

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

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

Hyde County Schools Vision for local AIG program: The primary goal of the Hyde County Schools Academically and Intellectually Gifted (AIG) program is to support and nurture rigorous development of our AIG students' intellectual capacities and provide a learning environment that fosters the optimal development of students' creativity, social and emotional capacities, problem seeking/ problem solving skills and higher order thinking skills. To accomplish this goal our local AIG plan incorporates an identification process using multiple criteria to determine differentiation and provides flexible policies that enable students to move through the curriculum at their own pace as they master requisite skills and concepts. Serving on average approximately 30-35 AIG students per academic year, Hyde County Schools provides highly qualified personnel and a variety of program options that utilize school and community resources in meeting the needs of AIG students.

To better understand Hyde County Schools vision for AIG students it is important to be aware of our school system's unique service area, particularly our geographic composition and the relative size of our student population. As the smallest school system in the state, Hyde County Schools is a PreK-13 public school district with campuses located on either side of Pamlico Sound, a 30 mile wide body of water that separates the Mattamuskeet Schools campus in Western Hyde County from the Ocracoke School campus in Eastern Hyde County. The school system has three schools that serve on average 600 students. Both schools located on the mainland in Western Hyde County, the Mattamuskeet Schools campus, are Title 1 schools serving on average 465 PreK- grade13 students. Hyde County's

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third school, Ocracoke, is the smallest school in the state. Serving on average 135 PreK -12 students, Ocracoke School is located on an island in the Atlantic Ocean and is accessible only by boat, state run ferry, or air transport. To travel from one campus to another in the school district requires a minimum of 6 hours of travel time per roundtrip.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$28000.00	\$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 Focused Practice for 2013-2016.

Rationale: The LEA continues the dissemination efforts designed to demonstrate how students qualify for AIG services.

Goals: Develop strategies to inform school personnel, parents and families, students and the community about the Hyde County Schools AIG plan. We will make guidelines easy to understand, by using straightforward and accessible language. The AIG plan will be available in English and Spanish.

Description: An AIG Handbook describing the AIG program is in development and will be published on the school webpage. Copies of the AIG Handbook will be available at all schools and the central office. Principals will share the AIG plan at building level faculty meetings in August. Teachers will share the information with parents at the Mattamuskeet Schools and Ocracoke Schools' Open House nights. A Spanish version will be available for families. In addition, all schools will publish AIG information in the respective school's student handbook.

Planned Sources of Evidence: AIG Handbook

Student handbook

School WebPages

Spanish translations

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: The LEA has successfully systemized the way students are referred for AIG screening:

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

Description: Hyde County Schools ensures that students are provided the opportunity of multiple criteria or measures as it relates to identification of gifted students in order to develop a comprehensive profile for each student.

The Hyde County School system formed a building level committee for each of the school campuses located at Mattamuskeet and Ocracoke. The Mattamuskeet School campus serves on average 450 students. The Mattamuskeet School campus formed 2 building level committees. The building level committees for the mainland school are: 1) Mattamuskeet Elementary School, serving K-5 students; and 2) Mattamuskeet Early College High School, serving students in grades 6-13. Ocracoke School is a K-12 campus serving on average 150 students. Ocracoke School formed a K-12 building committee team. The building level committee's main task is to identify AIG students using multiple criteria. Non-traditional assessment tools are used in addition to current traditional methods for student identification.

Each building level AIG identification and placement committee consists of personnel with AIG endorsement, principal or designee, school guidance counselor, and at least one teacher representative from each grade span of the school (K-2,3-5,6-8,9-12). The student's general education teacher provides verbal and/or written input. To best employ the use of multiple criteria, the committee member with AIG endorsement leads the effort by presenting to the team data gathered from screenings, individually referred testing, student achievement and performance data, accompanied by the general education teacher's input. In this way the building level team is well equipped to discern multiple indicators of giftedness.

Multiple criteria include both formal and informal indicators. Formal identification criteria include norm referenced assessments in aptitude, reading and language arts, and mathematics. Informal identification criteria may include teacher and parent checklists, academic grades in reading and language arts and mathematics, writing samples, North Carolina End of Grade and End of Subject tests, Literacy profiles, math profiles, portfolios, work samples and projects, plus any available anecdotal information.

This process emphasizes the importance of multiple indicators by developing criteria that included these as alternative ways to qualify for services.

For grades K-5, the following measures are used:

- Gifted/Talented Checklist (local assessment)
- Gifted and Talented Evaluation Scale (GATES)
- K-2 literacy assessment
- K-2 math assessment
- Naglieri Nonverbal Ability Test
- Cognitive Abilities Test
- Iowa Scales of Acceleration checklists
- Woodcock Johnson III Tests of Achievement
- InView (grades 2-5)
- Raven Progressive Matrices (grades 1-5)
- North Carolina End of Grade tests
- Iowa Test of Basic Skills

Woodcock Johnson III Tests of Achievement
Portfolios
TPRI data
Star testing
AR success

In grades 6-8, the following are used:

Gifted/Talented Checklist (local assessment)
Gifted and Talented Evaluation Scale (GATES)
InView-A Measure of Cognitive Abilities
Cognitive Abilities Test
Raven Progressive Matrices
Naglieri Nonverbal Ability Test
Iowa Scales of Acceleration checklists
Woodcock Johnson III Tests of Achievement
North Carolina End of Grade tests, Math and Reading
Iowa Test of Basic Skills
SAT scores
Portfolio

In grades 9-12, the following are used:

Gifted/Talented Checklist (local assessment)
Gifted and Talented Evaluation Scale (GATES)
Raven Progressive Matrices
Cognitive Abilities Test
Naglieri Nonverbal Ability Test
InView-A Measure of Cognitive Abilities
Iowa Scales of Acceleration checklists
Woodcock Johnson III Tests of Achievement

North Carolina End of Grade tests
End of Course tests
Iowa Test of Basic Skills
SAT scores
Portfolio

Planned Sources of Evidence: Building level team minutes

Student data sheets
AIG Handbook
School webpage
Spanish translation
Building level AIG plan

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: Hyde County Schools uses a variety of traditional tests for identifying students, as well as data collected from informal and formal observations.

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

Description: Hyde County currently uses a wide variety standardized and non-standardized test.

