

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

Approved by local Board of Education on: 06-MAY-13

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Submitted to NC Department of Public Instruction on: JUNE 12, 2013, 09:53:36

Revision Submitted to NC Department of Public Instruction on: JUNE 12, 2013, 09:53:36

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

Pamlico County Schools Vision for local AIG program: Together with home and community support, Pamlico County Schools' vision for the academically intellectually gifted program is to provide the gifted student with the academic, social, and emotional support that he or she needs to continue growth. This vision includes the traditional and nontraditional screening and identification, training the classroom teacher to provide meaningful differentiation and experiences beyond the classroom, and collaboration among school personnel for the benefit of the gifted learner. This vision also includes the input of an advisory board that reviews and upholds the implementation of this plan.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$65612.00	\$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: This is a focused practice. Surveys, administrative and faculty turnover, and discussion revealed that not all school personnel, parents/families, students, and the community at large are aware of and fully understand the referral process.

Goals: The AIG identification process will be clear and comprehensive. The AIG student population will be a fair representation of the total student population of Pamlico County Schools

Description: A system-wide staff development for all K-12 personnel will be provided prior to the start of the school year. This will include one half day training for our Primary and Elementary Schools and one half day training for our Middle and High School. This training will be paired with an evening information session available to our students, parents and community. The purpose of this staff development and the information session is to clearly articulate and disseminate information regarding the screening, referral and identification process for AIG services.

Planned Sources of Evidence: Record on school calendar

Record of staff development

Talent pools

Site team committees

District website

Publications

Other Comments: See Standard 1 Appendix Identification Process

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: Pamlico County Schools will continue to use various aptitude and achievement tests, as well as evidences of motivation, observations of gifted behaviors, motivation to learn, and classroom

performance to screen and identify gifted students. The current practice of using multiple criteria to form a body of evidence for identification is meeting the needs of our student populations and this practice will be maintained.

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

Description: Students scoring at or above 90% or equivalent, on an aptitude or achievement test are placed in the Gifted Identification Talent Pool. The talent pool also includes students who show potential in other ways. Classroom teachers and parents may add students to the talent pool based on documented observations of these behaviors - leadership, creativity, motivation, learning characteristics, and adaptability. Students may also self nominate. A Gifted Identification Committee made up of the AIG specialist, a school administrator, and a regular classroom teacher, meet to determine which students should be formally referred for testing. Test scores, classroom performance (grades), evidence of special abilities, leadership potential, creativity, motivation, and learning characteristics are all included to develop a comprehensive student profile, which is taken into consideration before a formal referral is made. The formal referral process begins in third grade, but students may be recommended and identified for services at any time. Once a formal referral is made and parent permission is obtained, an individual's profile is reviewed by the Gifted Identification Committee. The Gifted Identification Committee considers all data and then makes its recommendation regarding identification and services.

Planned Sources of Evidence: Behavior scale
Karen Johnson's Checklists of Characteristics
Test of Cognitive Skills
OLSAT
Iowa Test of Basic Skills
Placement tests

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Like the state, Pamlico County's AIG identified population is not an equitable representation of our total student population. For this reason this is a focused practice.

Goals: Implementing research based data and nontraditional methods of identification for under-represented students, the AIG population will accurately reflect the total student enrollment.

Description: Through the K-12 staff development occurring prior to the school year; teachers will have access to and understanding of these nontraditional measures for identification. These

measures will be used to target the student population that may be under-represented through the traditional measures used for aptitude and achievement. The AIG specialists will research resources for identification of the under-represented. Materials will be purchased if funding allows.

Planned Sources of Evidence: Documentation of teacher training for nontraditional instruments
Behavior checklists
Description of professional development
Sign-in sheet for professional development
AIG headcount
Pivot tables

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: This is a maintained practice. We will continue the practice of ensuring consistency in the screening, referral, and identification process.

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

Description: The Gifted Identification Committee of each school will provide procedures for screening, referral and identification processes to its stakeholders as shown in the flowchart regarding identification. To ensure fidelity, the AIG plan and the referral process will be shared at each school at the beginning of the year. District level monitoring will continue to ensure compliance of screening, referral, and identification processes.

Planned Sources of Evidence: Identification forms
Flow chart of identification procedures
Referral forms

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: This is a maintained practice based on the written policies that are currently in place to safeguard the rights of AIG students and their parents/families.

