

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

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

Sampson County Schools Vision for local AIG program: Academically and/or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular education program and the North Carolina Standard Course of Study. The program and services outlined in the plan will reflect the unique needs of the students of Sampson County Schools and will provide support and instruction for rigorous academic and intellectual development. We are committed to providing a variety of services which meet the unique needs of our gifted students with a focus on addressing all ethnic, geographic, and socio-economic groups.

Sampson County Schools is committed to identifying our academically and/or intellectually gifted population using appropriate search and identification procedures. Identified students are provided appropriate services and content enrichment. The program is guided by the North Carolina definition of giftedness outlined in Article 9B.

The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational

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services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. Article 9B, p. 1

Because the characteristics of some gifted students may be "obvious, latent, or emergent" (as noted by Mary Landrum, p. 12, in *Designing Services and Programs for High-Ability Learners*), Sampson County Schools, as part of its mission, will continually search for students exhibiting potential through screening information and through teacher and/or parent observations and referrals. Additionally, AIG specialists, regular education teachers, and principals/other administrative staff will be updated on the Best Practices for Gifted Education as they plan for student services and content modifications at all levels.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$426584.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Survey results for 2012-13 school year have shown significant improvement in this area. The majority of parents and teachers indicated that they are more aware of the screening, referral, and identification process for all grade levels. Consequently, this practice is maintained.

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

Description:

Sampson County Schools will continue to provide information via parent nights, handouts, newsletters, and the web site about the AIG program, acquire and review necessary assessment results from teachers, and document parent communication during identification process.

Planned Sources of Evidence:

1. Interviews/updates from the program coordinator and AIG specialists
2. LEA committee's eligibility criteria/timeline
3. Electronic survey results from the annual training (on the referral/identification packet) for classroom teachers
4. Examples of completed forms.
5. Identification flow chart

Other Comments:

Procedures are documented in the plan. Sampson County has AIG forms related to the identification process including:

Data Profile for Students in Grades 4-8
Parent-Guardian Evaluation Consent
Individualized Student Eligibility
Invitation to Conference
Prior Notice Initial Consent
Differentiated Education Plan 4-8
Differentiated Education Plan 9-12
Data Profile 9-12

Monitoring Notice 4-8, 9-12

Performance Review

Collaboration with guidance counselors, classroom teachers, and bilingual liaisons is in place to inform all stakeholders of the identification process to assure that all student needs are being met.

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:

Sampson County has 922 AIG identified students in 18 schools. While the addition of 2 new AIG specialists reduced the average number of students per specialist, the LEA has identified concerns due to inconsistencies in scheduling and cluster grouping across the districts. Based on the self-assessment data, this practice was determined to be a focused practice during the revision process, K-3 students who exhibit exceptional academic potential will be nurtured through the classroom environment. Formal identification will now begin at the end of third grade, and services will begin in fourth grade. Students at this age are typically capable of reading independently and beginning to think abstractly. High ability students in grades K-12 will receive appropriately challenging academic activities. Using both traditional and non-traditional measures allow all students to demonstrate potential regardless of background. Because intelligence manifests itself in a variety of forms, it is important to recognize potential regardless of performance.

One measure or criterion should not admit or deny access to the gifted program. This is a focused practice because there must be equal access to the AIG program for all Sampson County students regardless of school, race and socioeconomic status.

Goals:

1. Utilize an identification process that includes multiple criteria in order to receive AIG services.
2. Provide upon request support and resources for K-3 students who exhibit AIG potential.
3. Identify and implement appropriate service delivery options for students in grade 4-8 and 9-12. These options need to be revisited annually to determine if individual student needs are being met.
4. Continue to employ traditional and non-traditional methods such as: work samples, portfolio or performance assessments, interest inventories, and Gates.
5. Utilize rubrics for assessing student portfolio.
6. Utilize members of the learning community to assess products within areas of their expertise.

Description:

At the end of third grade, all students will be assessed. Placements will be made in accordance with the specified criteria. Elementary students receive services in inclusion and resource a minimum of 90 minutes per week in the area(s) of identification. Middle school students receive acceleration/advanced content in math and in reading in an inclusive/co-teaching setting. Seventh grade students are also provided advanced content in a high school level environmental science class. Students will be allowed the flexibility to demonstrate potential in their own way. Samples of quality of work will be provided upon request. A rubric for non-traditional assessments and a list of the multiple criteria that will be used.

Planned Sources of Evidence:

1. Student identification forms that include multiple criteria.
2. Student schedules
3. Teacher schedules and lesson plans.
4. Educators with experience in non-traditional measures
5. Educational texts that provide teachers with best practices
6. In-service training for both classroom and AIG teachers
7. Members of the community with expertise in specific areas

Other Comments:

Seeking additional ideas/training available related to non-traditional testing measures and encouraging regular classroom teachers to enroll in classes for AIG certification will strengthen this practice.

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale:

This is a focused practice because Sampson County Schools needs to increase the numbers of underrepresented students in the AIG program to mirror the demographics of Sampson County Schools. Twice-exceptional students often go undetected in regular classrooms because their disability and gifts mask each other, making them appear "average" (Olenchak & Reis, 2002). Advanced learners are found in all cultures, ethnic backgrounds, and socioeconomic groups.

Goals:

1. Identify effective criteria to screen/refer special student populations that are not traditionally served.
2. Increase the current statistics to mirror the area school for under-represented AIG populations
3. Research strategies to identify and support intellectually gifted students who may not qualify under the current AIG criteria.

Description:

One of the tools for measuring a student's ability to enter the gifted program is the Naglieri Nonverbal Ability Test (NNAT2) published by Harcourt Assessment, Inc. NNAT2 is used for mass student screening at the end of 3rd grade. The NNAT2 is a culture-fair, nonverbal measure of reasoning and problem solving abilities. This test does not require English language skills or mathematics, instead it consists of problems that use a complex set of geometric shapes and designs. It is a 48 question test with four types of questions: Pattern Completion, Analogy, Serial Reasoning and Spatial Visualization. ELL/EC and regular teachers will be allowed to recommend students using informal indicators. An alternate assessment such as CogAT is utilized when needed.