For grades K-5, the following measures are used:

- Gifted/Talented Checklist (local assessment)
- Gifted and Talented Evaluation Scale (GATES)
- K-2 literacy assessment
- K-2 math assessment
- Naglieri Nonverbal Ability Test
- Cognitive Abilities Test
- Iowa Scales of Acceleration checklists
- Woodcock Johnson III Tests of Achievement
- InView (grades 2-5)
- Raven Progressive Matrices (grades 1-5)
- North Carolina End of Grade tests
- Iowa Test of Basic Skills
- Woodcock Johnson III Tests of Achievement
- Portfolios
- TPRI data
- Star testing
- AR success

In grades 6-8, the following are used:

- Gifted/Talented Checklist (local assessment)
- Gifted and Talented Evaluation Scale (GATES)
- InView-A Measure of Cognitive Abilities
- Cognitive Abilities Test
- Raven Progressive Matrices
- Naglieri Nonverbal Ability Test
- Iowa Scales of Acceleration checklists
- Woodcock Johnson III Tests of Achievement

North Carolina End of Grade tests, Math and Reading
Iowa Test of Basic Skills
SAT scores
Portfolio

In grades 9-12, the following are used:

Gifted/Talented Checklist (local assessment)
Gifted and Talented Evaluation Scale (GATES)
Raven Progressive Matrices
Cognitive Abilities Test
Naglieri Nonverbal Ability Test
InView-A Measure of Cognitive Abilities
Iowa Scales of Acceleration checklists
Woodcock Johnson III Tests of Achievement

North Carolina End of Grade tests
End of Course tests
Iowa Test of Basic Skills
SAT scores
Portfolio

Planned Sources of Evidence: Student AIG folders
Student data sheets and records maintained in schools' offices
Student Differentiated Education Plans

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: Initiates screening, referral, and identification procedures that respond to traditionally underrepresented 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.

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

Description: Hyde County Schools identify potential AIG students by a number of different criteria including:

1. Economically disadvantaged, (a) more than 75% of our student population qualify for free and reduced lunch and (b) our students receiving services as mandated under the McKinney-Vento Homeless Assistance Act.
2. Linguistic diversity, 35% of our population from Ocracoke School and 5% of our population from Mattamuskeet Campus are from homes where Spanish is the first language.
3. Highly gifted and twice exceptional students; AIG certified personnel collaborate with Exceptional Children's director and parents to identify and accommodate with appropriate testing measures in order to meet the needs of students.

Planned Sources of Evidence: Student AIG folders
Student differentiated education plans.

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: Tremendous progress was made in the initial phases of the AIG plan from 2010-2013, especially at Ocracoke School. Consistent processes for screening, referring, and identifying AIG students are systemized for all three schools in the district. The CogAT is administered in grades 3, 5, and 8. Although achievement test results are currently used for students to qualify for services in grades 4-8, the CogAT helps find students who may not achieve but who have ability. Meetings with parents and their child's teachers are held at the start of the school year when we draw up the DEP (Differentiated Education Plan) for that year. Hyde County Schools will continue to refine methods to screen, refer, and identify all students to determine eligibility for AIG services.

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

Description: Screening is an on-going process available to all students at any time during the academic year. Using multiple screening instruments, students requiring differentiated instruction will be identified at all grade levels. All students will be screened using more than one measure to prevent limiting the identification of the need for differentiation to any one score.

Students who speak a native language other than English are screened using a non-verbal ability test. At this point, our school system serves Spanish speaking students as the only language other than English spoken at home or school. 35% of students attending Ocracoke School and 5% of students attending Mattamuskeet Schools are from Spanish speaking homes. To best meet the needs of the school district's Spanish speaking population of students and their families, all written communication and test directions will be given in Spanish. General education teachers use a variety of observational checklists and rating scales to identify underserved or culturally diverse students. General education teachers consult and collaborate with the ESL teachers serving on both campuses to determine the best practices for referral and identification of Spanish speaking students.

Referred students in kindergarten will be screened using the Primary Tests of Cognitive Skills. Referred students in grade 2 will be screened using the Test of Cognitive Skills 2. All K-3 students referred for screening will be identified as "nurtured" students. Nurtured students will be selected for further review and consideration for program eligibility as they move through the primary grades and upon recommendation of the general education teacher in conjunction with the building level team and the student's parents/guardians.

All third grade students participate in a general screening. The screening tools will be either the Raven Progressive Matrices or the Naglieri Nonverbal Ability test. All End of Grade test results for grades 3-8 will be reviewed yearly for students scoring at or above the 90th percentile.

Each building level AIG identification and placement committee consists of the AIG certified endorsed personnel, principal or designee, school guidance counselor, and at least one teacher representative from each grade span of the school (K-2, 3-5, 6-8, 9-12). The student's general education teacher is invited to provide verbal and/or written input. The principal's designees present aptitude data gathered from screenings, achievement and performance data, and the classroom teacher's input. Student data comes from multiple sources and may include data from these instruments: a) Primary Test of Cognitive Skills and Test of Cognitive Skills 2, b) Naglieri Nonverbal Ability Test, administered in English or Spanish; c) Woodcock Johnson III; d) Raven Progressive Matrices; e) North Carolina EOC/EOG tests; and f) any other non-traditional test applicable to the prospective student's aptitude and achievements.

The building level team examine all data defining the prospective AIG student's aptitude, achievement, performance, interest, motivation, and information gleaned from teacher observations and checklists. After consideration of the prospective student's data summary the team may request additional tests. The building level team will make decisions based on the educational needs of the student and determine whether or not the prospective student will be designated as clearly requiring or not requiring AIG services. The building level committee reviews the student data to determine if the student is academically and/or intellectually gifted. One of three decisions is then determined:

- 1) AIG criteria are met and recommendation is made for the most appropriate service options.
- 2) More information needs to be gathered before making a decision.
- 3) AIG criteria are not met.

Hyde County Schools does not have cut off scores that are used in the identification process. The team uses the general guide of 90th percentile or higher but a prospective student with lower scores in any area of test and data analysis can be considered in light of the fact that prospective AIG students will require different options based on the level of differentiation that the individual student needs.

After the building level team has identified a student, the principal's designee will prepare a Differentiated Education Plan outlining the program service options for that student across the grade spans of primary, middle and high school. The DEP lists the learning environment, content modifications and special programs available to the student in each grade span and is completed by the principal's designee annually.

If a prospective AIG student requires aptitude and achievement testing outside of the generally administered regular school academic program, the AIG endorsed personnel will obtain permission to test from the parent or guardian and present the test data to the building level team. All test data and information used to determine the status of a prospective AIG student will be recorded on the student identification placement record and student data summary sheet.

Planned Sources of Evidence: Building level committee meeting minutes
Student DEP's
Student data summary sheets
Referral sheet

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: Policies, procedures, and rights need to be clearly delineated and readily available for students and parents of Hyde County Schools.

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

Description: A handbook explaining AIG procedures, policies, and rights of students and families is currently in development for use in the three schools in the school district. Upon completion, the AIG Handbook will be published on all school web pages in Spanish and English. Paper copies will be distributed to all families and available in English and Spanish. Other pertinent forms such as the Consent for Services and the Gifted/Talented Checklist (a locally generated check list) will also be available on the web pages and samples included in the paper copies of the AIG Handbook.

Testing /and reassessment:

Testing that occurs outside of regularly scheduled tests such as the North Carolina End of Grade and End of Course Tests requires the LEA to obtain the written consent of the parents or legal guardians. Students identified AIG in one area will be reassessed at regular intervals to determine eligibility for AIG services in the non-identified areas. Students on the nurture list will be reassessed at regular intervals to determine eligibility for AIG services.