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

Description: We will continue to implement policies that safeguard the rights of AIG students and their families by including forms, brochures, and procedures that pertain to transfer students, and resolving disagreements in accordance with Article 9b.

Planned Sources of Evidence: Article 9b
AIG Plan
Brochure on AIG program and resolution processes
Identification forms

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: This is a maintained practice. We will continue to maintain documentation for AIG students and review service options with AIG students, parents/families annually.

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

Description: We will continue to maintain documentation that explains the identification process and service options with stakeholders. Services will be reviewed annually and modified as needed.

Planned Sources of Evidence: Differentiated Education Plan DEP

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: This is a maintained practice. AIG specialists and classroom teachers will continue to make adjustments in their teaching to accommodate the needs of their gifted learners.

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

Description: Monthly grade level meetings with classroom teachers and AIG specialists will communicate and collaborate on projects, presentations, field trips, and long range planning. Using observations, formative assessments, and benchmark testing, adjustments and differentiation will be implemented in the classroom and through the AIG program. Students will be served nurturing, consultative, small group, pull out, honors, and distance learning settings according to the students' academic and social needs and interests. Needs of students will be met through academic advisory meetings, curriculum compacting, tiered assignments, rubrics, and individual/small group projects that deepen the understanding and address the students' learning styles.

A K-2 nurturing program and a 3-5 pull out program are specifically designed to enrich, extend, and accelerate the curriculum of gifted learners. The AIG specialist meets weekly with primary and elementary level students extending the content areas of Math, Science, Social Studies, and Language Arts through project based learning. Clustering at the middle school allows teachers to provide appropriate gifted services in the classroom through differentiated projects, facilitated activities, and independent contracts. The high school offers honors courses, advanced placement courses, distance learning, credit by mastery, and community college partnerships to provide a rigorous accelerated curriculum to the gifted learner.

Planned Sources of Evidence: Sign-in sheets from monthly grade level meetings

Lesson plans

Student interest inventories

DEP

Timeline of events

One to one technology initiative

AIG specialist and teachers' daily schedule and plans

Academic advisory meeting schedule

Agendas from collaborative meetings with technology facilitator, media coordinator, and literacy coach

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: This focused practice is necessary to meet the individual needs of our diverse learners and to ensure optimal growth.

Goals: Classroom teachers differentiate instruction based on individual learning needs and learning styles to foster student growth.

Description: Teachers will use research based data to determine individual needs, instructional tools, and methods appropriate for the learner.

Planned Sources of Evidence: EVAAS

Common Assessments
EOG/EOC
ACT

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: This is a maintained practice as all professional development in the district must be researched-based.

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

Description: Research based resources that encompass differentiation opportunities serve as a means of augmenting curriculum and instruction. Projects and presentations afford opportunities for exploration of multiple intelligences. Professional Learning Communities that include classroom teachers, technology facilitator, media coordinator, and literacy coach meet on a regular basis to keep abreast of innovative trends and maintain viable resources and technology. Grade levels share the responsibility of exploring content specific resources that are readily available.

Planned Sources of Evidence: Professional Learning Communities

Textbook and supplemental materials
Lesson plans

Bloom's Revised Taxonomy
Gardner's Multiple Intelligences
Interest inventories (Renzulli's, Gardner's)

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: This is a maintained practice. As a district with four IMPACT model schools, our AIG program continues to support the development of 21st Century content. Our instructors practice implementation of 21st Century tools in students' instruction and learning with automaticity.

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

Description: Global awareness and 21st century skills are nurtured through the implementation of projects promoting creativity and innovation. Students utilize Web 2.0 tools. Collaboration with community professionals and leaders is fostered by providing mentoring and real world experiences for the gifted learner.

Planned Sources of Evidence: Documentation via teacher evaluation

Student projects

Lesson plans

DEP

LIFT (Leadership Information for Tomorrow)

YAG (Youth and Government)

NJROTC

Community Mentors

Allied Health Sciences

CFNC

4-H records

School websites, blogs, and wikis

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG program will continue to maintain the use of ongoing assessments to differentiate classroom curriculum and instruction.

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

Description: Teachers will continue to use ongoing assessments to adjust and differentiate.

Planned Sources of Evidence: Inquiry-based activities with rubric
On-line individualized assessment programs
Student products

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Using feedback from the Pamlico Gifted Advisory Board this is a focused practice. There is much concern today regarding the social and emotional needs of all students. This is an area that we know needs more attention and raised awareness for the benefit of our gifted.