Planned Sources of Evidence:

1. Materials and research for classroom/ELL/EC teachers related to giftedness
2. Training for third grade teachers to administer the tests
3. NNAT2 testing materials
4. Personnel to administer NNAT2 tests
5. Test results

Other Comments:

As a district we must seek and utilize additional non-traditional methods to identify underrepresented populations.

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:

Sampson County Schools strives to ensure consistency in the identification process for AIG students in all four districts. Currently, the identification process is the same county-wide, therefore this is a maintained practice.

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

Description:

To better identify gifted students, Sampson County will continue to ensure that all school personnel use the same AIG screening, referral, and identification processes to educate the school faculty and staff on the characteristics of the gifted child. Written material is provided in the appropriate language for the student and student's family. Professional development is aligned with best practices, based on the current needs of the LEA.

Planned Sources of Evidence:

1. Forms
2. Identification procedures (Flow Map)
3. County-wide testing system
4. Testing Calendar
5. Letters and emails

Other Comments:

Provide opportunities for training new AIG personnel on identification and testing procedures.

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 because procedures are in place to safeguard the rights of AIG students and families.

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

Description:

Sampson County Schools continues to seek ways to make our schools quality learning environments. Part of the attainment of this commitment is a collaborative effort between the home and school.

Sampson County Schools AIG Program goals, objectives and service options should be clearly communicated to parents. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following Due Process Procedures Regarding Academically/Intellectually Gifted Eligibility Determination and Services Decisions should

be followed to resolve any disagreements:

STEP I: Appeal to the School Academically/Intellectually Gifted Committee

1. The parent/guardian may request a conference with the AIG Committee at the child's school. This request must be in writing. The AIG Committee should be given ample opportunity (10 days) to convene all members together for the conference.
2. At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed the child's teacher may be asked to provide further documentation concerning student characteristics and achievement.
3. At this conference, all information is shared with the parent/guardian and minutes are recorded on the AIG Committee minutes forms and signatures are obtained from those involved.
4. Following the conference, the AIG Committee will respond to the parent's concerns in writing within 10 days of the conference.

STEP II: Appeal to the Building-Level Administrator

1. The parent/guardian may appeal the decision of the AIG Committee to the building-level administrator in writing within 10 days of the decision from the AIG Committee. The building-level administrator shall review the concern and schedule a conference within 10 days of receipt of the written request. The AIG Committee chairperson and the child's teacher may be invited to this conference along with the parent/guardian.
2. During the conference, the building-level administrator may request further information from the child's teacher, the AIG Committee or the parents. Minutes are recorded on the AIG Committee minutes form and signatures are obtained from all those present.
3. The building-level administrator shall respond to the concern in writing within 10 days of the conference.

STEP III: Appeal to the Assistant Superintendent for Educational and Student Services

1. The parent/guardian may appeal the decision of the building-level administrator in writing to the Assistant Superintendent for Educational and Student Services within 10 days of the decision from the building-level administrator.

Submit appeal to:

Assistant Superintendent for Educational and Student Services
Sampson County Schools
PO Box 439
Clinton, N.C. 28329

2. The Assistant Superintendent for Educational and Student Services will review the concern and schedule a conference. The building-level administrator, AIG Committee chairperson and the child's

teacher may be invited to the conference along with the parent/guardian. During the conference with the parent/guardian, the Assistant Superintendent may request further information from the child's teacher, the AIG Committee, the parent/guardian, and/or the building-level administrator. Minutes are recorded on the AIG Committee minutes form and signatures obtained from those present.

3. The Assistant Superintendent for Educational and Student Services shall respond to the concern in writing within 10 days of the conference.

* At this point, the Assistant Superintendent for Educational and Student Services may request mediation in order to resolve the concern. This shall be done by an impartial mediator.

STEP IV: Appeal to the Local Board of Education

1. The parent/guardian may appeal the decision of the Assistant Superintendent for Educational and Student Services in writing to the Local Board of Education within 10 days of the decision from the Assistant Superintendent for Educational and Student Services.

Submit appeal to:
Superintendent
Sampson County Schools
P.O. Box 439
Clinton, N.C. 28329

2. The Board will review the concern and schedule a conference. The Board may request further information from the child's teacher, the AIG Committee, the parents, the building-level administrator, and the Assistant Superintendent for Educational and Student Services. During this meeting, minutes will be recorded on the AIG Committee minutes form and signatures obtained of those present. The Board shall make a final decision in writing within 30 days of the receipt of the written complaint.

* In the event that the local grievance procedure fails to resolve the disagreement, then the state level grievance procedure will be implemented.

STEP V: State Level Grievance Procedure

1. Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

a. whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or

b. whether the local plan has been implemented appropriately in regard to the child.

2. Following the hearing, the administrative law judge shall make a decision that contains finding of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Planned Sources of Evidence:

1. Due Process Procedures available via the new Sampson County AIG web site.
2. Due Process procedures in students' native languages.

Other Comments:

Review policies annually to determine if updates are necessary.

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 because Differentiated Education Plans (DEPs) are essential in planning for a student's needs. DEPs are required for all 4-12th grade AIG identified students because all stakeholders in the process (student, AIG specialist, regular classroom teacher, and parent) must be cognizant of the services that will be provided to the student. This document is a work in progress to be revisited as needed. A student's plan will be reviewed and revisited annually with parents for evaluation of progress, accountability, appropriateness of service, and data collection purposes.

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

Description:

The Differentiated Education Plans (DEPs) include possible service options, and will be completed and shared during annual reviews with parents for all identified students. During this conference service delivery options will be explained.

Planned Sources of Evidence:

1. Completed DEPs
2. Documents identifying service options
3. Flow map including the sequential identification process
4. Rosters and agendas from meetings
5. Invitation to Conference form

Other Comments:

Review DEPs annually to determine updates or changes necessary based on current student

population and current research.

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 Focused Practice for 2013-2016.