Transfers/and reassessment:

Students who transfer in from other systems' gifted programs must provide school records to qualify for AIG services in Hyde County. Any student who transfers with evidence of participation in a program for AIG students will be honored. Hyde County Schools will allow the transfer student probationary admittance and if the student performs satisfactorily he or she will remain enrolled in AIG services. If the student's performance is not satisfactory then the building level AIG committee will convene as described above and the student's parents or legal guardians are invited to the conference.

If there is no match between the AIG student's former program of services and Hyde County Schools program of service then the student's needs will be aligned as closely as possible with Hyde County

School's array of service options. In this case, student performance will be closely monitored and realigned if necessary.

Screening and identification

Multiple criteria are used to collect information regarding a student's learning needs and to identify students as academically and/or intellectually gifted. The Hyde County Schools' AIG student screening, referral, and identification process are clearly outlined in Practice E stated in the section above.

The resolution of disagreements and appeals process is outlined in the steps below:

If in the event of a disagreement between parents or guardians and the local school administrative unit then the parents or guardians may request a review of AIG services if they think they think Hyde County Schools' AIG plan has not been implemented properly with respect of their child or that Hyde County Schools failed to properly identify their child as an academically and/or intellectually gifted student. The following steps should be taken to achieve resolution:

1) Request and attend a meeting with the student's teacher and/or the principal. In the teacher/principal's conference, Parent/guardians who believe they have a legitimate basis for grievance may discuss the situation on an informal basis with the principal and the regular classroom teacher. The principal will investigate the complaint to the fullest extent and then will respond with a written answer to the complaint. The individual making the complaint may then conclude the matter or initiate formal procedures.

If no resolution is reached then,

2) Review of issue by the AIG Coordinator and the building level administrator. If the informal conference with the principal does not resolve the disagreement, the parent/guardian may file a written appeal of the decision with the AIG Coordinator within 5 school days of receiving the principal's response. The AIG Coordinator shall further investigate the matter(s) of grievance and schedule a conference with parent/guardian within 5 school days receiving the appeal. The AIG Coordinator shall respond in writing to the parent/guardian and principal regarding the outcome of the review within 5 school days after the conference. If no resolution is reached then,

3) Discussion of concerns with the Hyde County Schools superintendent or his/her designee. The parent/guardian may file a written appeal of the decision with the superintendent within 5 school days of receiving the AIG Coordinator's response. The superintendent or designee shall further investigate the matter(s) of grievance and schedule a conference with parent/guardian within 5 school days receiving the appeal. The superintendent or designee will respond in writing to the parent/guardian and AIG Coordinator regarding the outcome of the review within 5 school days after the conference. If no resolution is reached then,

If no resolution is reached then,

4) Review by the Hyde County School Board of Education. If the disagreement is not resolved through the review of the superintendent or designee, the parent/guardian may file a written appeal of the decision with the Hyde County Board of Education within 5 school days of receiving the response from the superintendent/designee. If no resolution is reached then the parent or guardian may appeal to step 5.

5) State Level Grievance Procedure. If the Hyde County Schools grievance procedure fails to resolve the disagreement, Article 3 of Chapter 150B of the General Statutes permits the parent/guardian to file a petition. The scope of the review will be limited to (1) whether Hyde County Schools improperly identified the child as an academically gifted student, or (2) whether the plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. The decision of the

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administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 105B or the General Statutes.

If the parents choose to petition an Administrative Law Judge, attorney's fees are available to parent in the event they prevail in a due process hearing.

Planned Sources of Evidence: Hyde County Board of Education policies

Hyde County Schools AIG Handbook

Webpage

Parent Notice and Consent for Evaluation

Student's Differentiated 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: Adapts the NC Standard of Course of Study (NCSOS) according to identified abilities, readiness interests, and learning profiles of all AIG students.

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

Description: Differentiated activities are provided by the general education teacher and enrichment activities are provided by teachers and support staff. Based on teacher observations, assessments, and parental input, the NCSCOS has been adapted for gifted learners in the following ways:

Grades K-2 use ability grouping for part of the day. Students in grade one who are above grade level in reading attend second grade's reading instruction. The first grade teacher and second grade teachers ability group for non-core subjects for the second half of the day. Similar small flexible grouping is incorporated into the two kindergarten classes.

In Grades 3-5, ability grouping occurs at the third grade level for math and reading. Different curriculum is being developed for the AIG students in grades 4 and 5.

The Instructional Coach, at Mattamuskeet Elementary School, works with all K-5 teachers to assist with differentiation. Grades 6-8 students have three daily electives. In addition, AIG students in grades 6 and 7 who are strong in math have been moved to the 8th-grade regular math class. AIG students in grade 8 are taught Algebra as well as pertinent 8th grade math strands. Online classes are also available.

For AIG students in grades 9-12, the Mattamuskeet Schools campus offers Early College through the Beaufort Community College. Students study at a faster pace and eventually all of their courses are held at Beaufort Community College. By the end of grade 11, they have acquired most of the requisite high school credits.

For students the regular high school, there are honors options for most classes. AIG high school students can enroll in advanced placement courses such as Calculus.

Students may earn college credit through online learning. With more than a third of the Mattamuskeet Schools' rooms equipped as computer labs, the school system can accommodate large numbers of students engaged in online learning across the campus at any given time.

Hyde County Schools has two distinct campuses separated by a 30 mile wide body of water, the Pamlico Sound. The Mattamukeet Schools campus serves on average 450 students PreK-Grade 13. The Ocracoke School campus serves on average 150 students, PreK –Grade 12. To travel from one campus to another requires a 3 hour ferry ride one way as Ocracoke Island is accessible only by boat, state run ferry or air transport. Ocracoke School has an average of 10 students to a grade enrolled in K-12 classes. Individual differentiation is provided on a case-by-case basis with input from the AIG Coordinator, Ocracoke School Special Education teacher who holds an AIG endorsement, and the AIG student's parents. Given the distance from the mainland Mattamuskeet Schools campus to the Ocracoke School campus, Ocracoke School AIG students can attend enroll and attend Early College through online courses only. For AIG students enrolled in the regular high school courses there are honors options for most classes such as advanced placement Calculus. On the Ocracoke School campus, AIG Students may earn college credit through online learning.

Planned Sources of Evidence: Academic folders
AIG endorsed personnel's schedule
Building level plans
Student Differentiated Education Plan (DEP)

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: AIG students need to have ready access to an enriched accelerated curriculum to better increase and actualize their potential academic performance and intellectual development.

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

Description: K-3 teachers will identify students who need 'nurturing". The general education teacher differentiates the curriculum and meets the student's academic needs.

In grades 4-8 AIG identified students are provided a differentiated curriculum in the general education classroom and after school enrichment opportunities.

