

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

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

Perquimans County Schools Vision for local AIG program: It is the vision of the Perquimans County Schools that advanced academic, creative, and leadership potential can be found in all ethnic, geographic, and socio-economic groups. Students that have exceptional academic or intellectual potential must be recognized, challenged, and nurtured through differentiated services beyond those which are ordinarily provided by the regular education program.

Services for the Academically or Intellectually Gifted (AIG) must be part of the overall educational program that supports excellence for all students. This can best be accomplished through the provision of differentiated services that match each student's gifted characteristics.

The Perquimans County revised AIG Program has been developed with input from staff, parents, and the community to provide appropriate services for gifted students. The North Carolina AIG Program Standards will play a critical role in the development of our local AIG Program and Plan. The NC AIG Program Standards can be found at: <http://www.ncpublicschools.org/academicservices/gifted/>

The Perquimans County AIG Program strives for collaboration and communication among schools, parents, and the community, to ensure that each child has equal opportunity to receive a challenging program of educational experiences.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$88769.00	\$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: Based on recent survey results, district-wide meetings with AIG site coordinators and numerous other stakeholders, it appears because of the constant turn-over with AIG site coordinators at each school that Perquimans County Schools needs to continue to focus on improved communication and clarification of the procedures followed in the AIG Student Identification process. Since Perquimans County Schools has just revised its student identification process, it is imperative that the new procedures and criteria be clearly communicated to staff, students, parents and the community at large. Therefore, this practice shall remain as a focus practice until effectively done.

Goals: Perquimans County Schools will continue to create new and better ways to strengthen communication and share relevant information among all stakeholders to ensure a solid awareness of the process of how students are screened, referred (nominated) and identified for appropriate educational services.

Description:

- Ways to strengthen communication and promote transparency among all stakeholders include using Power School to provide informative information for Perquimans County Schools staff.
- The revised AIG Plan, new identification criteria and identification/screening forms will remain on the district website for easily accessibility.
- Use Connect-ED phone service to contact parents and families about AIG services and events.
- Revised parent handbook will be posted on district's webpage and a printed copy will be provided to all parents of AIG students, school administrators and teachers.
- Develop and display a brochure that explains the identification process and information about the Perquimans County Schools AIG program.
- Expand utilization of individual schools and teacher's web-pages for posting and providing relevant information.
- Share AIG updates at monthly principal and student services meetings.
- Train AIG teachers, principals and classroom teachers on the screening process during PLC's at

each school.

Planned Sources of Evidence: District website, parent handbook, AIG brochure, presentation documentation, teacher web-pages, meeting agendas, meeting minutes, AIG referral forms, Power School, and Connect-Ed Phone Services.

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 Focused Practice for 2013-2016.

Rationale: After carefully reviewing Perquimans County Schools AIG identification procedures it was decided by the district-wide AIG committee that identification procedures were limited and lacked opportunity to increase enrollment, especially for our underrepresented student population. As a result, this practice will remain as a focus practice to allow for better communication and additional training among staff.

Goals: Clarify and increase multiple criteria selection for student identification at all four schools.

Description:

- Based on the research of Coleman, Gallagher, Harrison, and Robinson - The Multiple Indicators of Giftedness include six areas. They are student achievement, student aptitude, observation (teacher, peer, parent), student motivation to learn, student interest and student performance.
- AIG student identification for Perquimans County Schools requires meeting five out of the six criteria.
 1. Student Aptitude – Standardizes Aptitude Test score of 92% or higher (currently using CogAT at all grade levels) - Nagleri also will serve as a backup for helping to identify students when needed.
 2. Student Achievement – Standardize Achievement Test score of 92% or higher (IOWA, End of Grade or End of Course)
 3. Grades – Report card grades of an "A" average in reading or math for the semester or year.
 4. Reading & Math Skills two years above grade level on assessment tools (Starr, EVAAS Reading 3D, etc.)
 5. Teacher & School Psychologist recommendation (documented by observation checklist) – this can be used for unique situations.
 6. Work Samples – Outstanding work, interest and motivation based on rubric standards.
- Each school in the district will create an AIG committee to assist the AIG site coordinator in screening, monitoring student identification, placement process and service options. It is the responsibility of the AIG site coordinator to oversee the identification process and completion of the

Differentiated Education Plan (DEP) as stated in the approved plan.

• AIG Student Search for Perquimans County Schools Includes :

1. Each school will develop a local pool of students who are possibly qualified for and in need of differentiated instruction.
2. Each school will follow the Perquimans County Eligibility for Differentiated Services Based on Multiple Criteria for Placement in AIG Program as listed above.
3. Each school will receive referrals from teachers, parents, peers, or others including self-nomination for gifted educational services. (See AIG Site Coordinator for AIG Packet)
4. All 3rd grade students will take aptitude test (CogAT) and use nationally norm results to best understand a student's profile.
5. Assessments for K-12 and other criteria will be used for screening and identifying at the local level. Nurturing activities will be available K-12.
6. Students transferring into the district already identified will receive services based on current DEP.
7. No one criterion should exclude a child from AIG identification.
8. Build a body of evidence to best understand a child's abilities and potential.
9. LEA will identify students who are academically or intellectually gifted, per Article 9B.
10. Study and review local norms to help determine levels of need.

Planned Sources of Evidence: Reading and Math K-2 Assessment, End of Grade results, End of Course results, Standardized achievement and aptitude testing, IQ test, Class Scape, Lexile levels, EVAAS, DIBELS and Referrals.

Other Comments: Eligibility for Differentiated Services Based on Multiple Criteria for Placement in our AIG Program is listed in the AIG Plan, Appendix.

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: After offering the Naglieri nonverbal (NNAT2) for three consecutive years, it was determined that the data results did not help identify underrepresented populations. Therefore, the district wide AIG committee, Advisory Board, School Psychologist and leaders decided to no longer use this as our primary test for third grade students. Based on the revisions of using multiple criteria Perquimans County Schools will now use a variety of assessments to help with screening and identifying students.

Goals:

- Training will be offered to all staff on cultural changes and environment to better understand and serve all students.

- Test all third grade and other referred students on the CogAT to ensure equality. Increase multiple criteria options in order to be identified.
- Monitor and analyze a variety of data for all sub groups to serve LEA demographics.