Rationale:

AIG students require additional support in school, including assignments that fit their learning profile, interest, readiness, and include choice; therefore this is a focused practice. Sampson County Schools PLCs include differentiated instruction as a focus. According to recent survey data students now acknowledge that they have choices on the types of assignments completed in AIG classes.

Goals:

1. Increase differentiated practices during inclusion and resource classes with AIG students
2. Address the abilities, readiness, and interests of high ability learners
3. Provide choices for AIG student assignments
4. Participate in county-wide professional development related to differentiation instruction

Description:

Research-based professional development will be provided to facilitate the use of tiered assignments, choice, compacting, and other differentiation strategies for classroom teachers. On-going support will be provided to assist classroom teachers with strategies for successful implementation of differentiation using Common Core strategies. Classroom teachers will have options to meet the needs of the diverse learners within the AIG environment.

Planned Sources of Evidence:

1. Lesson Plans/Unit plans
2. Differentiated Education Plans
3. Professional Development description and handouts
4. Rosters and agendas from Professional Development

Other Comments:

Model tiered assignments and other differentiation strategies with classroom teachers. AIG specialists will attend Professional Development that will support differentiation within the inclusion setting.

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:

It is essential that gifted students be provided instruction that meets the student's specific needs in the area of identification and is based on his/her current readiness level. Student interests must be taken into account to ensure that academic potential is maximized. This is a focused practice in that our main purpose is to provide Sampson County gifted students equitable opportunities comparable to those of larger LEAs.

Goals:

1. Provide support and resources to teachers of students in grades K-3 who exhibit AIG potential
2. Continue to utilize AIG content-based enrichment units for students in grades 4-5. In middle grades, continue subject acceleration in math and science, and continue to enhance and extend the language arts curriculum. In grades 9-12, liaisons will continue to monitor student course selections to ensure that students are taking appropriately challenging classes. High school AIG students will participate in focus groups on topics related to the gifted learner
3. Assist classroom teachers in the design and utilization of rigorous and relevant instruction that challenges and motivates gifted learners. Provide opportunities for AIG students to communicate and collaborate with their peers
4. Ensure that AIG students are placed in regular classrooms with highly qualified teachers who are trained in differentiated instruction

Description: As a means of incorporating a variety of effective instructional practices, professional development will be provided on strategies for differentiated instruction, assessing learning styles, and technology utilization for all teachers. An on-going support system will be created to assist with the implementation of differentiated instruction. Teachers will continue to utilize flexible grouping as a means to meet specific needs of learners. Data from AIG students will be collected, analyzed, and utilized to determine student strengths and needs (data would include EOG, EOC, benchmark, discipline data, attendance records, EVAAS, NC Wise, etc.). A learning style assessment and/or interest inventory will be conducted to determine student's style of learning and/or interest. Assistance will be provided to teachers in grades K-3 so that gifted potential is identified, nurtured, and developed. We will continue to extend AP programs, online classes, community college classes, and

virtual college prep classes. Implement focused interest groups, career development, differentiated lessons, and opportunities to complete project work for high school AIG students.

Planned Sources of Evidence: 1. Lesson and unit plans

2. PLCs

3. Academic Coaches PD training

4. Survey Results

Other Comments:

Develop documents to allow classroom teachers to request assistance in nurturing potential of possible "non-identified" gifted learners. Research service options for the gifted learner.

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale:

Sampson County Schools will continue to increase the rigor and relevancy of curriculum and instruction to ensure that our gifted students are adequately equipped with 21st century skills that enable them to compete in a global society, therefore this is a focused.

Goals:

1. Develop curriculum that is rigorous and more challenging

2. Provide opportunities that foster creativity, develop higher order thinking skills, and promote individuality through student-directed goal setting

3. Explore a variety of research based curriculum models

Description:

A variety of resources will be utilized to strengthen the curriculum. Technology will be infused into classroom and AIG units of study. Grade specific units will focus on math/science and language arts/social studies that relate to real-world situations. Independent units of study based on student interest, readiness, and choice, will be developed and monitored through contracts. A special effort will be made to increase academic opportunities for AIG students by implementing and extending enrichment activities.

Planned Sources of Evidence:

1. Curriculum units and lesson plans
2. Data regarding program participation
3. Parent/Student input and survey

Other Comments:

Identify and research current best practices in the area of gifted education and provide professional development to share and provide support in implementing these practices.

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:

It is imperative to prepare Sampson County students to be globally competitive users, consumers, and creators of knowledge. This is a focused practice because SCS must meet Federal mandates for all students. We feel that our gifted students must be provided opportunities commensurate to their academic learning potential.

Goals:

1. Develop goals for learning within the Common Core framework that allow students the opportunity to develop 21st century skills in both inclusion and resource settings
2. Utilize new Bloom's taxonomy and current best practices when planning units of study to encourage and support higher levels of critical thinking and problem solving

Description:

Teachers will focus on 21st century content and skills in order to effectively make real world connections. In order to develop leadership skills in students, classroom teachers and AIG specialists will design lessons that allow for increased high level communication and collaboration among students. Utilize technologies in acquisition and presentation of knowledge.

Planned Sources of Evidence:

1. Lesson Plans
2. Observations
3. Grade level planning notes
4. Projects
5. Portfolios
6. Student presentations

Other Comments:

Continue to use available funding for new technologies to ensure that students are equipped with the most up-to-date tools for learning.

Employ consultants to provide professional development on technology and 21st century skills.

Review survey data and investigate possibilities for new course options such as science, robotics, technologies, and foreign languages.

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

On-going assessment helps a teacher identify what a student currently understands and how to proceed with subsequent teaching and learning. As part of our current plan, AIG specialists and classroom teachers work together to identify what a student currently understands and how to proceed with subsequent instruction. Benchmark, EVAAS, student report cards, and EOG data are used to determine individual student growth and/or need. This process has been effective; therefore this is a maintained practice.

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

Description:

On-going formative assessments will assist in differentiating instruction. Benchmark results, ClassScape, Successmaker, Perennial Math, and Read Theory will be utilized to guide instruction for gifted students. Advanced courses at the middle and high school will be available for the AIG students. Quarterly progress will be communicated to parents.

