff within the schools
- Provide time for collaboration among district AIG personnel

Description:

Within each school, the AIG teacher attends periodic grade level PLC meetings to ensure collaboration with the rest of the professional staff. To allow for collaboration among the district's AIG personnel, monthly meeting times need to be set. Setting these at the beginning of the school year would allow the AIG teachers to incorporate them into their schedules.

Planned Sources of Evidence:

- *Documentation of AIG/grade level meetings within each school
- *District AIG meeting schedule
- *Minutes from District AIG meetings

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:

Student Gifted Education Plans will continue to be developed and reviewed annually with parents.

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

Description:

An AIG 3-Gifted Education Plan** for each identified student is completed at the beginning of the school year (and if/when service options change) to document the GIT's recommendations. It is reviewed with the parent and signed by the parent, AIG teacher, regular education teacher, guidance counselor, and principal.

Planned Sources of Evidence:

- *AIG 3-Gifted Education Plan** for each identified student

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:

An AIG licensed educator is currently employed to serve as the County AIG Assistant.

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

Description:

An AIG licensed educator will serve as the lead teacher. In addition to duties related to the local AIG program, he/she will serve as a liaison between AIG teachers and the Director of K-8 Curriculum by coordinating AIG district meetings, facilitating countywide AIG events, and providing support for AIG staff.

Planned Sources of Evidence:

-Records verifying the qualifications of the County AIG Assistant

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale:

The AIG teachers strive to meet the various needs of their gifted learners. Continued support and the addition of effective programs and/or strategies will ensure ongoing success. Principals have been asked to cluster AIG students when scheduling in order to provide opportunities for AIG specialists to better meet the needs of students. AIG teachers focus on supporting and enhancing the common core curriculum. This may be done in the form of project based learning activities through effective planning with core teachers. AIG teachers have attended training in co-teaching, project based learning, and Global Gateway modules.

Goals:

*Utilize effective academic programs

*Pursue curriculum/staff development which addresses the social and emotional needs of the gifted

Description:

The AIG specialists work with the administrators, classroom teachers, and resource teachers at their assigned school(s) to meet the needs of gifted learners. Schedules and service delivery options are modified and adjusted to complement the total school environment.

District AIG meetings provide opportunities for the AIG teachers to collaborate. This can include sharing information about successful programs, ideas, and strategies, as well as brainstorming to come up with possible solutions for problems that affect multiple schools.

Programs, curriculum, and/or staff development specifically addressing social and emotional needs will be explored and pursued.

Planned Sources of Evidence:

- *AIG specialists' schedules
- *Lesson plans
- *Agendas/minutes from district meetings
- *Stakeholder surveys
- *Purchase of social and emotional curriculum/staff development

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:

AIG teachers will have representation at AIG conferences throughout the year. There will be a consistent presentation developed as a result of attending in order to share valuable information about current trends regarding strategies for AIG students.

Goals:

- Send AIG teachers to conferences
- Develop presentation

Description:

AIG teachers will develop a staff development workshop based on information obtained at state and or national AIG conferences. The information provided to their co-workers will be consistent at each school presentation.

Planned Sources of Evidence:

- *Documentation of conference attendance

*Completed presentation

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:

Duplin County currently works in collaboration with Campbell University to provide opportunities for AIG licensure to all certified teachers.

Licensure changes a few years back eliminated site-based training that could count toward licensure and made AIG certification even more difficult and expensive to attain. Therefore, the percentage of classroom teachers with AIG add-on licensure is very low.

Goals:

-Increase number of AIG certified teachers

Description:

Each week the Duplin County AIG cohort meets for instruction. The AIG add on licensure requirements include one class per semester for four semesters. Each cohort is completed at the end of this period.

Planned Sources of Evidence:

*Documentation of increased number of teachers with AIG licensure

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

AIG teachers will target specific staff development opportunities, which specifically align with program and district goals.