Description:

- All 3rd grade students will take the online CogAT administered at the school by the AIG coordinator.
- Due to the small percentage of AIG identified black males and females – more training will be offered on cultural changes and environment.
- Perquimans County Schools will implement new and more meaningful multiple criteria for AIG identification in order to increase AIG headcount using a universal assessment.
- To help identify traditional underrepresented population a larger selection of students per grade level will be tested to increase their opportunities of being identified.
- All students in grades 3 will be given the CogAT which includes a non-verbal testing component.
- Additional support from the school psychologist, counselors and AIG committees and other support staff will be used to reach out to populations that include culturally.
- Ethnically diverse, economically disadvantaged and English language learners, highly gifted and twice exceptional to ensure their needs are being met.
- Numerous other tests are mandated by NCDPI (8th –Explore, 10th –PLAN, and 11th ACT) will be reviewed for identification purposes and studies to improve cultural changes and bias attitudes.

Planned Sources of Evidence:

- Cultural awareness opportunities, Parent Training, Student Services Support, Guest Speakers to underrepresented population to showcase their strengths.
- Partner with EC, ELL, Title I, Student Services and other groups to best serve and recognize students (fliers, pictures, agendas and programs).

Other Comments:

Practice D

Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

This practice is a Focused Practice for 2013-2016.

Rationale: Due to the turnover of AIG site coordinators at each school this practice will be a focus until effective. Professional Development for all identification teams on procedures are needed to

promote consistency and fairness.

Goals: To ensure that all stakeholders know and understand the AIG screening, referral and identifying process and, AIG site coordinators will be trained to meet and fulfill this responsibility, AIG Director will monitor the process. Stakeholders will know the multiple criteria and contribute to the process at all schools.

Description:

- AIG site coordinators at each school will oversee the process with the assistance of each AIG team and administrators.
- Procedures for screening referrals and identification are documented in the plan and need to be consistent throughout the district.
- Staff Development on the AIG Program will be presented at each school at the beginning of the year to ensure all staff members know the procedures and process required on order to operate a strong AIG program.
- Create a data tracking system for all students in the AIG process, including those who are referred but not identified.

Planned Sources of Evidence:

- District calendar for AIG identification procedures and DEP's for monitoring purposes, District Advisory Board Meetings, School AIG Committee Meetings, Minutes, Agendas, Sign in sheets.
- Multiple criteria – EOG Scores, classroom performance, report card, work samples, projects, presentations.
- Internal audit of AIG files.
- Identification matrix.
- CogAt website & Notebook

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 Focused Practice for 2013-2016.

Rationale: After reviewing policies it was determined that Perquimans County Schools is in compliance. However, copies of these polices must be distributed to the parents of the students

referred for AIG screening – to those who need the criteria for placement in the AIG program or upon request of any given stakeholder. LEA will need to translate rights per request if needed.

Goals: Develop procedures for students transferring from outside the district and post rights in multiple areas. A second goal is to inform all stakeholders about grievance process.

Description: Create and implement policy and criteria to address AIG students transferring into Perquimans County Schools from another LEA.

Revise forms and procedures to ensure that all schools are adequately meeting the needs of our AIG students or potential AIG students.

Monitor and enforce the current approved plan, including the procedures and forms for resolving disagreements.

Planned Sources of Evidence: Brochures, parent handbook, policies on website.

Other Comments:

Practice F

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG coordinators do a good job establishing paperwork that is needed to clearly communicate a student's AIG identification services (DEP's). Folders are maintained by the AIG coordinators which include the multiple criteria used for identification and placement documentation.

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

Description: Establish DEP's K-12 which explains the service options for an individual AIG student. This will soon be stored in Power School and consistent system wide.

- Develop a paper file and electronic DEP to maintain an identified AIG student documentation.

- Maintain documentation at school site.

- Provide families/parents with copies of all documents and meet annually to review if signatures are required on DEP's.

Planned Sources of Evidence: •Annual review meetings, AIG student folders containing DEP's, test results, student samples of work, permission to test signed letter. Online DEP form.

- Multiple Criteria for Identification and Placement Form, Annual Review, with Parent, updated

Differentiated Education Plan (DEP), Data Form, Evaluation Results and Eligibility Forms.

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: Based on our recent survey, Perquimans County Schools is meeting this practice but we want to continue improving in this area and include new state initiatives (such as Credit by Demonstrated Mastery as needed).

Teachers are making conscious effort to focus on academic, interest, and learning styles within the classroom using the recently adopted Common Core and Essential Standards.

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

Description: AIG site coordinators will continue to review and explore a variety of research-based supplementary resources to augment curriculum and instruction as it relates to fostering 21st century skills, rigor and content. Formal nurturing clubs for K-2, honors classes, AP classes and rigorous course selections should be offered in both middle and high schools. Guidance and support from school counselors will be provided to AIG students when scheduling. Integrate Credit by Demonstrated Mastery when policy approved.

Planned Sources of Evidence: Enrollment of AIG students in Honors and AP Classes at the middle and high school. Interest Inventories, College Foundation of NC (CFNC) website account and inventory. Documentation of a formal nurturing club at the K-2 school; Lesson Plans, EOG Scores and AIG student growth. Teacher observation tool. Funding.

Other Comments: Administer student learning styles, inventories and interest surveys as a pre-assessment tool. Teachers serve an active role in developing DEP's for gifted students in their classes. Provide coaching support and instructional resources for K-12 classroom teachers.

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: Based on self assessment there is a need to increase rigor and relevance in all content areas (K-12) as appropriate for student growth. Opportunities for acceleration through a variety of

service options to meet the needs of the gifted students as new opportunities are needed.

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

Description: •Explore service options to enrich, extend, and accelerate the curriculum K-12 (Clustering Groups, Using Compacting Tools, Scheduling Time for Reading Groups, Job Shadowing, Battle of the Books, Technology Training, Distance Learning, and Independent Course Work), a variety of competitive events.

•AIG students receive either direct or resource support service from the AIG site coordinator. (Collaborating with classroom teachers to assist with ideas for meeting the needs of gifted students while in regular classroom).

•Clubs and extracurricular offerings to provide additional opportunities for exploration, academic achievement, and leadership are available K-12.

•Develop procedures for moving to other classes or grades for accelerated instruction (K-8).

•Review procedures for student enrolling in honors level courses (9-12).