Planned Sources of Evidence:

1. EOG/EOC and Benchmark testing

2. AIG progress reports and student report cards
3. Student DEPs
4. EVAAS data

Other Comments:

Continued common planning times with classroom teachers.
Conferences with students related to assessment results, as needed.

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:

Supporting the social and emotional needs of AIG students is important because gifted children differ in terms of their emotional and moral intensity, sensitivity to expectations and feelings, perfectionism, and deep concerns about societal problems. (Winner, 1996). Supporting the special needs of gifted learners requires a team effort including: the guidance counselor, AIG specialists, and other staff based on the identified need of the specific learner; as a result this is a focused practice.

Goals:

1. Make curricular decisions and identify instructional practices that meet the specific needs of the gifted learner.
2. Provide necessary support/counseling to ensure the social and emotional needs of gifted learners are being met.

Description:

Collaboration between the AIG specialists, classroom teacher, and the guidance counselor will be in place to strengthen the instructional practices that support the social and emotional needs of all AIG students. The high school AIG liaisons will work with guidance counselors to increase the frequency of seminar focus groups targeting special needs of the AIG students. Topics of discussion may include, perfectionism, underachievement, stress related to college decision making. Collaborate with the school counselors to determine areas of concern/topics of discussion based on the needs of the current student population at all levels.

Planned Sources of Evidence:

1. Lesson Plans

2. Counselor notes
3. Teacher contacts

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale:

Students enter Kindergarten on a variety of levels depending on prior experiences. The lack of these experiences tends to mask true giftedness in young children. As a result it is essential that we provide opportunities to nurture this undeveloped potential in grades K-3. These opportunities allow underrepresented populations the chance to develop their previously unrecognized gifts and talents. As a result of the needs of our young learners, we consider this to be a focused practice

Goals:

1. Provide opportunities for K-3 students to build upon their prior knowledge and develop their individual strengths.
2. Encourage interactions with a variety of professionals to foster creativity and academic potential.
3. Continue to provide professional development in differentiation strategies for K-3 faculty and staff.
4. Encourage schools to utilize targeted grouping in K-3.

Description:

Tiered assignments, independent contracts, critical thinking activities, and other differentiation strategies will be used to develop the potential of the K-3 learners. Grade and/or subject acceleration will be utilized as appropriate. Administrators and teachers will be provided with research on the need and benefits of cluster targeted grouping. A variety of assessment tools to assess student learning will be recommended. Professional development on differentiated tiered assignments will be continued annually.

Planned Sources of Evidence:

1. Lesson plans
2. Student projects
3. PLCs
4. Rtl liaisons

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:

This is a focused practice because Sampson County needs to improve collaboration among all personnel to develop and implement differentiated curriculum and instruction. Survey results indicated that teachers feel comfortable teaching gifted students and try to challenge all students, yet are frequently unfamiliar with the needs of gifted students. Therefore, Sampson County Schools will continue professional development for their AIG specialists, academic coaches, BEP teachers, and regular classroom teachers.

Goals:

1. AIG teachers will meet with teachers of identified students each school year to review and share the DEPs.
2. Increase collaboration among staff to ensure focused instruction. The addition of two new staff members makes this process more feasible.
3. AIG specialists will meet monthly for in-house professional development.
4. AIG specialists will attend conferences and seminars related to current best practices based on the availability funding.

Description:

All personnel involved with the AIG student will collaborate to provide the most appropriate curriculum and instruction for each student. AIG specialists and exceptional children's personnel will meet as needed to discuss differentiation of curriculum strategies as applicable to the AIG student.

Planned Sources of Evidence:

1. DEPs
2. PLC minutes
3. Agendas
4. SeaSystem evaluations

Other Comments:

Increase communication between the classroom teacher and AIG specialist to monitor student progress and determine specific needs.

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:

Children should be served in the area in which they are identified. Sampson County Schools wants to provide a match between the student's identified strengths and service delivery. With the addition of two new AIG specialists, students are now being served in their particular area(s) of identification; as a result this will continue to be a focused practice.

Goals:

1. Ensure students are being served in their area(s) of identification.
2. Review DEP with student, parent, classroom teachers, and guidance counselors to ensure proper implementation of identified service delivery.

Description:

AIG specialists will ensure students are served in their area(s) of identification. During collaboration, scenarios will be shared to group students that allow for smooth transitions during inclusion lessons. Co-teaching and flexible grouping can assist in determining student differentiated curriculum needs. Employing additional personnel will decrease the ratio of students to specialists. Specific times for collaboration with personnel who teach AIG students must be a part of the schedule.

Planned Sources of Evidence:

1. AIG students' DEPs
2. Lesson plans
3. AIG communication, emails, web sites
4. Schedules and meeting agendas

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

An AIG coordinator, under the guidance of Sampson County Schools AIG director, works closely with the specialists in all phases of the AIG program. Sampson County Schools currently has seven AIG specialists who are highly-qualified or are currently adding licensure in the area of gifted education. Careful consideration was given in determining placement of these seven specialists, based on their areas of expertise. As a result 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 attend all meetings for school collaborative needs, such as professional learning communities, staff meetings, parent teacher conferences, and accountability conferences. AIG specialists will collaborate with regular classroom teachers of AIG students to identify resources and strategies that will best meet the academic needs of SCS gifted learners, and plan activities/lessons that incorporate 21st century learning skills. AIG teachers collect any documentation that provides direction or guidance in all phases related to the plan and its successful implementation.