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

Description:

The primary sources of AIG professional development are the ECU Gifted Conference and the NC Association for the Gifted and Talented Conference. AIG teachers who so desired, have attended

these informative conferences. Maintaining these opportunities, and potentially adding the National Association for Gifted Children Convention, will enable the teachers to attend sessions specifically aligned with program and district goals. AIG teachers currently are members of the Global Gateway initiative. This enables them to participate in staff development modules, which allow for incorporating globalization into classrooms.

Planned Sources of Evidence:

- Conference registration documents
- CEU certificates

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

AIG teachers will target specific staff development opportunities, which specifically align with program and district goals.

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

Description:

The primary sources of AIG professional development are the ECU Gifted Conference and the NC Association for the Gifted and Talented Conference. AIG teachers who so desired, have attended these informative conferences. Maintaining these opportunities, and potentially adding the National Association for Gifted Children Convention, will enable the teachers to attend sessions specifically aligned with program and district goals. AIG teachers currently are members of the Global Gateway initiative. This enables them to participate in staff development modules, which allow for incorporating globalization into classrooms.

Planned Sources of Evidence:

- Conference registration documents
- CEU certificates

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:

AIG teachers are unique in that there is only one at each school. Opportunities to plan, implement, or refine professional development applications with peers is extremely limited. Duplin County is in the process of implementing a schedule, which will allow for additional planning for teachers on-site. In addition, AIG teachers will be provided opportunities to plan and collaborate as a group.

Goals:

- Provide opportunities to attend AIG district meetings and participate in a Professional Learning Community (PLC)
- Allow participation in local, regional, state, and national events to stay current in trends and best practices of gifted education

Description:

Personnel will participate in activities such as countywide PLC meetings for the elementary and middle school AIG teachers, regional and state AIG Roundtable meetings, State Conferences, and National Conventions.

Planned Sources of Evidence:

- *Documentation of PLC meetings
- *Evidence of CEU credits
- *Conference registration documents

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:

While programs in place provide academic and intellectual services, there continues to be a need for programs focused specifically on the social and emotional needs of gifted students.

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

Description:

The document Program Service Options** details the variety of AIG services offered in the county. Within each school, AIG teachers utilize an assortment of programs. (Such as those listed in Standard 2)

Planned Sources of Evidence:

- Program Service Options**
- Lesson plans

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:

Identified and potential AIG students are grouped and scheduled to best fit their abilities, readiness, interests, and learning profiles within each school's total community.

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

Description:

By collaborating with the administrators, classroom teachers, and resource teachers within the school, the AIG teacher creates groups and schedules to match the needs of the students. Resources across the LEA are pooled and/or shared so as to be utilized as effectively as possible.

Planned Sources of Evidence:

- *Schedule of enrichment and AIG classes at each school
- *AIG teachers' lesson plans
- *Documentation of resource pooling and/or sharing

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The AIG teachers continue to utilize and enlarge their repertoire of relevant curriculum, programs, strategies, and appropriate personnel.

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

Description:

The AIG teachers collaborate with other AIG teachers, classroom and resource teachers, and administrators to implement an integrated curriculum that extends the NC SCOS and provides enrichment beyond the regular classroom. (Examples listed in Standard 2)

Planned Sources of Evidence:

- *NC SCOS
- *Lesson Plans
- *Minutes from collaborative planning meetings
- *PLC meeting minutes
- *School Improvement Plans

Other Comments:

Practice D

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

This practice is a Maintained Practice for 2013-2016.

Rationale:

Communication with teachers and support staff directly involved with AIG students takes place as needed within the school. Information about the various aspects of AIG is accessible to all teachers, administrators, and support staff.

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

Description:

AIG teachers, administrators, and classroom teachers collaborate to develop an appropriate schedule that honors classroom instruction while providing adequate time for enrichment opportunities. There is a conscientious effort to monitor the balance between students' classroom and AIG pull out accomplishments.

Access to the AIG plan, via the Duplin County website, provides all interested parties with details of AIG services and instruction, regulations, and the local plan.