•Schools implement a structured reading period into the daily schedule.

Planned Sources of Evidence: Differentiated Education Plans (DEPs), Class Scheduling, Battle of the Books report, Graduation project, Course Selection Guide, and Formative and Summative Assessments. Professional development to increase knowledge of instruction of higher order thinking skills.

Other Comments: Ensure more opportunities for acceleration and nurturing are available for gifted students and potential gifted students across the curriculum and K-12 through a variety of resources and programs.

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: Continue to address and support instructional practices for AIG students using strategies in place and additional strategies that will provide depth, complexity, sophistication, abstracting and problem based learning aligned with Common Core and Essential Standards.

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

Description: There are a variety of differentiated curricular, instructional, assessment tools, and resource materials available to AIG site coordinators to share with classroom teachers to incorporate

research-based models and methods.

- Letter Land
- Reading Foundations
- Accelerated Reader
- STAR Reading
- Reading 3D
- Thinkgate
- Kidspiration
- Education City K-5 used at a Pre K-2 school
- Utilize student interest and current events to offer enrichment activities and/or independent projects.

Highly trained teachers use a variety of diverse and effective instructional strategies, such as guided reading, flexible groupings, thinking maps.

Planned Sources of Evidence: Reports from above-mentioned sources may be generated for verification of use. Teacher's exchange and share ideas at PLC's. Maintain a list of supplemental resources. DEP's, Interest Inventories, PLC's.

Other Comments: To expand and develop a more comprehensive differentiated curricular that all classroom teachers will incorporate. Also, each AIG coordinator and team will select resources that can be used by teachers and students.

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Survey results reinforce that technology is available and contributes to the quality of learning in our LEA. The survey also validates that the numerous online classes offered and course selections play a vital role in implementing AIG standards and practices to ensure students are prepared for college or career.

Goals: Continue to fully implement a variety of technology tools and devices to motivate and highly engage students with learning 21st century skills and content.

Description: •Blend STEM grant strategies and Impact Grant practices to build a strong foundation and framework to ensure AIG curriculum needs are being met.

•Lesson Plans and Curriculum maps will document and drive the variety of instruction being offered to

AIG students.

- Increase enrollment in the Honors, Advance Placement, Online courses for the School of Math & Science and Community College classes to better serve AIG students.

Planned Sources of Evidence: •Course schedules and availability

- Technology purchases (invoices and purchase orders)
- Lesson plans
- Curriculum maps (pacing guides)
- Teacher observations

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Based on survey results and AIG site coordinators meetings, Perquimans County Schools believe that assessments is the key to differentiation to be effective, assessments us be an ongoing part of teaching. Data conferences presented to principals also support the need to carefully plan instructional units and objectives. Professional development will provide staff with the needed skills to effectively access students differentiated instructional needs.

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

Description: •Use data from EVAAS, EOG, EOC, CogAT, etc. to provide and ongoing balanced assessment report to better meet the need of AIG students.

- Use of product-based assessment rubric.
- Facilitate NC Falcon professional development
- Ensure assessment have the ability to measure a range of students

Planned Sources of Evidence: •Test data (EOG, EOC, CogAT, EVAAS)

- Rubrics
- Pre assessments to match academic needs

- Lesson plans
- Teacher observation and walk throughs

Other Comments: Disaggregate and share data from EVAAS, EOG, EOC, CogAT, Nagleri, IOWA and other assessments. The second goal is to continue to provide professional development for staff on the process of differentiation, using informal, formal and summative assessments to inform instructional decisions.

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: Based on the work sessions held and surveys conducted there appears to be a need for training in the area of social and emotional needs of AIG students. Professional development and training sessions are being requested by parents and staff to ensure better understanding of meeting the social and emotional needs of our AIG students are addressed. The AIG Advisory Board is recommending professional development for all stakeholders be held annually to address social and emotional issues.

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

Description: •Continue to meet monthly with Student Support Services staff for AIG updates

- Setup professional development
- Continue to follow up annually with student, staff and parent surveys
- Develop instruction strategies to address aspects of social and emotional needs with curriculum and instruction
- AIG unit plan with topics are relevant to the real world.

Planned Sources of Evidence: •Lesson plans

- Student services meeting's agenda
- Cluster grouping
- Flex grouping
- Conference & professional development sign in sheets

Other Comments: To provide professional development and parent training to assist with the social and emotional need of AIG students system wide.

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: Based on self-assessment results grades K-12 offer a strong nurturing program. It is recommended by the AIG Advisory Board to continue to offer nurturing services to potential AIG students and provide services in the regular classroom in nurturing groups and/or clubs.

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

Description: •Elementary AIG programs have time built into their schedules to work with cluster and flex grouping.

- A strong emphasis on acceleration of reading skills are noted using different assessment tools
- Teachers work with media coordinators to ensure appropriate reading levels and abilities are being met.

Planned Sources of Evidence: •Materials that foster creativity, curiosity and critical thinking have been purchased

- Reading level books
- Nooks
- iPads
- Nuture clubs – list & lesson plans
- PLC's

Other Comments: All 3rd grade students will take the CogAt to assist with AIG screening to identify and better serve AIG students and potential AIG stake holders. Continue nurture clubs and activities.

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: Currently within our District, AIG site coordinators collaborate with other staff regarding curriculum and differentiation. However, the self-assessment indicates a need to maintain and increase collaboration with staff to develop an implement differentiation curriculum instruction.

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

Description: •Shared responsibility among all AIG personnel and staff to meet the needs of gifted.

•Provide time for collaboration among staff on a regular basis.

Planned Sources of Evidence: •Grade level and PLC's meetings (agendas)

•Professional development

•Power School reports, DEP's

•Pacing Guides / Curriculum Maps

Other Comments: •Fully implement the new Power School to help increase conversations and collaboration with all professional staff.

•A second goal is to develop and share differentiated lessons and strategies among staff system wide.

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 Focused Practice for 2013-2016.

Rationale: State and district policies mandate a DEP be maintained for every identified AIG student and reviewed annually. Input from the self assessment and information gathered from stakeholders indicate a need to improve in this practice not only in the quality of services listed but the time frame. It has been recommended to write the DEP's in the spring at the High School to coincide with students registering and scheduling classes for the upcoming year.