Planned Sources of Evidence:

1. Survey results
2. Minutes and agendas from PLCs and AIG team meetings
3. AIG specialists' schedules
4. Documentation from extra course work or conferences attended.
5. AIG Personnel tracking chart that includes qualifications and areas of expertise

Other Comments:

Seek professional development opportunities, beyond those offered in North Carolina (i.e. Confratute, Duke TIPS for Educators, Summer Institutes for Educators)

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:

Gifted students can face social and emotional adjustment including: (1) anxiety caused by advanced knowledge or understanding; (2) heightened sensitivity to feelings of others; (3) perfectionist tendencies; and (4) feelings of being alone, isolated, and different. Teachers and parents need to know the type of support they can provide. This is a focused practice because SCS needs more time to develop the partnership between AIG specialists and school counselors and time to research giftedness in terms of intellectual ability. Survey information collected from the Administrator Surveys indicated that a strength of the AIG program is that teachers that sincerely care about the gifted learner.

Goals:

1. Research the intellectual learner so we may better assess students in terms of intellectual giftedness
2. Adapt the plan to accommodate unique learners
3. Continue to provide resources for regular education teachers and counselors on characteristics of the intellectually gifted to ensure that these student's needs are met.

Description:

AIG specialists will schedule meetings with the counselors in order to determine resources related to the social and emotional needs of the gifted learner. Share these resources with all classroom teachers .Begin the development of a research-based plan that involves the counselor, classroom teachers, and the AIG specialist that will incorporate possible strategies to accommodate the intellectual learner.

Planned Sources of Evidence:

1. Research materials
- 2 Resources from counselors
3. Agendas

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:

In an effort to ensure that all SCS gifted learners are provided equal opportunities across the county, it is essential that AIG specialists and regular classroom teachers be provided equitable and relevant professional development. It is also crucial that all teachers of AIG students obtain specific professional development based on the assessed needs of their student population. It is necessary that we continue to focus on this practice.

Goals:

1. Establish relationships among stakeholders regarding professional development to ensure that AIG teachers are included in professional development opportunities offered at the school, county, and state level.
2. All classroom teachers of AIG students should be aware of the characteristics of the gifted learner. Professional development will be provided to new teachers at the beginning of the school year to educate these new teachers about the characteristics of AIG students. Further staff development is conducted for veteran teachers to revisit previous training and to update teachers on current best practices for gifted learners.

Description:

The AIG Director plans professional development with all stakeholders in mind. The Director also encourages AIG teachers to seek and attend professional development offered outside of the LEA. Professional development is provided at the county level to assist AIG specialists in obtaining renewal credit. Countywide training is offered to all teachers at the beginning of each school year related to characteristics of gifted learners.

Planned Sources of Evidence:

1. Lesson plans that reflect professional development in practice
2. Budget indicating professional development expenditures/offerings
3. Professional development attendance rosters

Other Comments:

Seek funding to provide opportunities for staff development on state and national levels for all

teachers of gifted learners and encourage teachers to seek add-on licensure in gifted education.

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:

Currently there very few regular education teachers who have licensure in the area of gifted education. The administration has offered funding for supporting any teacher who wishes to do so, however, teachers are not taking advantage of this opportunity. As a result, we are choosing to continue to focus on this practice. Consideration is being given to providing additional training to teachers who possess the skills and motivation necessary to teach AIG students.

Goals:

1. Support teachers in the pursuit of add-on AIG licensure at East Carolina University or other universities so each grade level eventually has AIG licensed teachers, as funds are available.
2. Provide further staff development on differentiation strategies and other topics related to the instruction of gifted learners

Description:

Principals will be given the research that speaks to the importance of placing gifted learners in classrooms of teachers who possess necessary skills and are willing to seek further training in the area of gifted education, whether at the county level or through universities.

Planned Sources of Evidence:

1. NCWise data
2. Survey data
3. Teacher credentials

Other Comments:

Offer additional staff development for teachers who wish to teach gifted learners and examine the possibility of a countywide basic certification for these teachers.

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale:

A clear direction is important for the AIG program. This is a focused practice because proper alignment of goals, district initiatives, and professional development must occur in order to benefit the teachers and students. Survey data indicated that teachers were most interested in professional development related to differentiation strategies and implementing technology as related to AIG.

Goals:

1. Professional development should be selected on the needs of the student population and supported by the current AIG program goals.
2. Any countywide initiatives involving professional development should be planned with an added focus on all learners including AIG students.

Description:

Professional development meets the needs of all teachers including teachers of AIG students. Professional development will be selected according to program goals and current needs of student population.

Planned Sources of Evidence:

1. Professional development credits
2. Professional development agendas and rosters

Other Comments:

Review the district professional development plan to ensure there is alignment between the AIG program goals and district initiatives.
Seek additional professional development in areas of identified need to ensure that teachers are trained in current best practices related to gifted education.

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale:

To guarantee uniformity and implementation of best practices across the 18 schools in the county, it is vital that teachers' professional development opportunities are carefully planned to align with state standards, including 21st century and content-related skills. This is a focused practice as Sampson County students need to be globally competitive and prepared for life in the 21st century.

Goals:

1. Ensure the success of gifted learners in today's society and prepare them for the future
2. Provide professional development activities with the goal of student preparedness and success in mind

Description:

Students will be active participants in problem-based and project-based learning, independent projects, and accelerated content while utilizing a variety of technology tools. Teachers will be provided with county and state level training in the area of 21st century skills.

Planned Sources of Evidence:

1. Agendas/Rosters from professional development
2. Lesson Plans
3. Student projects

Other Comments:

Review the district professional development plan to ensure there is alignment among the AIG program goals, district initiatives, state/national standards, and 21st century skills and content.

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 because Sampson County Schools ensures that AIG specialists and other teachers are aware of the latest research and developments related to AIG identification and available service delivery options. All teachers are allowed to choose professional development that best meets their individual needs based on current teaching assignments or student population. Recent survey data from teachers and administrators indicated that AIG specialists are very helpful in providing assistance in designing appropriately challenging lessons for gifted learners.

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

Description:

AIG specialists and regular education teachers will provide input in professional development offered in the area of gifted education and will attend professional development together. AIG and regular education teachers will plan during or after the school day and in PLCs in order to adapt/improve instruction for gifted learners. AIG specialists will share effective instructional strategies during planning sessions, staff meetings, PLCs, and through email.