AIG students in grades 9-12 are offered advanced placement, on-line and college classes, and enrichment activities

Currently the following enrichment occurs in the system:

For grades K-12 on both the Mattamuskeet and Ocracoke School campuses, the 21st Century Community Learning Center grant provides all students an opportunity to engage in enrichment activities in an after school setting. Daily enrichment choices include robotics, theater arts, crafts, Odyssey of the Mind, chorus, dance, yoga, African drumming and dance, ballet, music classes and small group lessons in guitar, flute and piano, science club, running club, Chess club and book clubs. Through grants from the Burroughs Wellcome Science Fund, we are able to offer many opportunities for STEM education and enrichment. The Kate B Reynolds Charitable Trust Healthy Living Initiative offers many types of outdoor experiential learning opportunities in our afterschool program.

At both campuses, club time is scheduled on a bi-weekly basis. Clubs happen currently at all grade levels, including the Multi-Cultural Club which takes regular field trips to learn about diverse cultures. During the school day, the AIG students produce a newspaper and middle school AIG students are producing a video newspaper. Elementary school AIG students extend the curriculum through project-based learning that is tied into their computer, library, and art classes with guidance from the AIG endorsed personnel.

Planned Sources of Evidence: DEPs

Student academic folders

Student schedules (grades 9-12)

Building level AIG plans

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The needs of the AIG students are met through researched based strategies. AIG certified personnel employ a variety of curriculum to accommodate various situations and learners.

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

Description: Differentiated instruction is provided to all AIG students in the general education classroom

Students are provided enrichment opportunities during and /or afterschool. Previously we relied on pull-out, with a gradual end of pull-out by grade nine. Our current service delivery model is built on regularly scheduled collaboration with general education teachers to supplement classroom learning.

Planned Sources of Evidence: Student DEPs

Building level AIG plan
Student Academic folders
Notes from meeting with teachers

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 Maintained Practice for 2013-2016.

Rationale: The needs of advanced learners are met using research-based methods.

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

Description: The needs of advanced learners are met through the use of a variety of resources grounded in evidence based research models applicable to all grade levels.

Hyde County Schools provides a variety of supplemental resources such as:

For General Education Elementary Teachers:
Teaching Gifted Kids in the Regular Classroom
Methods and Materials for Teaching the Gifted.
Strategies for the Tech Savvy Classroom
Hands On Science

K-2:
Math Rules!
National Geographic
Pieces of Learning
Accelerated Reader
Accelerated Math
Digital cameras
STEM education

3-5:
Accelerated Reader

Accelerated Math
National Geographic
Science and Math Jeopardy
Digital cameras
STEM education
6-8:
Accelerated Reader
Accelerated Math
Digital cameras
Scrabble
Online Chess Club
STEM education
iPads

9-12:
iPads
Virtual classes
STEM education

In addition to supplemental materials the focus of professional development for the staff in the 2010-13 academic years has been on the practice of differentiating and will continue through the 2013-2016 period. Middle school personnel participated in a study for effective teaching that relies on vertical planning.

Planned Sources of Evidence: Progress notes on student plans
Evidence of student growth on EOG and EOC data
Inventory
Meeting minutes.
Lesson plans
Website

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Hyde County Schools fosters the development of forward-thinking 21st Century skills and content.

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

Description: 21st Century skills development is fostered for AIG students. In grades K-12, a variety of advanced technologies are used. All K-12 classrooms are equipped with Smart Boards and document cameras and are used daily by every general education teacher. In grades 6-8, flip video

cameras are used regularly. Neos are used, by students in grades 1-5 for Accelerated Reader tests daily in addition to writing. On both campuses AIG students are learning how to program robots using Lab View programming language. Students in grades 9-12 design commercially viable web pages. Middle and high school students design their respective school's yearbooks digitally. Students in upper grades take online courses. High School students attend enrichment programs that foster leadership skills.

Planned Sources of Evidence: Student developed web pages

Student developed news stories

Student developed yearbooks

Accelerated Reader tests scores grade 1-5

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Fostering the acquisition of higher order thinking skills needs to be occurring across grade levels, in every classroom, and in every lesson. Development of higher order thinking skills is especially important for AIG students, who are most susceptible to boredom and at risk of not experiencing new learning. Since AIG students spend the majority of their day in the core subject classrooms, instructional improvements are most needed in this learning environment. Results from benchmark and other assessments need to be used in planning for instruction so that students who have mastered material can be provided the next level of difficulty. Deliberate differentiation of instruction of this nature can benefit the learning outcomes of the entire class.

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

Description: We accelerated the frequency and quality of differentiated instruction in the classroom and incorporate benchmark data into extending and enriching the SCOS for AIG students. General education teachers use one or more of the following assessments to differentiate classroom curriculum and instruction: EOG/EOC results, pre and post tests, report cards, K-2 Literacy assessment, K-2 Math assessment, STAR Report/AR Student Record, nine week test data analysis and pacing guides, math profiles and EVAAS. In addition, the 3-D reading assessment is used.

Planned Sources of Evidence: Test scores

Students' academic folder
Lesson Plans
Video clip of lesson

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: We phased out the use of pull-out classes for students in grades K-3, in academic year 2012-13. Students in these grades are not formally identified. Students requiring a different curriculum continue to be served individually, but with the delivery of services coming primarily through the general education teacher instead of in a separate setting.

In general we have seen that separate settings are not the most effective at generating increased learning for potential AIG students in our district. Since AIG students are in the regular classroom all day, improvements most helpful to them are also ones that will help the entire class.

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

Description: For highly able students needing substantially different curriculum (such as first-graders reading on a third-grade level), collaboration for curriculum occurs between the AIG endorsed personnel, and the classroom teacher. K-3 teachers receive increased professional development on differentiation. Where needed, different curriculum will be provided to the general education teacher to use with high-ability students. K-3 teachers receive professional development on differentiation as part of the staff development plan for the academic year 2013-2014.

Planned Sources of Evidence: Lesson Plans
Print-out of Instructional Coach's shared data log with teacher comments
Video sample of lesson
Staff development agendas and sign in sheets

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: The Instructional Coach, EC teachers and general education teachers currently collaborate with other professional staff as needed.

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

Description: The Instructional Coach, EC teachers and general education teachers currently collaborate with other professional staff as needed. At Ocracoke School the EC teacher holds an AIG endorsement and takes the lead in collaborating with the general education teachers. On each campus a building level AIG plan takes into consideration the strengths of the school staff and all personnel involved with an AIG student develop and implement the Differentiated Education Plan. Regular meetings with EC personnel keep the AIG endorsed personnel apprised of any test results that might lead to adding students to the AIG Program.

Planned Sources of Evidence: Meeting minutes
Student folders
Building level AIG plan

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: The DEP document is revised to accurately reflect the instructional options available to AIG students enrolled in Hyde County Schools.

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

Description: Hyde County Schools utilizes multiple indicators for identification and placement. These indicators are considered to be of equal weight and importance. Data from multiple sources prevents the exclusion or disqualification of AIG students that may occur when only one assessment instrument is used.