Goals: Develop DEP's for AIG students prior to the beginning of a new school year in order to fully implement services at the start of school. DEP's will be written to meet the needs of the individual student.

Description: •AIG site coordinators will meet during June/July to develop or update DEP's with the

help of parents and staff.

- The District AIG Director reviews DEP's for monitoring and fidelity purposes.
- Additional training in writing DEP's will be provided.
- Use Power School to monitor AIG students to ensure service options are occurring.

Planned Sources of Evidence: •Power School _DEP's

- Training
- Scheduled time during the summer for AIG site coordinators to update DEP's system wide
- Audit review

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: Perquimans County Schools currently employs a Central Office Director that is AIG certified to oversee the AIG program and plan. However, the Director oversees numerous other programs and projects which require a great deal of time. Therefore, the duties and responsibilities for school site AIG coordinators are required. The AIG Director and site coordinators manage, guide, plan, develop, implement, revise and monitor over local AIG program and plan. Strong support from Principals, Superintendent and Assistant Superintendent are to be commended. Due to the high turnover rate of AIG coordinators attention to this practice needs to be maintained.

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

Description: •The District employs a Director and site coordinators at each school to oversee AIG program.

•Clear and comprehensive job descriptions will be provided to ensure the role and duties are carried out.

•A strong support system has been set up for the AIG program.

Planned Sources of Evidence: •Job description

•Licensure forms

•District meetings (agendas)

Other Comments: •Create job description for AIG personnel to explain and provide roles and responsibilities for each site coordinator. Also, each school shall develop an AIG Team (standing committee) to increase buy-in with the AIG program.

•Promote AIG add on licensure for teachers interested in pursuing.

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: Based on the teaching working conditions survey, AIG specialist as well as teachers and counselors will seek professional development to learn best service options to meet the needs of AIG students. Also, due to the ever-changing and upgrading technology, professional development is needed in this area in order to offer rigor and 21st century skills.

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

Description: •Support to staff from AIG Director and Site Coordinators

- Summer Professional Development or differentiated for teachers and AIG specialists
- NCAGT Membership for all schools
- NCAGT State AIG conference
- EVAAS Training and reports
- Teacher observations

Planned Sources of Evidence: •NCAGT Newsletter subscription

- Professional development agendas
- PLC's that focus on AIG needs (agendas)

Other Comments: •Professional development on how to differentiate lesson and use technology to improve student growth and opportunities will be offered to all teachers to help engage and motivate students.

•Classes will be monitored by AIG director, Principals, and site coordinators to ensure challenging opportunities are provided.

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: Based on surveys and teacher observations, there is a need for professional development to specifically address the needs of AIG students, especially now that AIG will be a tested subgroup.

It is also noted that AIG staff networking with support services staff is greatly needed in order to meet their social and emotional and academic need of the AIG student.

Goals: •AIG Director will continue to network with support services staff and their monthly meetings

•Seventy-five percent of staff will receive professional development on AIG effective strategies in a variety of ways (face to face, Book studies, Webinars)

Description: •AIG resources are available at each school

•Teacher will receive professional development that focus on differentiation, higher order thinking and critical thinking skills.

•Information about AIG service will be shared with school counselors.

•High School teachers will see AP training / certification.

Planned Sources of Evidence: •Agendas

•Sign in sheets

•School Improvement Plans

•Lesson plan samples

•Professional development CEU's

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 Maintained Practice for 2013-2016.

Rationale: Principals and counselors are aware of which teachers have AIG add-on licensure or AP certification and try to place students accordingly. All four schools have an assigned AIG Site Coordinator to help direct and follow up with AIG students to ensure that service options are available and aligned with DEP's. Even though one third of our staff has AIG add-on licensure, the professional development plan is to increase the number of AIG licensed teachers in all four school and train three additional teachers at the high school level for AP certification.

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

Description: •Provide funds and support in AIG and AP add-on licensure candidates.

- Differentiation and critical thinking training for teachers at all schools
- Monitor placement for student throughout year.

Planned Sources of Evidence: •Tuition statements

- Licensure reports
- PLC agendas
- Class schedules

Other Comments: •Increase the number of AIG teachers with add on licensure and AP certification at all schools.

- Cluster AIG students with AIG licensed general education teachers or with those who have met the requirements of the AIG plan, K-12.

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Currently, the School Improvement Plans have set professional development requirements that are aligned with their individual schools needs. Differentiation and technology are embedded in professional development requirements based on student data and needs.

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

Description: Teachers will continue to attend state, local and national training to learn instructional strategies to better serve students.

Planned Sources of Evidence: •CEU's

- HRMS reports
- PLC Best Practices starting sessions
- Professional Development Reports
- NCAGT Newsletter

Other Comments: School Improvement Plans will align professional development with local AIG program goals as well as technology, reading and STEM initiatives based on student data.

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: Based on self assessment results there is a need to increase researched based professional development for teachers to maintain current teaching strategies and best practices, including 21st century skills and rigor are all levels. In order to meet this need the local LEA will develop a plan to provide comprehensive and current professional development.

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

Description: •Encourage teachers to seek AIG licensure

- Encourage teachers to join state and national associations that advocate for the gifted learner
- Participate in webinars and state modules of learning
- Training sessions will be provided for beginning teachers to ensure they are able to address the needs of AIG students

Planned Sources of Evidence: •Provide funding to support Professional Development

- NCAGT membership
- PDP's for teachers
- Beginning Teachers – Teacher Talk Sessions (agendas)

Other Comments: Develop a plan to provide comprehensive and current professional development that will empower teachers to grow professionally while incorporating technology, 21st century skills and global awareness in their classrooms.

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: Collaboration time continues to be an issue. Principals will assist with providing time for AIG site coordinators to assist teachers with lesson activities in order to implement the AIG plan to fidelity.

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

Description: •Ideas and materials will be shared with teachers to differentiate instruction for AIG students

- Additional resources and materials have been ordered for teachers to check out and to use
- Use early release days to collaborate with other teachers and AIG specialists
- Share ideas on website and wiki's

Planned Sources of Evidence: •PLC time (agendas)

- Grade level meetings (agendas)
- Cohort – AOG seek add-on licensure
- Teacher websites
- Emails
- Skype meeting with other AIG teachers

Other Comments: •Each school will be provided supplies, materials and resources for teachers to check out and use

- The second goal is to provide time for AIG staff to meet with teachers for collaboration and reflection time

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: Even though there are areas we still need to focus on with this practice the committee categorized this as a maintained practice but plans are to increase and improve the AIG program and services systematically. Also, based on the focus group results, a need to strengthen the social and emotional need of AIG students at all grade levels is needed.