Planned Sources of Evidence:

1. Emails
2. Agendas/Rosters from common planning and staff meetings
- 3, Grade-specific units (AIG teachers for grades 4 and 5)
4. Teacher web sites
5. Differentiated lessons/lesson plans

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:

Gifted learners in Sampson County Schools, regardless of grade level or instructional setting, must be provided services that meet their specific needs. It is essential that our program addresses specific needs of these unique learners, whether they be academic, intellectual, or social and emotional. As a result, this is a focused practice.

Goals:

1. To provide a more fair and consistent model of differentiation county wide.
2. To more adequately and effectively address the needs of the gifted learner based on available resources.
3. Continue to explore opportunities available to gifted students including summer ventures and regional and state competitions in all academic areas
4. Explore community and business partnerships that would assist us in meeting the needs of gifted learners

Description:

Students in grades K-3 who show potential for giftedness are nurtured in the classroom setting by the regular education teacher. Materials and instructional strategies are provided by the AIG specialists and applicable support personnel upon request. AIG students in grades 4-5 receive services from AIG specialists in both an inclusive and resource setting. During inclusion, the regular classroom teacher consults and plans with the AIG Specialist to design appropriately differentiated curriculum for the group. During resource, the AIG specialist provides opportunities to enhance and accelerate the curriculum such as computer-based instruction, individualized projects, learning contracts, curriculum compacting, and learning centers.

Middle school students are provided accelerated math instruction in grades 6 and 7 so that they are able to take Integrated Math I in 8th grade. Science instruction is accelerated so that students may take Environmental Science in 7th grade. The language arts curriculum is enhanced and extended to allow for richer learning opportunities. Students also participate in special programs such as Math Competitions, Battle of the Books, Duke TIP, FBLA, STEM club and Junior Beta Club. Participation in these programs and/or clubs provides students with a wide array of academic and social

experiences.

High school students participate in On-line courses, Honors Courses, AP Courses, Dual Enrollment Classes, Clubs, college visitations, and focused seminars.

Planned Sources of Evidence:

1. DEPs
2. Club membership
3. NCWISE data
4. AIG PLC agendas/minutes/rosters
5. Parent, teacher, student and stakeholder communication via emails, newsletters, web pages and progress updates

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 Focused Practice for 2013-2016.

Rationale:

This is a focused practice because Sampson County Schools is committed to meeting the needs of our gifted learners. AIG students receive services in their area(s) of identification, ranging from inclusion and resource to content acceleration. Services are determined based on individual student needs and available resources.

Goals:

1. To maximize the potential of the gifted learner by identifying strengths and determining appropriate services, both in the regular classroom and in the AIG setting.
2. To utilize current delivery options and to research future service delivery options based on student population, available resources, and current best practices in the area of gifted education.
3. Review and update the LEA resources and goals to ensure a match in alignment.
4. Create a listing of services available at each level, K-3, 4-8 and 9-12.

Description: Identify appropriate service delivery models for elementary, middle, and high school AIG students. Create an implementation plan for each level. Provide necessary training prior to

implementation. Research additional service delivery options if necessary.

Planned Sources of Evidence:

1. DEP
2. Staff Development schedule
3. SCS AIG plan(available on website)
4. Student projects
5. Lesson plans

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 Focused Practice for 2013-2016.

Rationale:

Sampson County Schools provides all students with fundamental instruction based on the SCS/Common Core standards. Our gifted learners must be given opportunities that allow them to go beyond the regular classroom curriculum. For these students, it is vital that we enhance, extend or accelerate, and enrich the curriculum. As a result this is a focused practice.

Goals:

- 1.To deliver AIG programs and services that enhance, extend or accelerate, and enrich the total instructional program of Sampson County Schools.
- 2.To maximize the potential of our gifted learners by providing them with opportunities to go above and beyond the regular education curriculum.
- 3.Establish checks and balances to ensure that required content is being taught and is being enhanced and extended (i.e. teach the child and not the curriculum)

Description:

In grades 4 and 5, content is enhanced and extended during inclusion. Enrichment opportunities are provided during resource. In grades 6 – 8, multiple opportunities exist that integrate and supplement the grade level content. Content is accelerated in the area of math so that students may take Integrated Math I in grade 8. Science is accelerated so that students may take Environmental

Science in grade 7. Language Arts instruction is extended and enhanced so that students have opportunities to go beyond the traditional curriculum. In high school, students are offered honors classes, online courses and dual enrollment through the community college.

Planned Sources of Evidence:

1. Updated Service delivery options for K-3rd grades, 4th-5th grades, 6th -8th grades and 9th-12th grades.
2. Samples of Differentiated Instructional Plans (DEPs)
3. PLC documentation
4. Yearly Student Data and Information
5. Subject/Grade acceleration and leveled classes information
6. Online classes, Honors/AP class enrollment
7. Special competition documentation, (Math competition, Battle of the Books, Clubs)

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 communication among stakeholders is vital to an efficient, well-organized and effective program.

Goals:

1. Develop a power point presentation related to characteristics of gifted students to share with identified school personnel.
2. Share and disseminate delivery of services, regulations and the AIG plan identified school personnel.
3. Make AIG plan and related documents available on Sampson County Schools website.

Description:

Training will be provided during staff meetings and PLCs regarding all facets of the AIG program and plan. Links to the county AIG web page will be shared so that teachers and other school personnel may access the board approved plan. Program updates or addenda will be shared through emails,

announcements or school agendas.

Planned Sources of Evidence:

1. Powerpoint presentation of characteristics of gifted students
2. Examples of newsletters
3. Agendas: teachers' meetings, PLCs and AIG departmental meetings
4. Sampson County Schools website (www.sampson.k12.nc.us)
5. AIG plan

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:

Vertical alignment (conversation among teachers in K-12) is necessary for effective transitions from one grade level to the next for all students. The same is true for the services provided to the academically gifted student. It is imperative that these students' needs are met and that there are no gaps in content and no lapses in their designated services as outlined in their DEP. These services also need to be monitored to ensure any modifications in service delivery are identified and appropriately adjusted.