Upon identification and placement of an AIG student by the collaborative building level team, the general education teacher annually prepares a Differentiated Education Plan (DEP) that outlines the program service options appropriate for the student's grade level. At the high school level the principal's designee will prepare the Differentiated Education Plan (DEP). The Differentiated Education Plan (DEP) lists the learning environment, content modifications and special programs available to the AIG student based on his or her grade level. Students who demonstrate outstanding

intellectual gifts but do not meet the criteria for the DEP will be identified and an Individual Differentiated Education Plan developed to meet their needs.

DEP's and IDEP's are developed each year as outlined above. Copies are reviewed with parents within 30 days of the student's enrollment for the school year. All teachers, counselors and administrators involved with gifted education will have access to AIG folders and the information therein pursuant to Hyde County School Board of Education policy for Student Records and Rights under Family Educational Rights and Privacy Act for Elementary and Secondary Institutions. AIG records are stored under lock and key in the building administrators' office at Mattamuskeet Schools campus and the EC/AIG teacher's office at Ocracoke School office.

DEP's may be modified by the classroom teacher or principal's designee at any time with parent participation and input. If modifications are needed in program instruction for any reason, the classroom teacher or principal's designee documents the need for change and any modification made in the performance review section of the DEP.

Providers of the various program service options will document individual student progress at the end of each nine weeks. Copies of the performance review will be sent to parents and included in the student's AIG folder.

the school system include: a) maintain more detailed records on what we're doing to differentiate and challenge our AIG students; b) update records during meetings with general education teachers; c) share information with students' new teachers; d) maintain records of differentiation for highly-able, informally identified students in grades K-3; and e) incorporate AIG certified personnel's Shared Data Log With Teacher Comments into files for AIG students (grades 4-12) and highly-able, informally identified students (grades K-3).

Planned Sources of Evidence: Differentiated Education Plan and Individual Differentiated Education Plan

Shared Data Log with Teacher Comments

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Director of Student Services serves as the AIG Coordinator for Hyde County Schools. Her credentials include a PhD in Human Sciences, a graduate specialization in Child, Youth and Family Studies, and an advanced graduate minor in Developmental Psychology. Dr. Willis has devoted many years of her professional life to working with typically developing and gifted children in the general education classroom. She has served as the lead administrator for two national early education initiatives, one under the auspices of the USDHHS Office of Head Start and the other with Child Development Unit, Harvard Medical School with Dr. T. Berry Brazelton's Touchpoints Project. The AIG Coordinator embedded within each respective program's design and service delivery plan student nurturing programs designed to optimize the holistic development of very young gifted children. The AIG Coordinator also served as a member of an internationally recognized research team studying the ways the cross cultural educational practices of the highly acclaimed early childhood centers of Northern Italy foster the cognitive and social-emotional development of academically and intellectually gifted preschool and early elementary students. In addition, Dr. Willis is recognized for her scholarly contribution through her lifetime appointment to the Child Research and Policy Consortium at the USDHHS Office of Planning, Research, and Evaluation. The Instructional Coach Barbara Hux, serves the Hyde County School system as the sole practitioner on the mainland with an AIG license. Mrs. Hux, has garnered statewide recognition for her work at NCDPI, the NC Teachers Academy and as an instructional coach. AIG students attending Ocracoke School are served by their general education teachers with guidance and professional support from the Special Education teacher, Susan O'Neal, who holds an AIG license. The AIG Coordinator provides oversight and support to the EC teacher and general education teachers working with AIG students on Ocracoke Island.

Goals: Hire teachers with the AIG endorsement
Dr. Willis will enroll at Duke for the AIG certification in January 2014.

Description: The AIG endorsed personnel is based on the mainland at the Mattamuskeet Schools campus. Ocracoke School AIG students are served by the Ocracoke School Special Education teacher in collaboration with the student's general education teachers. The AIG Coordinator splits her time between the two school campuses. Utilizing various distance technologies on both campuses to facilitate professional meetings for all 3 staff will foster further collaboration and collegiality.

Planned Sources of Evidence: Keep copies of the AIG endorsed personnel's certification and copies of the AIG Coordinator's curriculum vitae in a file in the AIG Coordinator's office, with duplicate

copies in Human Resources.

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: The AIG endorsed personnel for Hyde County Schools is primarily accountable to the Director of Student Services, who serves as the AIG Coordinator.

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

Description: Program oversight comes directly from the Director of Students Services as the AIG Coordinator. The AIG endorsed personnel has ample dedicated planning time daily to facilitate coordination within the LEA with building level administrators and general education teachers.

Planned Sources of Evidence: Copies of AIG Specialist schedule denoting designated time daily to facilitate coordination of services across the LEA.

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: General education and support staff receive staff development to stay current on best practices for AIG students.

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

Description: The AIG Coordinator meets at least annually with the building administrators and general education teachers and staff to determine professional development needs.

The AIG Coordinator provides funding in the budget plans for attendance at the state AIG conference and other NCDPI events. Faculty members select to attend on rotational basis.

The building level administrators in collaboration with the AIG Coordinator, provides and arranges training for small groups and the entire staff as determined by the general education teacher's needs.

The AIG endorsed personnel provides professional development during regularly scheduled staff meetings and individual consultation during general education teacher's planning periods.

Planned Sources of Evidence: Needs assessment list generated annually

Building level plans

Training agendas and sign in sheets

List of faculty attending state AIG conference

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: There are one AIG licensed instructional coach, working on the mainland at the Mattamuskeet Schools campus and an other AIG certified teacher working on the island at Ocracoke School campus. Both AIG certified educators possesses deep knowledge and expertise to support the needs of our AIG students. Given that there are only two AIG licensed lead educators in the Hyde County school system, our approach is to provide specific targeted training in such topics as differentiation, learning styles, the developmental needs of AIG students, and current research findings outlining best teaching practices for our beginning teachers and general education teachers working with our AIG students. The general education teachers with AIG students in their classrooms are certified in their areas of expertise but are not AIG certified

Goals: Cluster AIG students with teachers who are in the process of meeting state AIG license requirements and have received professional training in differentiation, learning styles, the developmental needs and best practice for general education teachers of AIG students. Provide professional development opportunities to all general education teachers and support staff annually.

Description: General education teachers pursuing their AIG certification are identified at each school. When possible principals will cluster group AIG identified students with teachers who are pursuing AIG licensure. The Instructional Coach will provide professional development in the teaching of AIG students, learning styles and differentiation.

Planned Sources of Evidence: Roster of AIG licensed teachers

Class roster with identified AIG students listed

Copy of a certificate of completion of professional development in differentiation or the teaching of AIG students

Copy of sign-in sheet

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: It is important to continue the professional development of general education teachers who work with AIG students to support the goals and initiatives of the LEA, to provide consistency and guarantee student success and growth.

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

Description: General education teachers who work with AIG students will be provided with opportunities to attend professional development delivered on-site and elsewhere as funding allows.