Planned Sources of Evidence:

- *AIG website
- *Mutually agreed upon schedule for pull out program
- *Annual Gifted Education Plan developed with and given to classroom teachers
- *Verbal and written communication as needed

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:

There is effective communication among teachers and schools.

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

Description:

As students transition between schools, AIG personnel meet to exchange AIG folders and discuss the continuation of services. Signed Verification of Record Exchange** documents verify each record's whereabouts.

Information concerning AIG referral, testing, and placement history is documented on a noticeably colored AIG Status Card** and placed in the cumulative folder. This provides current and future personnel with evidence of referral and/or identification history, as well as current AIG status.

Planned Sources of Evidence:

- *Verification of Record Exchange**

*AIG Status Card**

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:

Annual completion of each identified student's Gifted Education Plan ensures collaboration and involvement.

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

Description:

When a student is identified AIG, and at the beginning of each school year thereafter, the appropriate differentiated services will be determined and documented on an AIG 3-Gifted Education Plan**. If the need for a change in services arises during the school year, a new AIG 3 will be completed. Signatures of all relevant school personnel, as well as the parent, indicate collaboration and involvement.

Planned Sources of Evidence:

*Gifted Education Plan (AIG 3)** for each identified student, complete 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:

There is a need for more deliberate collaboration targeted toward the social and emotional needs of AIG students.

Goals:

- Create a brochure concerning social and emotional needs
- Utilize the website to increase stakeholders' awareness of social and emotional needs
- Discuss social and emotional needs during teacher/parent conferences so that lines of communication

are established and open in the event that situations arise

Description:

Communication concerning academics is ongoing among school personnel as well as between the home and school. AIG students' social and emotional needs are currently addressed on an individual, as needed basis. A more deliberate collaboration among counselors, classroom teachers, AIG teachers, and parents is necessary.

Planned Sources of Evidence:

*Brochure addressing social and emotional needs

*Documentation of collaboration

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The document Program Service Options** includes components regarding accelerative instruction and placement.

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

Description:

The document Program Service Options** delineates the possibilities for accelerative instruction. Accelerative options must be addressed on a case by case basis. Careful consideration, along with substantial evidence, must weigh heavily to warrant extreme measures such as grade skipping.

Planned Sources of Evidence:

*Program Service Options**

*Individual Gifted Education Plans**

*Documentation of supporting evidence

*Notes from meetings with all relevant parties

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale:

Duplin County's ethnically and economically diverse population necessitates intentional programming for traditionally under-represented AIG populations.

Goals:

- Work with other LEAs in Region 2 to find programs for under-represented populations
- Purchase the book Patterns and Profiles for Promising Learners from Poverty

Description:

The DCSAIG plan provides services intended for all of the AIG identified students. We will pursue resources like the book Patterns and Profiles for Promising Learners from Poverty to get ideas for more intentional programming for the under-represented.

Planned Sources of Evidence:

- *Results from working with other LEAs
- *Purchase of the book Patterns and Profiles for Promising Learners from Poverty

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:

We will continue to inform AIG students (and their parents) of extra-curricular opportunities.

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

Description:

AIG teachers share information with their students about opportunities such as Young Authors, Beta Club, National Honor Society, Tarheel Junior Historians, Battle of the Books, Spelling Bee, and Destination ImagiNation.

The AIG website provides parents with the resources needed to explore the programs listed above, as well as extraneous opportunities such as summer camps, Duke TIP, Ben Carson Scholarship, National Young Scholars Program, People to People, and Governor's School.

AIG teachers make personal contact with parents when opportunities arise that apply to specific students' abilities, skills, and talents.

Planned Sources of Evidence:

- *AIG Website
- *Student participation certificates
- *Parent Contact log

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:

We will continue to partner with families and the community.