Goals:

1. To review and evaluate current practices related to transitions from the elementary to the middle school or middle to high school for AIG students
2. To define the process for transitions to students and parents via student orientation nights and parent conferences at the middle and high school level.
3. To provide teachers time to dialogue between transition levels.
4. To hold subject area vertical alignment meetings across all grade levels
5. To assure that documentation is uniform and consistent district wide.

Description:

AIG specialists will compile a list of AIG students transitioning from elementary to middle school, and middle to high school to ensure that students are placed in areas of needed services, including honors and AP placement. Student records need to be shared with the AIG specialists at the next grade level. Scheduled DEP meetings/annual reviews will be conducted with regular education teachers, parents and students at the beginning of the school year.

Planned Sources of Evidence:

1. Student DEPs
2. Program updates/changes from elementary to middle and middle to high school
3. Schedule of transition meetings/forums
4. Notes/Agendas from meetings

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:

This is a focused practice because all stakeholders are a part of the educational process, and they must have access to information pertaining to the AIG program. All students, including AIG students are contributing members of their community. Survey data indicated that collaboration existed among most classroom teachers, academic coaches, administrators, and parents; however, it was noted that more collaboration is needed with exceptional children's teachers and the teachers of English Language Learners (ELL).

Goals:

1. Provide services across all grade levels.
2. Increase collaboration among stakeholders so that there is a continuity of services.
3. Coordinate classroom instruction with AIG teacher and classroom teacher.
4. Conduct system-wide quarterly meetings for the purpose of disseminating information..
5. Increase parent communication concerning the AIG Program.
6. Provide professional development on differentiated instruction.
7. Attend Professional Learning Communities (PLC) monthly meetings and teachers' meetings within

the school.

8. Provide scheduled times for collaboration between the AIG specialist and other teachers.

Description:

AIG specialists, regular classroom teachers, exceptional children teachers and the teachers of English language learners will collaborate and plan together to provide academic enrichment and opportunities for growth for the gifted learner. Professional development for all teachers will include components of differentiation in order to meet the academic needs of all learners. Communication with all stakeholders will be scheduled to discuss program services. Information relevant to the AIG program will be disseminated at Advisory Board meetings.

Planned Sources of Evidence:

1. Advisory Board agendas
2. Newsletters
3. Planning schedules
4. Web site
5. Professional Development schedules

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:

Gifted students can face social and emotional adjustment, including: (1) anxiety caused by advanced knowledge or understanding; (2) heightened sensitivity to feelings of others; (3) perfectionist tendencies; and (4) feelings of being alone, isolated, and different. This is a focused practice because teachers and parents need to be aware of the types of support they can provide.

Goals:

1. Increase an awareness among all stakeholders of the social and emotional needs of the gifted

learner in order to ensure collaboration so these needs may be addressed.

2. Provide staff development to address social and emotional needs of AIG population.

3. Have resources available to help parents/students understand their unique social and emotional need of AIG students. Lesson plans need to be developed to address social and emotional needs.

Description:

Meetings will be held with parents and stakeholders in which information, resources and/or materials are shared to assist with meeting the social and emotional needs of the gifted and high ability students. Research related to social and emotional needs of the gifted will be shared.

Planned Sources of Evidence:

1. Sampson County Schools AIG web site
2. Handouts, power points, agendas, sign-in sheets from the meetings
3. Research information

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:

This is a focused practice because educational acceleration is one of the cornerstones of exemplary gifted education practices, with more research supporting this intervention than any other in the literature on gifted individuals. The practice of educational acceleration has long been used to match high level student general ability and specific talent with optimal learning opportunities. (Reference: www.nagc.org). Sampson County School students will have opportunities for acceleration.

Goals:

1. Share with stakeholders the research supported intervention process for accelerative instruction and placement options for gifted learners.
2. Develop and implement accelerated curriculum units each semester for AIG students.
3. Provide professional development on accelerative instruction for teachers related to subject/grade acceleration.
4. Provide opportunities for accelerated/college courses for AIG middle and high school students.

5. Share research and information with teachers related to subject/grade acceleration.

Description:

Communicate information with regard to accelerative instruction options with stakeholders at advisory meetings, teachers' meetings, PLCs and forums. Provide time for AIG teachers to develop curriculum units appropriate for gifted learners. Enroll middle and high school AIG students in online college level courses, or courses at local colleges.

Planned Sources of Evidence:

1. Documentation of time for planning and curriculum units
2. Curriculum units
3. Professional Development sessions
4. Documentation of successful completion of college courses (certificates and transcripts)

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:

Sampson County Schools' AIG program understands the importance of providing services for all populations, including the under-represented. The NNAT2 non-verbal assessment is one assessment utilized to screen various populations throughout the system. Self-assessment data indicated that this assessment has helped us identify students who were otherwise missed; consequently, this is a focused practice.

Goals:

1. Provide information for stakeholder to ensure a clear understanding of the unique characteristics of the underrepresented gifted learner.
2. Utilize various sources to more effectively identify the non-traditional student.
3. Develop opportunities for professional development session to educate and inform teachers in order to ensure that intentional services are provided.

Description:

Information will be available through various sources to all stakeholders to cultivate an understanding of the under-represented gifted learner. The NNAT2 will be given to all 3rd graders across the county and any other students when needed. Alternative assessments such as the CoGAT, ITBS will be

utilized as needed. Since the intellectually gifted learner is often overlooked these strategies will allow for providing services for both the intellectually and academically gifted student.

Planned Sources of Evidence:

1. Assessment data
2. Percentage of increase in under-represented populations
3. PLCs
4. AIG web site

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:

Survey information collected addressed that field trips should be offered to all students and the teachers should align the standards of the field trip with the standards of the curriculum. Administrators responded that the trips should be related to educational goals and objectives and require students to reflect on what they learned via project based learning. If field trips occur, the teachers should provide an outline of standards covered during each trip. The students should be introduced to the topic, work on an in-depth study of the topic, attend the field trip, and then work on a culminating project to tie up everything they learned on their field trip.