Planned Sources of Evidence: CEU History Report
Agendas and sign in sheets for building level staff development

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: Until the advent of the 2009-10 North Carolina budget constraints that are continuing to be felt in the 2013-14 academic year, we had excellent opportunities for on-site professional development, especially with the NC Teacher Academy.

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

Description: All-day professional development activities will resume for required workdays. Early release days have been designated every month during the academic year and are designated for ½ day of professional development delivered at the campus level at Ocracoke and Mattamuskeet. Professional development on differentiation in instruction will benefit all students, and is needed by AIG students.

Planned Sources of Evidence: copy of certificate of professional development CEUs
copy of agenda from professional development

CEU History report

Other Comments:

Practice G

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

This practice is a Maintained Practice for 2013-2016.

Rationale: Professional development opportunities for the AIG endorsed personnel were readily available until the North Carolina budget crisis froze funds for professional development. Fortunately, with the advent of webinars, some professional development opportunities specifically related to the teaching of AIG students are now available online.

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

Description: Until recently we had a budget that included funding for off-site professional development through attendance at workshops and conferences. While we look forward to the return of access to these types of high quality professional development opportunities coupled with a budget to support our participation in these activities, the school system is pursuing a variety of resources and technologies to provide on-site professional development. As funding allows, the AIG endorsed personnel and AIG Coordinator will attend at least one professional development activity annually.

Planned Sources of Evidence: Copy of written reflections on the watching of webinars
Copy of certificate of CEUs gained for professional development

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: AIG students need programs and services that are comprehensive in the areas of academic, intellectual, social and emotional development across all grades and all settings.

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

Description: Hyde County Schools recognizes that collaboration between teachers, parents and school administrators is key to system wide implementation of best practices for AIG students. With only two staff with AIG certification serving grades K-12, the model we employ is one in which the AIG certified staff serves as consultant to general education teachers.

Our approach to the delivery of a comprehensive program in the areas of academic, intellectual, social and emotional development across all grades and all settings is threefold.

- 1) When possible cluster AIG students with a general education teacher who is pursuing AIG certification.
- 2) Teachers will meet with parents annually to develop a DEP that addresses the individual student's needs.
- 3) Progress notes (performance reviews) will be sent home each nine weeks to address program and service areas

Planned Sources of Evidence: Student's DEP

Progress notes
AIG handbook

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: The needs of the AIG students are best met when the AIG programs and services are aligned to the areas of identification, goals of the program, and resources of the LEA.

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

Description: All AIG students are served in the area of AIG identification and their program(s) and services are aligned with the LEA program goals and resources. AIG students are served in their identified area. Schools provide program(s) and services in the areas of Reading and Math.

Planned Sources of Evidence: DEP/AIG student folder

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

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

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

Description: All AIG students receive instruction that supports the individual student's needs and optimal intellectual, academic, social, and emotional development. AIG programs and services are aligned to the North Carolina Standard Course of Study. Rigor and challenge are based on the individual needs of the student.

Planned Sources of Evidence: Student AIG plan/DEP
Classroom pacing guides

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: Our AIG Plan is well known to those staff and parents who are familiar with the many aspects of the plan,. We can improve our efforts to make sure everyone connected to the LEA is

equally as informed. All teachers, school administrators, and support staff need to be aware of the needs of AIG students and collaboratively work together to provide differentiated services and instruction for AIG students based on individual student needs.

Goals: Build a better website. It needs to be noted that in Hyde County less than 50% of our families have access to computers in the home, those families that do have access to personal computers have issues with high speed access to the internet, thus making printed materials about the AIG plan necessary. The Superintendent and AIG coordinator have made it a priority to meet quarterly with leaders of the religious community in Hyde County to disseminate and prioritize school related activities, including issues related to AIG education.

The AIG web page needs to be its own entity at the on the district wide web page. The AIG web page will serve as the electronic location where anything that can be made public about the AIG program resides.

The LEA will produce a brochure about the AIG program in English and Spanish and disseminate information at regularly scheduled parent meetings such as the annual Open House nights for grades K-12, and the 21st Century Community Learning Center Family nights.

Dissemination to families without access to the internet will be achieved by increasing our outreach efforts and coordinating with existing personnel and resources in the school system. For example the Title 1 parent coordinator creates a monthly newsletter that is mailed to every family in the school district. Our ESL teachers, 21st Century Community Learning Center program managers, school counselors and members of the NCDHHS initiative, Community and Family Support Team (CFST) all have frequent and regular contact with parents and family members of AIG students. Collaboration will increase dissemination and communication about the AIG program and plan.

Building level administrators will inform teachers annually of identified AIG students, and disseminate information about the regulations related to gifted education, the local AIG program and plan with building level staff. The AIG Coordinator will attend the community-wide meetings in the 7 villages of Hyde County that are held by the superintendent at least once per semester in the fall and spring of every academic year to share information about the AIG program with families.

Description: Put AIG site on district links page.

Make it user friendly.

Use language the average reader can understand.

Keep it simple. Put the expected where it's expected.

Post the AIG Plan.

Include on the web site resources useful for families of academically and intellectually gifted students

Produce brochure and disseminate to staff and to visitors at Open House, other family night activities such as the 21st Century Community Learning Center Family nights and special events.

Planned Sources of Evidence: Snapshot of web page

Brochure

Meeting agendas

Documentation of parent communication by coordinating support staff

Faculty meeting notes

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The needs of the AIG student are best met when teachers maintain communication between schools to ensure an effective continuation of AIG services. Communication is easily facilitated between schools. This ease of communication creates a climate of continuity of service for the AIG student and is much easier in a small system where there is one certified AIG staff on each campus, given the three hour travel distance between campuses.

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

Description: Continuation of effective learning is maintained through a system for the official sharing of information between the AIG certified personnel, building level administrators and the AIG student's general education teachers. AIG students are identified and nurtured as they progress through a very small, dual-campus K-12 system. Continuity of relationship and sharing about each student's individual needs and goals is a continuous activity. To ensure continuation of effective learning, our AIG student records are transferred to the next teacher and/or school annually. The NC WISE Exceptional Children Report is utilized to verify AIG students and their areas of strength.

Planned Sources of Evidence: Log of transfer of student records
NCWISE Exceptional Children Report

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: Individualized instructional differentiation is occurring at all levels of the school system. Collaboration between the AIG certified personnel, classroom teachers, and school-based administrators has increased as a result of increased access to technology. The addition of Early College to the Mattamuskeet and Ocracoke campuses has provided more rigorous courses for high school students.

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

Description: We are making gains in differentiation and collaboration.

Planned Sources of Evidence: Lesson plans

Minutes from AIG Committee meetings and grade span meetings indicating school-wide differentiation efforts are discussed.

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: Hyde County School staff and families need to collaborate to address the social and emotional needs of the AIG student. Additional staff development in meeting the social and emotional needs of the gifted students would be beneficial to all members of the school community.

Goals: • School Counselors will address and discuss the social and emotional needs of academically gifted students.