Goals: AIG specialists and teachers working with gifted learners will create affective curricular and instructional practices which support the social and emotional needs of AIG students.

Description: The AIG specialists and teachers working with gifted learners will provide learning opportunities that promote positive social and emotional responses of AIG students while broadening students' knowledge base without the pressure of competition and failure. Junior Great Books, bibliotherapy, and book clubs will be used to address social and emotional needs. Cluster and flexible grouping will be based on students' identified area of academic need. Additionally, social and emotional needs of students will be addressed through student selected involvement in extracurricular activities and clubs, such as Girls on the Run, Poetry Club, Student Government, and LIFT/YAG- Leadership Information for Tomorrow/Youth and Government. Information sessions for parents and teachers will be provided annually. These sessions will include sharing characteristics of gifted learners and their specific social/emotional needs. An AIG library is offered as a resource to parents. The guidance counselor will be used as a resource in dealing with the social and emotional needs of the gifted.

Planned Sources of Evidence: AIG specialists and teacher report cards
Anecdotal notes
Parent AIG information sessions
Documentation of guidance counselor sessions

Student rosters
Junior Great Books
AIG Parent Library

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: This is a maintained practice. We have been deliberate in working to increase the AIG specialist's time and services at the K-3 level.

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

Description: With administrative support and scheduling analysis, the Pamlico County Primary School has implemented a schedule designating an enrichment/intervention time for their students. Classroom teachers have personnel, time, and other resources to better meet the needs of their gifted learners. The AIG specialist, who is shared with the elementary school, has increased her time at the primary school from a half day to a whole day.

Planned Sources of Evidence: AIG specialists and teacher report cards

Anecdotal notes
Parent AIG information sessions
Documentation of guidance counselor sessions
Student rosters
Junior Great Books
AIG Parent Library

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Pamlico Gifted Advisory Board recognizes that collaboration between and among all schools is essential to the development and implementation of a differentiated curriculum.

Goals: Transition meetings will occur regularly to provide seamless delivery of services to students.

Description: At pivotal points where students transition from one school to the next, transition meetings between teachers in the exiting grade and the upcoming grade will be conducted to identify the strengths and needs of identified students. Regular meetings will occur within each school where the AIG Specialist, classroom teachers, administration, Exceptional Children personnel and others meet to discuss AIG students' needs and progress.

Planned Sources of Evidence: Sign In Sheet
Minutes from the meeting

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: This is a maintained focus. This information continues to be included in the DEP.

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

Description: The DEP (Differentiated Education Plan) includes a list of differentiation strategies and program options at the elementary, middle and high school level. Student DEPs are reviewed annually with parents, teachers, and administrators. Appendix documents 2A includes a listing of definitions of program options in gifted education. These include options for instructional management, instructional delivery, and curriculum differentiation.

Planned Sources of Evidence: Appendix documents 2A
Minutes from annual review meeting

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice. Pamlico County Schools employs an AIG certified coordinator. Locally endorsed or AIG certified teachers are employed at each school to assist classroom teachers with identification and instruction.

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

Description: The AIG coordinator along with other AIG certified personnel will work together to guide, plan, develop, implement, revise, and monitor the AIG plan and program. Approved quarterly meetings for professional development and collaboration will provide time for the AIG specialists from each school to meet.

Planned Sources of Evidence: List of AIG specialists for each school
Agenda and minutes from quarterly meetings

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice as classroom teachers see the need for additional support from the AIG specialist to meet social and emotional needs of AIG learners.

Goals: Through collaboration with our AIG specialists and classroom teachers, Pamlico County Schools currently address the relevance and rigor of the academic and intellectual needs of our gifted learners and are focused on their social and emotional needs.

Description: Establish collaborative partnerships between AIG specialist, teachers, and counselors. Explore options at the middle school level to increase the AIG involvement. Provide orientation sessions for AIG students. Provide orientation sessions on "Giftedness".

Planned Sources of Evidence: Minutes of Meetings

e-Mails

Sign In Sheet

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because Pamlico County Schools needs more professional development concerning the needs of gifted learners.

Goals: All AIG students will be served by personnel that are highly qualified and have or are in the process of acquiring AIG certification.

Description: Pamlico County Schools will contact and invite representatives from universities to provide information sessions regarding AIG certification programs and options. To encourage teachers to pursue add-on licensure for gifted education, funding will be provided for two certified teachers annually. A PLC on giftedness will be established in the district.