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

Description:

The Gifted Leadership Team consists of the AIG Coordinator, the AIG teachers, parents, and school administrators who represent the diverse population of Duplin County. This group is valuable for recognizing potential partnership opportunities. Partnerships are also formed when AIG teachers bring in guest speakers to expose students to various professions and experts from specific fields. High school students are paired with community professionals for job shadowing.

Planned Sources of Evidence:

- AIG website
- Gifted Leadership Team Directory**
- Meeting agendas and 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:

We will continue to share the components of the AIG plan with the stakeholders.

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

Description:

The AIG Plan is available on the DCS webpage in English and in hard copy at each site. We are creating a brochure highlighting the identification guidelines and general services. These will be available at each school. These documents are in the process of being translated into Spanish.

Planned Sources of Evidence:

- *DCS AIG Website
- *AIG Brochures
- *AIG plan in handbook form
- *Gifted Leadership Team Directory**

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The Gifted Leadership Team plays an active role in the development, implementation and monitoring of the program and plan.

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

Description:

The Gifted Leadership Team consists of the AIG Coordinator, the AIG teachers, parents, and school administrators who represent the diverse population of Duplin County. Meetings that allow for open discussion and reflection will help improve the effectiveness of the AIG program.

Planned Sources of Evidence:

- Meeting agendas/minutes
- Changes/Improvements to the program, as a result of these meetings

Other Comments:

Practice D

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

This practice is a Maintained Practice for 2013-2016.

Rationale:

We will continue to inform families and the community of opportunities for AIG students.

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

Description:

The AIG website provides valuable resources and up-to-date information concerning opportunities available to AIG students. AIG forms and other communication between school and the community are available in English and Spanish or shared with the help of a translator.

Planned Sources of Evidence:

- AIG website
- AIG forms
- Documentation of interpreter involvement

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:

A conscientious effort is needed to increase involvement with local businesses and the community.

Goals:

- *Encourage students to attend Duplin County Early College High School
- *Seek community sponsors for programs such as the Duplin County Spelling Bee
- *Publicize school and county AIG events
- *Glean ideas for business and community involvement from other rural counties in the region

Description:

Parents and families collaborate with the schools to support AIG. Middle and High School students are eligible for dual enrollment with James Sprunt Community College (the only institution of higher learning in the county) as well as NC Virtual Public Schools. The county's focus on college awareness enlightens K-12 students about NC College and Technical School opportunities. Local businesses and community involvement needs to be improved.

Planned Sources of Evidence:

- *Records of Guest Speakers, College visits, dual enrollment
- *Business Sponsorship of AIG Activities

Other Comments:

Standard 6: Program Accountability

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The county's AIG Plan adheres to state legislation and policy, including approval by the local school board.

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

Description:

As required by state policy, the DCAIGP plan describes the current program. It is approved by the local school board before being sent for state review and comment.

Planned Sources of Evidence:

*DCAIG Plan

*Documentation of BOE approval

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Conformity to the AIG plan's implementation will continue to be monitored.

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

Description:

The Director of K-8 Curriculum Programs supervises the implementation of the AIG plan to ensure fidelity at all school sites. School principals convey AIG questions and/or concerns to the proper

personnel.

Planned Sources of Evidence:

- Documentation of screening, referrals, and placements
- AIG teachers' schedules
- Annual AIG Headcount information

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:

AIG funds received from the state will be monitored for appropriate use according to state policy.

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

Description:

The attached AIG Program Budget** delineates how the allotted funds are used.

Planned Sources of Evidence:

- AIG Program Budget**
- Documentation of public access
- Agenda/Documentation of the budget being shared with stakeholders

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Data regarding AIG student performance and drop-outs will be available for countywide and individual school use.

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

Description:

AIG performance and drop-out data will be extracted from the system and made available for analysis. Grade level, school, and county trends can be investigated to reveal areas of strength and weakness. Generalities can be shared with the appropriate personnel.

Planned Sources of Evidence:

- *EOG and EOC data
- *Trend and pattern findings
- *Documentation of data being shared

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The AIG population's demographics will be monitored to indicate representation and/or retention patterns.