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

Description: •Blend with other program and initiatives to increase service options for AIG students.

- Provide training to the total school community that addresses the unique needs of AIG students (academic, intellectually, social and emotional needs).
- Create a systematic way to ensure all aspects of the AIG program are addressed especially with transitioning from one school to another in the district.
- Ensure all schools are aware of full range of opportunities.

Planned Sources of Evidence: •Principals meetings (agenda and sign in sheets)

- Science Fair documentation and winners
- Student Service Meetings list of club offering at each school
- Summer training for AIG Site Coordinators
- Ideas of strengthening
- RTI program training and implementation will help the process of service delivery for AIG students.

Other Comments: To provide clear and comprehensive descriptions of programs and services available for each grade level to better serve all identified students (including services for twice exceptional and ELL students).

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 Focused Practice for 2013-2016.

Rationale: The need has been identified to better personalized delivery services based on survey results. In grades K-2 students are flex grouping at times based on ability. In grades 3-5 students are pulled by grade level and an after school enrichment programs are offered. Secondary students select courses to match their identification needs, also, set aside time for enrichment activities is embedded into school schedules.

Goals: Teachers will provide differentiation services to match available resources with program and student needs to increase their student growth academically, intellectually and socially/emotionally. AIG Site Coordinators will assist staff with service delivery needs at all four schools.

Description: •Develop DEP's to show program alignment for reading, math, intellectually gifted services and other areas, such as science, social studies.

- Increase competitions, project based learning, field trips and clubs.
- Collaboration among staff to better meet the needs of the individual student.
- Promote AP, honor classes, online classes and community college courses when appropriate.

Planned Sources of Evidence: •Technology devices (purchase orders and invoices)

- Check out materials in AIG resource room
- Media center materials (check out list)
- DEP's are different
- Competition documentation
- Field trips documentation
- AP classes
- Honors Classes
- Course Acceleration list

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: Based on surveys, the AIG program and services rated mostly evident in both policy and practice as being integral and connected. It has been recommended to increase communication and collaboration with all instructional departments and grades to ensure AIG services are integrated with the total instructional program. The Advisory Board's focus group came to a consensus that AIG students and parents are in need of understanding emotional needs of AIG students.

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

Description: •Increase technology devices availability (nooks, iPads, computers, software)

•Work with administrative teams to make sure AIG is addressed at all levels including schedules. (Class set-up and placement)

•Provide rigor, higher order thinking skills and differentiation in all classes

•Teachers will employ AIG best researched practices (flexible grouping, clustering, inclusion, anchor activities, etc.)

•Professional development on differentiation and critical thinking skills

•Training on emotional needs of AIG students (for parents and students)

Planned Sources of Evidence: •Principal monthly meeting – AIG updates, agendas

•Student services meetings – AIG updates, agendas

•AIG Leadership teams at all four schools (roster)

•PLC meetings, agendas

•School Improvement Plans

•Book study (PCMS Differentiation and Gifted Students)

•Professional development agendas and sign in sheets

- Power School
- Lesson Plans
- Teacher observations
- Budget

Other Comments: As system-wide and school-wide decisions are being made students identified as AIG will not be forgotten. The second goal is that AIG is connected with other program areas in LEA, such as professional development, funding, course selection and class placement.

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Even though surveys show improvement, the LEA wishes to increase awareness of the AIG program with all stakeholders. Power School (Home Base initiative) should help communicate identified AIG students and services required based on their DEP's. However it is still important to continue to provide teachers, administrators and support staff with DEP's, AIG Plan, Article 9B and other regulations related to gifted education.

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

Description: •Administrators, AIG Directors, Site Coordinators and Principals will provide staff with current AIG plan training and other documentation at the beginning of the school year and ongoing as needed.

•Training teachers to use Power School, AIG site and NCDPI wiki pages.

Planned Sources of Evidence: •Grade level meeting, PLC's

- Staff meeting agendas
- Professional Development (training meetings)
- Emails
- Wiki- (local and individual schools)
- List serve

- Webpage
- Newsletters
- NCDPI webpage – NCDPI wiki

Other Comments: Provide stakeholders with current AIG documentation to support and increase student achievement and social and emotional needs for the gifted learner.

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: Due to the turnover of AIG site coordinators, the AIG Advisory Board and the AIG focus group decided to keep this practice as a focus practice to improve on the transition of AIG services and files going from school to school. Also, DEPs need to be updated prior to school starting and shared with the classroom teachers. Changes in service options maybe changed or be updated as needed during a DEP conference and during the school year.

Goals: •Ensure that all teachers and schools are aware of student identification and service needs (prior to the beginning of the school year) at each grade level and between transitions between elementary, middle and high schools.

•All DEPs will be updated in the spring and/or summer to meet the need of the students at the beginning of the school year.

Description: Transition procedures will be developed through communication with AIG Coordinators, School Administrators, School Psychologist, Guidance counselors and monitored by the AIG Director. Each school in our district has an AIG Coordinator on staff. The AIG Coordinators meet quarterly with the AIG Director to discuss AIG issues and concerns.

•All AIG Site Coordinators will meet in June/July to provide notification of identification of identified AIG students and services.

•DEPs will be updated in the spring and summer and passed to the next grade or school as applicable.

•Teachers across grade levels/schools will review DEPs prior to school start date to become familiar with plan and service options. As the year progresses the teacher may request changes.

Planned Sources of Evidence: •Power school (formally NCWise Data) list of students and services

•DEP conferences and files

- Electronic DEP
- District AIG meeting (agendas) to facilitate transitions from different schools within the district.
- District AIG quarterly meetings with site coordinators (agendas & minutes)

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 Focused Practice for 2013-2016.

Rationale: Our LEA currently has a strong district AIG Advisory Board but there still seems to be a communication issue, especially due to the many AIG myths and philosophies betrayed by our diverse group of stakeholders. There is a gap in our surveys that shows parents want more buy-in and more differentiated services are needed in certain grade levels and subjects.