Planned Sources of Evidence: Record of invitation to universities

Brochures from universities

Sign-in sheet of personnel attending AIG certification information sessions

Scholarship and its requirements

Sign-in sheet from PLC and topic/resource discussed

Other Comments: Being a small system, we feel that adding two teachers with AIG certification each year would be significant progress.

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: This is a focused practice because Pamlico County Schools understands that our gifted students require, deserve, and thrive in environments that provide rigor and relevance. It is important that school personnel working with AIG students have the professional development to provide these services.

Goals: AIG students will be clustered in classrooms and will be taught by professionals who

understand their academic, intellectual, emotional, and social needs. All teachers of AIG students will have professional development and/or licensure in gifted education.

Description: Teachers will be provided with professional development opportunities, and resources will be allocated for this purpose. While this is a focused practice, progress may be minimal due to limited resources.

Planned Sources of Evidence: Roster of professional development participants

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: This is a maintained practice because professional development will continue to align with district initiatives as required by each school's improvement plan.

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

Description: Professional development opportunities will be provided (see practice D) to support the local AIG program and implementation of the AIG plan. The district's literacy initiative will continue to provide professional development that provides teachers with the knowledge and tools to better provide differentiation in the classroom. As a district and a region, we will continue to look for professional development opportunities that focus on identifying and serving the under-represented student populations.

Planned Sources of Evidence: Roster from professional development
Record of professional development resources and uses
Regional meeting minutes regarding professional 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: With the implementation of Common Core Standards and North Carolina Essential Standards, this is now a maintained practice.

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

Description: Professional development opportunities are continually offered locally, regionally, and at the state level.

Planned Sources of Evidence: Certificates
Sign In Sheets

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: This is a maintained practice as the district provides as many opportunities for AIG specialists to collaborate with colleagues to the extent resources will allow.

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

Description: AIG specialists from each school need time to collaborate in order to provide a "seamless" delivery of services. Providing established times for these specialists to plan, revise, and review our programming is essential to fully implementing this AIG plan. These collaborative meetings will help us better serve our gifted population.

Planned Sources of Evidence: List of AIG specialists from each school
Scheduled dates for collaborative sessions
Summary of planning sessions

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because the social and emotional needs of the gifted students are not currently being addressed consistently across all grade levels and settings. A framework is in place, but is not being consistently implemented.

Goals: Given adequate resources, school personnel will support the social and emotional needs of AIG students.

Description: In order to deliver AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings, Pamlico County Schools will research and provide quality professional development to all staff of gifted learners. Appropriate resources, including books, brochures, and online resources will be provided.

Planned Sources of Evidence: Brochures/letters to parents/guardians

AIG Library

Staff development roster

Region 2 Roundtable meetings

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: This is a maintained practice as Pamlico County Schools will continue to provide services aligned to the AIG student's individual area(s) of identification to the extent our resources will allow.

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

Description: AIG specialists will continue to align AIG programs and services with each area of AIG identification, goals of the program, and resources of Pamlico County Schools. Students are currently identified in the areas of math, reading, or both. We will research, develop, and implement programming for the intellectually gifted.

Planned Sources of Evidence: DEP Differentiated Education Plan
Parent meetings
Gifted Identification Team meeting minutes

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: This is a maintained practice because 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: AIG specialists will collaborate with colleagues to plan and implement an integrated and connected curriculum that provides enrichment for the AIG student. Pamlico County Schools 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. These services include but are not limited to all curricular and extra-curricular programming.

Planned Sources of Evidence: Curriculum
Minutes from collaborative planning meetings
Lesson plans
PLC minutes or log/CEU

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: This is a focused practice because surveys reveal that stakeholders feel information has not been clearly communicated.

Goals: There will be a clear and consistent process for disseminating information regarding the local AIG plan and program, regulations of gifted education, and the delivery of differentiated services.

Description: The Pamlico Gifted Advisory Board will develop a process for consistent dissemination of material regarding delivery of services, regulations of gifted education and the local AIG plan and program. AIG specialists will share this information through training at the beginning of the year, one-on-one and small group sessions, brochures, PowerPoint, AIG link from the Pamlico County Schools website, and the plan itself.

Planned Sources of Evidence: Attendance rosters for training sessions
Brochures
AIG link
PowerPoint

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because the AIG advisory board feels the communication at transition points could be more effective, more specifically elementary to middle, and middle to high school.