- Provide time for the school counselors and the AIG certified personnel to collaborate and provide services for families of AIG students.
- School counselors and the AIG certified personnel will collaborate with other student support staff to provide strategies to help for AIG students.

Description: The school counselors provide individual and small group counseling sessions for all Prek- grade 13 students. The classroom teachers, school counselors, and parents of gifted students participate in DEP meetings to plan appropriate student services. Individual parent conferences are held as needed to review and revise student services. Students, general education and AIG certified personnel, and school administrators will benefit. Offering staff development opportunities that general education teachers, AIG certified personnel, and school counselors can attend together will provide a common language and knowledge base. Collaborative planning and delivery of student services are enhanced when all school personnel are working toward the same goal.

Planned Sources of Evidence: Parent meetings/conferences

Staff development agendas and sign in sheets

Documented collaborative meetings with general education teachers, AIG certified personnel, and school counselors

Documented guidance services

DEPs

Other Comments:

Practice H

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

learner.

This practice is a Focused Practice for 2013-2016.

Rationale: A written policy outlining the process for accelerative instruction is not in place. We do use an excellent commercial guideline, the Iowa Acceleration Scale, to support subject acceleration as an alternative option for some gifted students.

Goals: Write a comprehensive K12 policy outlining guidelines for whole grade and subject acceleration.

Description: The AIG Committee will address issues concerning grade acceleration and produce recommendations for the superintendent and to review. Amend AIG Plan upon board approval. Publish revised Plan on the AIG web page and in printed materials. Publish separate document with acceleration policy on AIG web page.

Planned Sources of Evidence: Copy of completed policy
Copy of amended Plan
Snapshot of web page with policy (as part of Plan) posted

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: Intentional services for students from under-represented AIG populations or twice-exceptional students are an important aspect of service delivery for Hyde County Schools AIG students.

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

Description: A high percentage of the total student population in Hyde County is currently identified as economically disadvantaged with an average of 72% students qualifying for free and reduced lunch on the Mattamuskeet Schools campus. On the Ocracoke School campus where the total student population is 150 children enrolled in Prekindergarten through 12th grade, 32.5% of the total student population is identified as homeless and 35% of students are from homes where Spanish is the first language.

At least one event per semester for different groups of AIG students, including twice-exceptional and LEP students is planned.

Planned Sources of Evidence: Student attendance sheet

Meeting minutes

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: Despite the challenge of long commute times, at the Mattamuskeet Schools campus, we have a large array of clubs to reflect the diverse interests of students. We also have a marching band for students in grades 6-12 and for students in grades 3-12 we have a Chess Club. K-12 students also have opportunities to participate every week in afterschool chorus, African drumming, yoga, and dance classes through our new 21st Century Community Learning Center grant. On Ocracoke the 21st Century grant provides resources to support a wide array of academic enrichment activities including Odyssey of the Mind, Music Club, Running Club, Health and Fitness Club, Book Club, Science Club and Art Club. We also offer an array of STEM activities for our afterschool and summer camps through our Burroughs Wellcome Science Fund grant and experiential learning activities through the Kate B Reynolds Charitable Trust sub grant with the Hyde County Health Department.

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

Description: Some of our students travel as much as 38 miles each way through our rural county to get to school. On the Mattamuskeet Schools campus, club time is allotted during the school day for students in grades 6-12. There are also after school activities. On the Ocracoke School K-12 campus the activities are available Monday through Thursday from 3 until 6 pm with special events planned for weekends through our 21st Century Community Learning Center and Burroughs Wellcome Science Education grants.

Planned Sources of Evidence: Notices of club meetings

Newspaper articles

21st Century afterschool bimonthly newsletter

Photos

Web page snapshots

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: Using a team approach, we conduct comprehensive meetings with each AIG student's parents and his or her core subject teachers at the beginning of the academic year. In addition to this practice Hyde County Schools engages in collaboration among school and community resources to foster a variety of differentiated opportunities for students.

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

Description: Hyde County Schools strongly encourages parents of students requiring differentiated curriculum and instruction to become actively involved in the education of their children. Parents are part of the self assessment process and are encouraged to regularly communicate with the school. Parents and members of the community are encouraged to become volunteers, mentors, chaperon field trips, locate resources, transport students and assist with competitions, contests and scholarship activities. The small number of teachers in Hyde County coupled with the reality of vast geographic distance between the two schools, (it is a three hour ferry ride across 30 miles of water in the Pamlico Sound separating the mainland campus at Mattamuskeet from the Ocracoke Island K-12 campus) it is vital that parents take an active part in the program for gifted education.

All correspondence with non-English speaking Hispanic parents is conducted in Spanish. Hyde County Schools has three translators on staff. One of the staff members serves as the ESL teacher at Mattamuskeet Schools Campus on the mainland. Two staff members serve on Ocracoke Island where 35% of the student population are from homes where Spanish is the first language.

On the individual student level, the DEP meeting is an essential part of each AIG student's learning plan. The DEP describes strategies for providing appropriate instruction for accelerated learners. The DEP also documents collaborative efforts to solicit feedback from parents regarding their perspective on their child's needs and proclivities for learning. The AIG endorsed personnel creates the DEP plan and parents provide input and approve the plan at a face to face meeting or telephone conference call. Progress on the DEP is shared with parents after each grading period thereafter.

Planned Sources of Evidence: Copies of DEPs

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG endorsed personnel in concert with the collaborative DEP team share information about the Hyde County AIG plan and policies related to gifted children during the DEP meeting. During the DEP meeting we also review with families all of the information we have gathered to create for a parents an accurate and wholistic picture of what their child is achieving in school. The team describes the student's areas of growth and the student's areas for growth. During the DEP meeting parents have ample time to share with us their concerns (if any) and also share with us important insights about their child's interests. To better support the sharing of resources between the school and the community in service to the diverse needs and interests of gifted students, we need the support of all stakeholders particularly the students' parents and family members.

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

Description: The DEP meeting is a chance for the team to discuss with parents and other identified family members the AIG student's opportunities for classroom learning. In addition, information regarding the local AIG program, the building level plan, and other policies will be shared through a variety of ways including parent meetings, parent conferences, presentations, school website, events, and steering committee meetings.

Planned Sources of Evidence: copies of DEPs, roster and agenda of Hyde County Schools AIG Committee, school website, student AIG plans with parent signatures.

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: In order to utilize school and community resources to meet the diverse needs and interests of gifted students, Hyde County Schools actively seeks the support of all stakeholders particularly parents and family members of students identified as academically and intellectually gifted.

Goals: The Hyde County Schools AIG Committee's goal is improving learning for AIG students. The goal of the AIG Committee is to involve stakeholders that reflect the diversity of AIG students.

Description: Form the Hyde County Schools AIG Steering Committee reflecting the diversity of the school community.

- 1) Meet with building level principals to decide on staff representation
- 2) Invite non-staff parents to participate
- 3) Include willing parents on roster of AIG Committee meetings

Planned Sources of Evidence: Minutes from AIG Committee meetings
Sign-in sheets
Plan's Membership Page with roles named (i.e., "Jane Doe, Parent)

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The needs of the AIG student are best met when parents, family members, and the community are informed of opportunities available to AIG students on an ongoing basis and in their native language.