Goals: •To ensure two-way communication the LEA will provide opportunities for stakeholders (all teachers, staff, parents, community leaders) to attend and participate in DEP meetings, AIG family night, AIG public forums and other programming meetings.

•The second goal is to increase differentiated services for identified AIG students (not more work but different work)

Description: •Professional development for parents and staff

- Book study sessions
- Public forum to discuss AIG program
- AIG night and programs
- Newsletter for parents and staff on AIG issues and best practices

Planned Sources of Evidence: •District AIG public forum

- Meetings
- AIG night (sign in sheet)
- Provide book on differentiation (book study)

- Professional development for parents and staff (sign in sheet)
- Researched based articles shared
- Conference registration
- Newsletter – The Dail Report

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 new focus practice for our LEA which is greatly needed based on self assessments surveys. Many social and emotional needs of the AIG student are not being met. A system-wide timeline and support plan is needed to address this practice and concern.

Goals: Develop a plan to address the social and emotional needs of AIG students system wide. The plan will address opportunities for parents to explore strategies to improve social and emotional needs as well as provide tools, training and resources.

Description: •Collaborate with student services team to develop a plan to address the social and emotional needs of AIG students.

•The AIG Director will work closely with the student services staff and committee and attend monthly meetings that address the student's needs for all.

•Poverty training for staff to help better understand student and parents needs and situations.

•Counselors (or other personnel) will work with AIG students with crucial needs. They may also participate and attend DEP meetings as a support coach.

Planned Sources of Evidence: •Student service monthly meetings (agendas and sign in sheets)

•K-12 Plan for social and emotional activities (timeline)

•Assignment letter

•Webinars and power points

•Guest speakers and handouts

- Mentors and assignment list

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice will remain a maintained practice but due to the ongoing state policy changes that may affect AIG student or highly gifted students, the LEA will closely monitor and focus on this practice in order to stay abreast of policy requirements. Procedures must be in place to address the needs of highly gifted students and/or students who need to be accelerated.

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

Description: Use school policy and AIG Plan to provide a clear step by step procedure for acceleration to meet the needs of individual learners and provide the appropriate educational environment for gifted learners. Multiple criteria are used to determine when accelerative placement options are appropriate.

- Ensure student options are available to the student in need.
- Provide resources and support for teachers and families.
- Match service needs with evidence based student needs.
- Ensure opportunities for outside learning opportunities such as online classes, monitoring/shadowing.

Planned Sources of Evidence: •Policy on Credit by Demonstrated mastery (pending)

- Policy on early entrance to kindergarten (G.S. 115C-36-4)
- Local Board Policy on accelerative instruction and placement options
- Psychologist recommendations (letter)
- Test data (achievement and aptitude)
- AP classes / honor classes (course selection list)
- Community college classes (course selection list)'school of Math & Science Program (letter)

Other Comments: To provide offerings to support grade and subject acceleration for K-12 students when needed.

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: After reviewing student data and surveys this practice will become a focus practice to ensure that traditionally under represented populations have the same options available system wide K-12. The entire screening and identification process has been updated to provide an array of multiple criteria in order to identify and serve more under represented student populations.

Goals: •Review the Global Kids Program to purchase and implement if approved by district team.

•Using multiple ways and criteria to increase under represented populations to be identified for AIG services. No one criterion will prevent a student from being identified.

Description: •Test all 3rd grade students on the highly recommended aptitude test with three assessment parts (reading, quantitative, and non verbal skills)

•Use Nagleri assessment to help screen and identify under represented populations (full non verbal assessment)

•Test students as requested by staff

•Provide professional development to help recognize talents and abilities of the underrepresented population

•Communicate service options to ELL, EC teachers and Title I and other teachers who have specialized focus

•Partner with these teachers for effective programming and to synergize efforts

Planned Sources of Evidence: •Nagleri & CogAT results

•AIG funds for testing additional and more students set aside (budget)

•Professional development to address this practice (sign in sheets)

•AIG headcount

- Screening criteria (plan and forms)
- PLC at Title I schools, EC Department
- Books on Twice Exceptional to be shared (handouts)

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 Focused Practice for 2013-2016.

Rationale: This practice will remain as a focus practice even though many opportunities were afforded to our AIG students because of AIG funds, STEM funds and Title I funds being blended to support our AIG students. However, due to the projected shortage of funds for the upcoming school year it may be difficult to maintain the extra curricula programs, field trips and even supplies and materials for enrichment activities.

Goals: Continue to provide quality and rigorous service options that match intellectual and/or academic needs with fewer funds.

Description: •Nurture academic and intellectual activities that are of interest or need to enhance the needs of AIG students during the school day with current AIG resources and materials.

•If funding is available offer programs both in and out of school hours and ensure all students have access.

•Research possibility of developing a summer enrichment camp locally for AIG students to enhance student learning at an extreme high level.

Planned Sources of Evidence: •Invoices for competitions and trips

- Field trip data (example, Washington, DC)
- Enrichment and stipends
- Science fair participation for students and parents documented
- AIG resources at each school in AIG room or media center
- Math 24 (entry fees and t-shirts)

- Battle of the Books (participation fee and books)
- Tiger Time enrichment (speakers and tuition class program)
- Pirate Hour enrichment time (agendas)
- STEM grant / activities
- Daughter of the American Revolution contest
- Duke TIP program

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: Perquimans County Schools has a strong AIG Advisory Board that is very supportive and well-informed. However, in order for continuous improvement, it is important to increase and heighten the awareness and communication methods with additional partners to better meet the needs of AIG students.

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

Description: •Schedule and provide quality AIG Family Nights at each school to provide information and/or showcase AIG students and their work.

•Share news and accomplishments of the AIG program with the community through media, community events and programs.

•Share newsletters; AIG website, STEM, Science Fair

Planned Sources of Evidence: •The Dail Report

•School Newsletters

•Local News Papers

•Website

•Pamphlets and fliers

•Student work

•Program agendas

•Rotary and Ruitan club meetings

•Service to community programs

- PTA meetings and school performances

Other Comments: •Increase efforts to partners and communication with families and the community to support global service delivery options for AIG students in the district.

- Students will present and share program and projects with community partners.