Goals: Regular communication between teachers and schools will ensure that K-12 services for AIG students are continuous and effective as students transition from elementary to middle and middle to high school.

Description: Gifted Identification Chairpersons of each school will meet quarterly. The last meeting will include the AIG record exchange from school to school. AIG chairpersons will check records and student schedules to monitor an effective continuation of services.

Planned Sources of Evidence: Minutes from AIG chairpersons quarterly meetings
NC Wise
DEP

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: Pamlico County Schools provides differentiated programming and services in response to the standard course of study, students' needs, and the current teacher evaluation. Collaboration and involvement among regular education teachers and other specialists is required through data meetings and professional learning communities. This collaborative effort to meet the needs of our gifted learners is a best practice and a focused practice.

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

Description: Differentiated programming and services are provided through the collaboration of content teachers, specialists, support staff, and administrators. Formal collaborative meetings are scheduled weekly at each school. Teachers also meet as professional learning communities and also meet informally to discuss the needs of our gifted learners.

Planned Sources of Evidence: Sign in sheets for collaborative meetings

Sign in sheets for PLCs

lesson plans

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: This is a focused practice because the social and emotional needs of AIG students must be met. While there is communication regarding academics, there is little collaboration that addresses these needs.

Goals: With increased awareness and collaborative efforts among the school and the family, the social and emotional needs of the gifted candidate and/or gifted identified student, will be a part of each Gifted Identification Committee's discussion.

Description: Training for stakeholders on gifted characteristics that affect social/emotional status, which will include a PowerPoint regarding bright students versus gifted, will be provided. This training will also include case studies of atypical gifted students. A parent information night may include a mini-session of AIG needs.

Planned Sources of Evidence: Roster for training sessions

Minutes from PLC

PowerPoint

Case studies

Parent night program bulletin

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: Due to recent changes in acceleration practices and delivery options as directed from DPI, this is a focused practice for Pamlico County Schools. We will maintain our current policies and procedures as we incorporate the new practices.

Goals: We will articulate a policy for subject/grade acceleration and placement options for students which will include new state directives.

Description: The Gifted Identification Committee will continue to address accelerative instructional and placement options on an individual basis. These accelerative practices include curriculum, subject acceleration, individual contract study, as well as grade acceleration and early entrance at kindergarten and high school. Distance learning provides middle school and high school students academic accelerative opportunities.

Planned Sources of Evidence: Assessments
Minutes from Acceleration Committee meetings

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice reflective of the concerns of the Pamlico Gifted Advisory Board. Historically, supporting an AIG program that is reflective of our total student population has been the goal of Pamlico County Schools. While we do consider all of these populations, we currently do not provide intentional programming for specific subgroups.

Goals: The AIG population will accurately reflect the student population of Pamlico County Schools.

Description: Region 2 will seek resources and personnel to assist with identification and programming for under-represented populations. We will research best practices and facilitate discussions among EC, ESL, and AIG departments to address students' needs.

Planned Sources of Evidence: Patterns and Profiles for Promising Learners from Poverty to be used with PLC

Documentation of training

Minutes from collaborative training meetings

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: This is a maintained practice because the current AIG plan strives to provide opportunities to broaden students' knowledge base above and beyond the current curriculum, to socially interact with AIG students, and to experience global communities. We will continue with this current practice for the benefit of our students.

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

Description: AIG specialists will continue to help match students to services available. Personal contact with caregivers seems to be most effective in eliciting response and getting students involved in these extra-curricular opportunities. Documentation of these contacts will be recorded. Aside from this individual approach, AIG students will also be given opportunities to participate in Battle of the Books, Quiz Bowl, Invention Convention, Duke TIP, writing contests, spelling bees, and other academic challenges. Leadership opportunities are provided through student council, LIFT/YAG, Future Business Leaders of America, Teacher Cadet Program and mentoring/tutoring partnership. Other extra-curricular opportunities include Girls on the Run, ROTC, and summer counseling through our local camps.

Planned Sources of Evidence: Contact log

Documentation of students' involvement in these extra-curricular opportunities

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Recognizing the importance of strong meaningful partnerships, Pamlico County will continue to foster these relationships with key stakeholders on behalf of the needs of our gifted students.

Goals: Surveys will indicate an increased satisfaction with AIG services at the middle and high school level.