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

Description:

Information on AIG participants is disaggregated to reveal statistics on ethnic, economic, language, and disability diversity.

Planned Sources of Evidence:

- *Annual AIG Headcount data

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:

AIG personnel credentials are documented within county employment records.

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

Description:

The credentials of school and county AIG personnel will be available on the county website.

Planned Sources of Evidence:

- *County personnel records

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The Gifted Leadership Team will aid in reviewing the plan.

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

Description:

The Gifted Leadership Team consists of the AIG Coordinator, the AIG teachers, parents of AIG students, and school administrators who represent the diverse population of Duplin County. This group will be involved in open discussions and reflections to evaluate the AIG program.

Planned Sources of Evidence:

- Gifted Leadership Team Directory
- Schedule of Team meetings
- Meeting agendas and minutes

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale:

While stakeholder contributions are encouraged and welcome, no formal method for eliciting feedback has been established.

Goals:

- Create surveys for stakeholders

Description:

Annual online surveys will be created for parents, teachers, administrators, and students. Those without internet access will be given a paper form.

Planned Sources of Evidence:

*Surveys for Students, Teachers, Parents, & Administrators

Other Comments:

Practice I

Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.

This practice is a Focused Practice for 2013-2016.

Rationale:

Teachers and administrators directly involved in the AIG program share ideas and suggestions for improvement, however, feedback from more sources is needed.

Goals:

- Develop surveys for stakeholders
- Successfully administer surveys with at least 50% participation from each group
- Utilize survey results for program improvement

Description:

AIG PLC meetings along with Parent, Teacher and Student survey results will help drive program improvements.

Planned Sources of Evidence:

- *Surveys
- *Survey participation percentages
- *Survey results being considered for program improvements

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale:

Evaluation data for previous plans has not been collected. As the evaluation process evolves, data can be disseminated.

Goals:

- Develop plan for dissemination of evaluation data

Description:

There is currently no dissemination of evaluation data.

Planned Sources of Evidence:

*Documentation showing dissemination of evaluation data

Other Comments:

Practice K

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

AIG students' rights will continue to be protected.

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

Description:

A copy of the Procedure to Resolve Disagreements** is given to parents along with the (AIG 1)-Initial Referral and Permission to Test**. These policies, procedures, and practices ensure that the rights of AIG students are protected.

Planned Sources of Evidence:

*Procedure to Resolve Disagreements** (p. 2 of the AIG 1-Initial Referral and Permission to Test**)

Other Comments:

Glossary (optional):

Appendix (optional):

AIG 1 - Referral & Perm to Test.docx (*Appendix - Standard 1*)
AIG 2 - Eligibility & Placement Record.doc (*Appendix - Standard 1*)
AIG 3 - Gifted Education Plan.doc (*Appendix - Standard 1*)
AIG 4 - Parent Request for Exit.doc (*Appendix - Standard 1*)
AIG Identification Guide.docx (*Appendix - Standard 1*)
AIG Status Card.doc (*Appendix - Standard 1*)
AIG Support A - Motivation Survey.doc (*Appendix - Standard 1*)
AIG Support B - Consultative Placement.doc (*Appendix - Standard 1*)
Forms Summary.doc (*Appendix - Standard 1*)
K-3 Enrichment Guide.docx (*Appendix - Standard 1*)
K-3 Enrichment Permission.docx (*Appendix - Standard 1*)
Testing Flow Chart.doc (*Appendix - Standard 1*)
Collaborative Group Work Protocols.pdf (*Appendix - Standard 2*)
Common Instructional Framework.pdf (*Appendix - Standard 2*)
Program Service Options.doc (*Appendix - Standard 2*)
Verification of Record Exchange.doc (*Appendix - Standard 4*)
Gifted Leadership Team Directory.doc (*Appendix - Standard 5*)
Duplin County AIG Budget.doc (*Appendix - Standard 6*)
Board Approval.pdf (*Local Board Approval Document*)