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: AIG Director will continue to meet monthly with principals and student services meetings to disseminate information, share goals, plans and procedures. AIG site coordinators will meet with staff at their designated school to share AIG concerns and issues. However, to improve the local AIG program additional connectivity is needed based on surveys this will still be a maintained practice with recommendations to improve stakeholder's involvement.

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

Description: •Connect and/or partner with:

- o Principals meetings
- o Student services meetings
- o Parent meetings and conferences
- o STEM program
- o Gear-Up program
- o Perquimans County Schools Foundation
- o Chamber of Commerce
- o Civic groups

Planned Sources of Evidence: •Connect Ed calls

- Meeting agendas, sign in sheets and minutes
- AIG fliers
- Power point presentations
- Video presentations made by students/personnel

Other Comments: Increase methods of disseminating information to all stakeholders to develop additional and strong partnerships.

Encourage a formal parent group that will be beneficial in meeting the goals of the AIG plan

(Examples – NCAGT – PAGE chapter)

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: After reviewing the survey results and self assessment data, this practice will remain a focus practice to allow us more time to recruit and increase the diversity involvement with our AIG program and plan.

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

Description: •Ensure that District AIG Advisory Board and schools AIG leadership teams are diverse

•See and invite diverse groups and speakers that will impact students

•Encourage volunteers and community members to work with students to improve student achievement, motivation and interest

Planned Sources of Evidence: •Volunteer list

•AIG Advisory Board roster

•AIG leadership roster

•Speakers and program at schools (program or fliers)

•Ministers council meetings (agenda) and list of members

Other Comments: Make an intentional effort to seek out ways to gain representation from a variety of stakeholders to enhance programs. (example- culturally and ethnically diverse, economically disadvantaged, highly gifted, twice exceptional, ELL, and diversity throughout)

•Provide interpreters if needed

•Translate documentation in different languages as needed

•Provide child care for AIG meetings and events (this could be older AIG students, volunteers along with their spouses from different high school clubs / service organization / examples: Beta Club, HOSA, Band Students)

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: Currently materials are provided in English with no request to be translated in another language. However, it is our intention to communicate with all stakeholders on an ongoing basis and in their native language as needed. Counselors, teachers, Principals and our ELL coordinator serve on our AIG committee to help ensure all students/parents communication needs are being met appropriately.

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

Description: •Communicate opportunities through AIG website, fliers, emails, letters, newsletters and connect Ed calls

- Translate information in appropriate language, if needed
- Continue to partnership with staff to assist with communication needs

Planned Sources of Evidence: •Website

- Invitations
- Newsletters
- Connect Ed calls
- Letter from Principals, AIG site coordinators, etc.

Other Comments: To provide information to parents/families and the community of opportunities available to AIG students in their native language if different from English.

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 AIG program is not a standalone program. It cannot be successful without the many partnerships needed to provide support, enrichment activities and services. This is now a focus practice to extend opportunities for students and teachers to build stronger and better relationships with institutions of higher education and community resources.

Goals: To increase the number of partnerships with parents, institutions of higher education, local businesses, community organizations and other stakeholders to enhance and gain support of our AIG program in order to provide additional student service options and opportunities.

Description: •Promote online classes for students, if appropriate

- Provide STEM and Gear-Up opportunities, if appropriate
- Encourage students to enroll in Due TIP and other enrichment programs or comparable
- Presentations at public library, civic groups and community events

Planned Sources of Evidence: •Science fair participation

- Scholarships for students
- Volunteer list
- Duke TIP letter (grades 4-6)
- Online classes at middle and high school
- Enrichment after school (HGS)

Other Comments: •Local AIG Director serves on state AIG Advisory Board

- Local AIG Director also serves as Region 1 AIG co-chair
- All four schools have membership with NCAGT
- NCAGT Board Member serves on our local AIG Advisory Board

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: North Carolina General Statute- Chapter 115C- 150.5-150.8 clearly defines that every LEA in NC must complete an AIG plan based on the SBE guidelines and NC AIG Program standards and revised 48 Practices. After working closely with the districts AIG Advisory Council, the AIG plan has been updated and revised. The six year updated plan will be presented to the local Board of Education for approval and then submitted to NCDPI for review. Upon approval the updated AIG plan will be posted on the districts webpage and shared with all faculty and staff.

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

Description: •Gather feedback from all stakeholders to guide process and plan development.

•Develop rationales, justifications based on data for each practice.

Planned Sources of Evidence: Surveys, self-assessments, focus groups, work session agenda and sign in sheets, school board agenda and minutes, LEA website.

Other Comments: Maintain the AIG Advisory Board to assist with writing and submitting AIG updated plan on directions from NCDPI and local county requirements, guidance and support.

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: The local AIG plan and program will continue to be monitored monthly by AIG Director to ensure the fidelity of its implementation.

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

Description: •Monitoring of the local plan is the primary responsibility of the AIG Director, school

Administrator, AIG Site coordinator, AIG Team and teachers.

- Parents are also asked to be a part of the process.

Planned Sources of Evidence: Monthly Principal meeting agendas and minutes, AIG site coordinators meetings and agendas and minutes, data presentations per school.

Other Comments: To ensure that what is documented as practice and policy in the plan is what's being carried out.

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: Perquimans County Schools already employs a group of strong checks and balances of managing of AIG state funds. It is imperative that AIG state funds continue to be used for salaries, programs, projects, professional development, testing, supplies and materials, field trips and competitions.

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

Description: •Keep track of expenditures and ensure funds are used for AIG plan implementations and students.

- Funds will be given to school for AIG professional development, student programs, projects, supplies and materials.

Planned Sources of Evidence: •Budget Reports

- Purchase Orders

- Annual Student Drop Out Report

- AIG Roster

Other Comments: The AIG Director and Finance Officer will prepare a budget to align AIG state funds with the AIG updated plan.

Follow AIG dropouts and interview why these students left school to better understand decisions.

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: Continue to track AIG identified student's achievement and growth to study for data trends and performance.

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

Description: •Data presentations by principals, teachers and AIG Director to better analyze student growth and achievement.

•Disaggregate data regularly to determine AIG student needs.

•Pay close attention to underserved populations as well and disproportionality issues.

Planned Sources of Evidence: EVAAS Data, STARR, Literacy Reports, AP, Reading 3 D, Common Exams, EOG, EOC, Explore, PLAN, ACT, CogAT and Iowa Achievement Test.