Description: Initiate parent meetings with AIG families each semester to discuss AIG programming and elicit parent feedback/input.

Planned Sources of Evidence: Intentional recruitment efforts

Parent/family and community surveys
AIG presentations
Minutes from stakeholder meetings
Brochures

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice. We have a process in place for sharing information regarding AIG services and programming. It is crucial that we carry out this process in order to strengthen parent and community support.

Goals: The Pamlico Gifted Advisory Board and stakeholders will meet quarterly. The current AIG plan and policies will be available to all stakeholders. Stakeholder involvement will increase.

Description: Pamlico Gifted Advisory Board will provide program and policy information to stakeholders during awareness sessions and notify stakeholders how to access the AIG plan on Pamlico County Schools' website.

Planned Sources of Evidence: Minutes from quarterly meetings
Rosters from stakeholder awareness sessions
Pamlico County Schools website

Other Comments: See Standard 5 Appendix Gifted Advisory Board

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: We will continue to involve parents, staff, and other stakeholders in the development, implementation, and review of our current AIG plan.

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

Description: A committee of stakeholders, which reflects the AIG population, will meet for the purpose of developing, implementing, and monitoring the local AIG program and plan.

Planned Sources of Evidence: List of Pamlico Gifted Advisory Board members and representative roles
List of individual schools' AIG Committee members
Minutes from quarterly meetings

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice. AIG specialists will continue to inform students and parents of opportunities that may enrich and extend the gifted learner's experiences.

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

Description: AIG specialists will share information regarding opportunities for AIG students as opportunities become available and will counsel students regarding opportunities that may be a "good fit" for the individual.

Planned Sources of Evidence: Brochures

Emails

Websites

Flyers

Translated documents

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Pamlico Gifted Advisory Board understands the importance of forming partnerships with parents/families, institutions of higher education, local businesses, industry, and other stakeholders within the community to enhance and gain support for AIG programs and services. In order to gain stakeholder support we will need to share our mission and goals with them.

Goals: Partnerships with stakeholders within our community will provide various and meaningful opportunities for our gifted learners as well as promote our gifted programming and services.

Description: Gifted chairpersons at each school will intentionally seek opportunities to form and foster partnerships by showcasing the works and presentations of gifted learners.

Planned Sources of Evidence: Newspaper pictures and articles

School Website

Copies of invitations to stakeholders

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: A plan for gifted education that meets the diverse needs of gifted learners and is in accordance with state legislation and policy developed by stakeholders, approved by the local school board, and reviewed by NCDPI is a maintained practice.

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

Description: Self-Assessment parent/teacher/student survey models will provide feedback and data to help devise a plan that best meets the needs of gifted learners.

Research ways to strengthen the areas of need.

Develop standards to address the areas of need.

Monitor plan procedures to ensure a continuum of the development and implementation of the AIG program.

Review AIG plan on a regular basis to ensure that plan is maintained as a "living document".

Planned Sources of Evidence: Self-assessment data survey models

Written plan and policies

BOE approval

Agenda and minutes of review of practices and procedures

Submission to NCBOE/DPI

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Pamlico County Schools will continue to monitor the implementation of the local AIG plan. This is a maintained practice.

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

Description: AIG Specialists will monitor programs and reflect on implementation through professional learning communities (PLC). School administrators will monitor the implementation of guidelines and complete the regular AIG reviews of teacher performance. The director of AIG will monitor specialists, programming, and DEPs for all gifted students.

Planned Sources of Evidence: PLC meeting agenda and minutes

Teacher evaluations

Surveys

documented DEP files reviews

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: This is a maintained practice as all state AIG funds are allocated and disbursed in compliance with state policy.

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

Description: Appropriately allot funds to enhance and enrich the AIG program. Share all funding sources with all stakeholders at the beginning and the end of the school year to ensure understanding of the allocation of the state funding.

Planned Sources of Evidence: Ledger of expenditures and transactions

Agendas from stakeholder meetings

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: As a system with one of the lowest dropout rates in the state, Pamlico County will continue to collect, analyze, and share students' 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: Collection of data for "growth" and drop-out of students served in regular educational settings and those served through AIG programs.
Analyze and share data and findings to define program needs and changes.

Planned Sources of Evidence: EVAAS

Power School

Data sources (EOGs, EOCs, report cards, aptitude and achievement tests)

Pivot tables

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: This practice is being maintained at the elementary level. It needs a greater focus at the middle and high school level.