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

Description: An interpreter attends parent conferences and parent meetings to translate and explain the opportunities provided to AIG students for non English speaking parents. Nine week progress notes will be translated into the parent's first language. In addition, bulletin boards and PTO night notices help alert families to opportunities for their AIG students.

Planned Sources of Evidence: Documents that have been translated into Spanish
Signatures on student plans
Flyers

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG student is best served when parent and family members and the community are

involved in meaningful ways to support the AIG program.

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

Description: Regularly scheduled events are planned for all AIG families to solicit parent and community feedback. Special events, such as family field trips and family nights are implemented through our federal and foundational discretionary grant programs. Community members are involved in the provision of ongoing enrichment activities, such as art, music, STEM, and health and fitness. Family members support the gifted program through service activities such as chaperoning, teaching or assisting with enrichment activities.

Planned Sources of Evidence: Data base of parents and family members of AIG students including email addresses and phone numbers

Photo documentation of special events, family night and field trips

Meeting minutes

Agendas of special events

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: Hyde County Schools developed a thorough educational plan designed to address all aspects of Article 9B. It is being submitted for review to the State Board of Education and the North Carolina Department of Instruction for review and comments. The 2013-16 AIG plan was formally approved by the Hyde County Board of Education, at their regularly scheduled meeting held on July 2, 2013.

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

Description: The AIG Plan has been under construction for a year. Input has been gleaned from many sources including students, parents, the AIG Committee, and principals, as well as school board members.

Planned Sources of Evidence: Hyde County Board of Education approved AIG Plan

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Monitoring of the program is needed to ensure fidelity of the AIG program and plan in accordance with North Carolina AIG standards.

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

Description: The local program is monitored to ensure fidelity with NC AIG program standards. The AIG Coordinator is responsible for oversight. The AIG Committee receives annual reviews and program oversight updates regarding services for AIG students from the AIG Coordinator. Building level principals will observe classroom lessons and building level principals monitor the implementation of the AIG plans. The Director of Student Services serves as district level AIG

Coordinator. The AIG coordinator approves all building level plans and AIG expenditures. When requested, the AIG Coordinator will monitor AIG lessons and enrichment activities. Principal designees from each school monitors student files annually.

An annual report is presented to the Hyde County Board of Education.

Planned Sources of Evidence: Student AIG folders
AIG Meeting minutes
Reports presented to the Board of Education

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Hyde County Schools AIG program uses and monitors the use of state funds for the local program in accordance with state policy.

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

Description: Funds allocated are spent as allocated. A record is kept of all AIG expenditures by the LEA's finance officer.

Planned Sources of Evidence: Budget
Purchase orders

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: Hyde County Schools maintains and analyzes student performance growth and annual drop-out data for AIG students.

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

Description: Preparing to submit the Hyde County Schools AIG plan to the North Carolina Department of Public Instruction facilitated an in-depth review of student scores. Findings from the student review were shared with the appropriate grade-level principals and guidance counselors.

Planned Sources of Evidence: Document with scores

Copy of email with attachment showing recipients

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: With the introduction of the CogAT several years ago, we have seen an increase in LEP students and students from under-represented populations qualifying for AIG services. In addition, there was increased attention in conjunction with Leandro funding. We collect data annually to ensure that underrepresented populations are served.

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

Description: We will continue to use CogAT tests to help broaden the scope of our AIG student population.

Planned Sources of Evidence: Headcount documents from past several years
AIG Committee meeting minutes

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The LEA's personnel department keeps up-to-date files on employees.

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

Description: Faculty are informed of their credential status on a regular basis by the Licensure Specialist. Licensure information is shared with building level administrators annually as according to Hyde County Board of Education personnel policy.

Planned Sources of Evidence: List of personnel, with credentials provided.
Hyde County Board of Education personnel policy

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: The AIG Committee will meet twice a year, once every semester. The committee's focus will be directed toward improving the AIG program.

Goals: The AIG Committee meets every semester. Meetings will gauge the success of the program and suggest enhancements.

Description: The AIG Committee will meet with principals in partnership with the AIG Coordinator and AIG certified personnel.

Meeting announcements with agenda will be sent to members. The AIG Committee will hold regularly scheduled meetings once per semester. Additional Meetings will be held as needed.

Planned Sources of Evidence: Improved program; changes documented in a written narrative of "before and after"

Meeting minutes from AIG Committee meetings

Sign-in sheets

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: The AIG Committee meetings will reinvigorate opportunities for learning about feedback from parents of AIG students. Additional feedback could be gleaned with the placement of a "suggestions box" on the AIG web page.

Goals: Form streamlined AIG Committee. Collect feedback via web page and word-of-mouth.

Description: The AIG Committee will develop a parent/student survey and administer it annually either electronically or with paper and pencil for all stakeholders.

Put "suggestions box" or other inviting comments-catcher on the AIG web page.

Make it possible for suggestions to be anonymous and non-public.

Advertise suggestions box in brochure that describes program.

Consolidate comments and share at AIG Committee meeting.

Planned Sources of Evidence: Improved program (as documented in a written narrative of "before and after")

Meeting minutes from AIG Committee meetings

Sign-in sheets

Print-out of comments

Snapshot of web page with "suggestion box"

Brochure highlighting "suggestion box"

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: Hyde County Schools reviews and revises our local AIG plan based on multiple sources of data. A primary example of this practice is evident in the compilation of data undertaken recently to discover trends across the past three years. Being a small system and having a only one AIG certified personnel per building can also facilitate system changes faster.

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

Description: We used data from various scores to make changes to the program.

Planned Sources of Evidence: AIG Committee minutes

Copy of data analysis

Survey results

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: One of the key jobs for the AIG Committee is to evaluate the quality of program services. A public report will be written and shared with all stakeholders.

Goals: 1. To annually provide the public with disseminated data from evaluation of the local AIG program

2. Present annually to the Hyde County Board of Education on the status of the AIG program.

3. Meet every semester to gauge the success of the program and suggest enhancements.

4. Produce report that can be disseminated to the community.

Description:

Planned Sources of Evidence: Report to the Board of Education
Meeting minutes from AIG Committee meetings
Sign-in sheets
Board of Education meeting agenda

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: Hyde County Schools is committed to protecting the rights of all AIG students through our policies, practices, and procedures. We have an established policy and the procedures in place for protecting students and this tradition guides how we interact with families and how staff discuss students with the AIG certified personnel.

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

Description: The LEA's AIG plan outlines in detail all of the current policies and procedures that are in place to protect all students and their rights. In the event of a disagreement regarding the status of AIG identification or AIG services, parents/legal guardians have access to a step by step resolution of disagreements procedure.

Planned Sources of Evidence: AIG Plan
Board of Education policies

Other Comments:

Glossary (optional):

Appendix (optional):

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