Other Comments: Each school will continue to monitor the AIG student's performance to ensure growth.

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: After reviewing a variety of student data reports, this area was one of the practices needing significant improvement. As a result this is a focus practice because meeting the needs of all students is a must.

Goals: The AIG Coordinators, Principals, Teachers and Director will monitor the performance of all AIG students every nine weeks with an intense emphasis on data for our underrepresented populations. It is our goal to serve all students so they may reach their highest potential.

Description: •Student data presentations

•Multiple criteria for identification purposes at each school.

•Communicate to staff the importance of representation and retention of underrepresented population in the AIG program.

Planned Sources of Evidence: •PLC's on this issue (agendas & minutes)

- AIG Meetings
- Power School
- Variety of Assessments
- AIG Advisory board / teams include a diverse population.
- PD on Poverty Training
- Title I Program

Other Comments: AIG coordinators will share with staff the screening process for which includes looking at all students based on multiple criteria.

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: We are very proud that the one-fourth of teachers in Perquimans County have AIG add-on licensure, but this is not good enough because we believe in the motto - "AIG All Day – Everyday. We currently have five teachers in an AIG licensure cohort. Administrators place special priority to place AIG students with teachers that have AIG add-on licensure or AIG professional development training applicable.

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

Description: •Provide principals a list of staff with AIG licensure

- AIG Professional Development / College courses
- CEU Credits for Teachers
- AP Professional Development

Planned Sources of Evidence: •Tuition Statements for Cohort

- HRMS Report for Teachers Licensure
- Class Schedules

Other Comments: • Increase the number of teaches with AP training at PCHS.

- Provide AIG professional development opportunities to all staff for AIG add-on licensure and/or expertise.

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: Perquimans County School will maintain to have an AIG District Advisory Board which currently includes parents, community members and leaders, AIG, Regular and EC teachers, counselors, media coordinators, administrators, school psychologist and students which meet a minimum of twice a school year. There are sub committees that meet when needed. The AIG Advisory Board has been very instrumental in providing guidance and support for the AIG plan and program.

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

Description: The AIG District Advisory Council will make recommendations to the AIG District Leadership Team and this information will be shared with all four schools. The AIG Director and Superintendent will lead the Advisory Council. The Council will include Board of Education members, AIG Coordinators, AIG teachers, regular education teachers, exceptional education teachers, parent representative, student representatives, community leaders, business leaders, and other friends of AIG. The purpose of this council is to meet twice a year to monitor the plan and program and provide on-going assessment of the existing program. The Advisory Council will also serve as a support team and assist with AIG awareness and best practices.

- Advisory Board meetings and work sessions
- Seek ideas and recommendations from Advisory board and other stakeholders
- Maintain an "Open-Door" Policy for all stakeholders to address need and/or concerns

Planned Sources of Evidence: •AIG Advisory Board sign in sheets, agendas and minutes

- Work session notes and sign in sheets
- Surveys
- Reflections
- Power Point Presentation, sharing best practices, current issues and trends
School updates – power point slides

Other Comments: The diverse Advisory Board will continue to provide guidance and support to the AIG program.

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 Maintained Practice for 2013-2016.

Rationale: Along with the AIG Advisory Board it is important to seek the ideas and concerns of all stakeholders in order to maintain a higher quality AIG program.

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

Description: •Create and distribute an annual survey to all relevant stakeholders for collecting and reviewing the quality and effectiveness of the local AIG program

•Intentionally ask and gather feedback for various perspectives including students

Planned Sources of Evidence: •Survey and results

•Interviews

•Focus groups and results

•Meeting notes and agendas

•DEP conference (Notes & DEP)

•AIG team

•PLC groups for constant reflection

•Self-assessment

Other Comments: Survey all stakeholders to ensure that the AIG program is effectively meeting the need of our AIG students and results for the survey to make decisions about the AIG program.

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: Continuous monitoring of the AIG program and plan is important to ensure the program continues to provide the best quality education for AIG students. Therefore, to maintain this practice a clear process to directly review and make changes to the actual plan was a team effort. Numerous sources were used for input.

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

Description: •AIG Advisory Board will review the AIG plan and program semi-annually using multiple sources of data for continue program improvement.

- AIG Director and school administrators will provide ongoing monitoring
- Parent suggestions for changes available at schools during special events.

Planned Sources of Evidence: •Student performance

- Student demographics
- Student opportunities (AIG Coordinators, Newsletters, Updates)
- Teacher Observations and walk throughs

Other Comments: The District AIG Advisory Board and school administrators will meet twice a year to determine if changes need to be recommended to the local Board of Education to better serve our students.

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: It is important to focus on a transparent plan with good communication to strengthen the AIG program.

Goals: To share results of program evaluation and plan process with everyone using a variety of methods on a regular basis.

Description: •Each school will host an annual AIG parent/community event to disemate AIG program data.

- Publish AIG happenings in local newspaper, schools websites, and school newsletter.
- Present at local library and community events

Planned Sources of Evidence: •Transition program agendas

- Websites
- School newsletters
- Local newspapers
- School and community events (Indian Summer Festival, STEM Programs)

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: This practice will remain a maintained practice as it is very important that rights for families and students are clear throughout LEA policies.

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

Description: •Due process rights and parent handbook are included and detailed within plan and available in print and on the district website.

•Appeal process is developed, communicated and shared in AIG brochure and policy and parents handbooks.

Planned Sources of Evidence: •Website – AIG Plan

- AIG brochure
- Parent handbook (AIG Plan & Print)
- District Policy – website
- Article 9B-NCDPI website and local appendix

Other Comments: • To provide students and families with due process rights, information and on-going information.

Glossary (optional):

Appendix (optional):

LEA 720_AIG 2013-2016 Plan (Easy Read Document).pdf (*Appendix*)

LEA 720_AIG Abbreviations & Glossary.pdf (*Appendix*)

LEA 720_AIG Cover Page 2013-2016.pdf (*Appendix*)

LEA 720_AIG Handbook on Parents' Rights.pdf (*Appendix*)

LEA 720_AIG Program Eligibility_2013-2016.pdf (*Appendix*)

LEA 720_AIG_Advisory_Council_2013-2016.pdf (*Appendix*)

LEA 720_AIG_District_Leadership_Team_2013-2016.pdf (*Appendix*)