Goals: Under-represented populations in the AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional populations, will be accurately represented.

Students who are identified in the AIG program will continue to participate in appropriate rigorous courses through middle and high school.

Description: Utilizing Power School data, student schedules, and transcripts, counselors will meet with AIG students to ensure service options are being offered and implemented. Monitoring of AP class rosters and enrollment statistics, regarding subgroups, will be reported to the AIG program coordinator.

Planned Sources of Evidence: Power School data

EVAAS

Student schedules and transcripts

Record of review with student

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice will be maintained in the 2013-2016 cycle as Human Resources will continue to maintain data regarding the credentials of all personnel including those serving AIG students.

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

Description: Human Resources maintains data of all AIG licensed personnel employed with Pamlico County Schools.

Planned Sources of Evidence: Printout of AIG licensed personnel in Pamlico County Schools

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Pamlico County Schools will continue and maintain this practice. The Pamlico Gifted Advisory Board will continue to monitor the current AIG plan.

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

Description: The Pamlico Gifted Advisory Board which includes community members, parents, teachers, and administrators meets quarterly to review the AIG plan and provide feedback.

Planned Sources of Evidence: Advertisements
Meeting agenda and minutes
Documentation of state legislation for gifted learners

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: This is a focused practice based on the self-assessment rating and discussion by the Pamlico Gifted Advisory Board. Through the process of creating the new AIG plan, the committee sees the need to elicit regular feedback to ensure program accountability on the quality and effectiveness of the Pamlico County Schools' AIG program.

Goals: Periodic surveys regarding the quality and effectiveness of the AIG program will be administered.
Data gathered from these surveys will be used to develop and implement changes to strengthen specific program areas.

Description: Develop a schedule for administering stakeholder surveys to provide ongoing needs assessments.
Develop and publish the timeline showing survey questions and results.
Gather information from parent conferences and quarterly meetings of the Pamlico Gifted Advisory Board.
Include monitoring methods such as media contacts, parent conferences, newsletters, email, blogs, etc.

Planned Sources of Evidence: Surveys

Survey results

Timeline of survey administrations

Evaluation forms

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: Pamlico County Schools and its Gifted Advisory Board will maintain this practice of reviewing and revising our current AIG programming and AIG plan in order to address the needs of our students and to address changes or additions to gifted education and state policy.

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

Description: Provide stakeholders with a "living document" enabling revisions to be determined and implemented as deemed necessary.

Review and revise plan to maintain current practices and to design and implement new practices according to newly developed philosophies for gifted learners.

Use timeline to show points of entry for collection of data analysis and revision procedures.

Implement program changes based on national best practices for gifted learners.

Planned Sources of Evidence: Documented review processes showing need for revision
List of areas that are deemed necessary for revision
Multiple sources of data

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Data from the local AIG program evaluation is not made public at this time. This will be a focused practice in the 2013 - 2016 plan cycle.

Goals: Dissemination of data will provide stakeholders the opportunity to review and evaluate services for gifted learners.

Description: AIG specialists will be intentional in collecting, analyzing, and disseminating data regarding AIG programming and services.

Planned Sources of Evidence: surveys
feedback
minutes from Gifted Advisory Board meetings

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: Pamlico County Schools currently maintains and protects the rights of AIG students by adhering to practices, procedures, and policies already in place. We will continue this practice.

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

Description: AIG students' rights will be protected through the implementation of Due Process procedures.

Planned Sources of Evidence: Written copy of Due Process policies and procedures

Other Comments: See Appendix 6 Due Process

Glossary (optional):

Appendix (optional):

Identification and Placement Process 1A.doc (*Appendix - Standard 1*)

Mission statement 1A.doc (*Appendix - Standard 1*)

Screening and Referral Process 1A.doc (*Appendix - Standard 1*)

Multiple Indicators of Giftedness and Program Options 2A.doc (*Appendix - Standard 1:2*)

Definitions of Gifted Education Program Service Options 2A.doc (*Appendix - Standard 2*)

Differentiated Program and Service Options 2A.doc (*Appendix - Standard 2*)

Purcell 2A.doc (*Appendix - Standard 2:3*)

DUE PROCESS PROCEDURES.doc (*Appendix - Standard 6*)

Gifted Advisory Board 5A.doc (*Appendix - Standard 6*)

board approval letter.pdf (*Local Board Approval Document*)