Goals:

1. Utilize interest inventories to determine events of interest that will enhance AIG student needs.
2. Incorporate virtual field trips related to AIG student interest.
3. Provide scheduled university field trips that involve interaction in college classrooms to stimulate interest in future career choices.
4. Ensure the field trips are aligned with the educational goals and require a reflection component.

Description:

Extra-curricular programs and events that are aligned to curriculum and enrich the student's

8/8/2013

academic strengths will be made available for all students with the appropriate approval. These programs will be an extension or culminating project for a unit of study, or an opportunity to broaden the student's understanding and interest.

Planned Sources of Evidence:

1. Interest inventories
2. Collection of websites for virtual field trips
3. Documentation of scheduled field trips
4. Program outline of activities during university field trips

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:

Gifted students require something different from the regular curriculum, followed by hard-work and commitment from community and district personnel, therefore this is a focused practice. These are the most critical components in designing and implementing successful gifted education programs and services. Survey data from parents indicated that they receive annual information about their child's progress. Parents also shared that they are pleased with the level of instructional time, but more time with the AIG specialist would be better. They requested more time for exploration, experimentation, complete hands-on projects, as well as technology-based projects. Students also indicated that they "love being in AIG".

Goals:

1. Continue to strengthen the partnership among students, teachers, administrators, parents, and community members.
2. Involve the Advisory Board which is comprised of members in the school setting and the local community in the planning, implementation and support of the program.
3. Ensure that all stakeholders have a clear understanding of the characteristics of the gifted learner and available options and opportunities for growth.

Description:

The AIG district team will provide opportunities for open communication among stakeholders. An Advisory Board is in place to determine the effectiveness of the program and articulate positive attributes as well as areas of concern related to the program implementation. Parents and community will be informed about the educational advantages of the program through newsletters, conferences, annual review meetings and Board of Education updates. The AIG plan will be accessible on the Sampson County School web site (www.sampson.k12.nc.us).

Planned Sources of Evidence:

1. SCS web site
2. Advisory Board minutes
3. Samples of newsletters, brochure

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 because it is vital to share with parents/guardians information related to the AIG programs/policies in order to strengthen support. The AIG Advisory Board serves as the vehicle to transport information related to AIG to all stakeholders. Survey data shows that parents believe the AIG specialists to be accessible and that they have a good understanding of the AIG services.

Goals:

1. Collaborate with all stakeholders to inform, review, and improve the AIG program, plan, and policies.
2. Increase community and parent awareness of AIG program through newsletters, news media, website information, etc.
3. Provide information about each level (K-3, 4-8, 9-12) of services to parents/families.

Description:

Information sessions at open house or on separate nights are provided to articulate screening processes and program goals. District level events to inform stakeholder and showcase AIG will be continued and broadened. AIG highlights will be shared on the SCS Spotlight (county newsletter). Updates to this brochure will be completed as needed. Implementing the use of AIG cords for seniors at graduation has brought increased attention to and interest in our program from the students, parents, and community members.

Planned Sources of Evidence:

1. Representative stakeholders
2. Web site
3. Brochure

4. AIG graduation cords

5. Meeting rosters/agendas, AIG articles in the SCS Spotlight newsletter, etc.

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

An Advisory Board representing the diversity of the community assists with the implementation and monitoring of the plan. This must be in place to ensure that all populations have the opportunity for input and all AIG students have appropriate services.

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

Description:

Sampson County School District has an AIG Advisory Board which consists of representatives from each of the 4 school districts as well as parents, community, and businesses, who represent the diversity of the district as a whole.

This diverse board can provide input that will help to improve the quality of the program, based on the needs of our diverse student population. With their knowledge of students within their own communities, they can provide insight into what these students actually need to maximize their academic potential. One such example involves securing technology resources and utilizing these tools to meet the student needs in the AIG classroom.

Planned Sources of Evidence: 1. Advisory Board members

2. AIG Advisory Board minutes

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:

Sampson County School District stakeholders have access to AIG information in their native language so parents and community members will be informed, therefore this is a maintained practice. We realize the importance of informing parents and community member about the AIG plan and updated documents in their native language. ELL teachers and parent surveys indicate that the Spanish speaking parents are pleased with the opportunity to have these forms available.

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

Description:

AIG documents are available and will be disseminated in the native language of all students. Correspondence will be shared in both English and Spanish. ELL teachers/ interpreter will be a part of conferences or meetings with Spanish speaking parents. The AIG plan, forms, and updates will be available on the web site.

Planned Sources of Evidence:

1. AIG documents in English and Spanish
2. Meeting agendas
3. Web site

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:

Gifted students require rigor and relevance in the regular curriculum, followed by hard-work and commitment from community and district personnel. These are the most critical components in designing and implementing successful gifted education programs and services. Forming partnerships with all stakeholder is the key to gain support to enhance the AIG program and services. During the last three years, we gained much support and developed a strong relationship with the parents: however, we need to strengthen our partnership with our local businesses and institutions of higher education. Consequently this is a focused practice.

Goals:

1. Continue to strengthen the partnership with parents and families

2.Developed a plan to provide strategies for increased support for the AIG program and services from local businesses and institutions of higher learning.

3.Share with the AIG Advisory Board information related to program services so they can better support the program.

Description:

During monthly AIG specialist meetings strategies will be discussed to increased local business and community liaisons for the AIG program. This will facilitate increased opportunities for the gifted learners. Contacts will then be made to solicit their input and support.

Planned Sources of Evidence:

1. Survey results from stakeholders
- 2.Advisory Board agenda and minutes
3. AIG specialist meeting agendas

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:

Sampson County School District has worked diligently during 2010-2013 to develop and implement an AIG plan that is aligned with State policy. The plan was approved by the local and state boards. The AIG plan has been updated to ensure that gifted students are receiving appropriate program services. The plan will be presented for review to the local board of education at the May meeting. Because we have been consistently monitoring and updating the plan, this will be a maintained practice.

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

Description:

The AIG Advisory Board and the AIG specialists will continue to monitor the plan, program, and process. A program outline and evaluation form is available with a monthly time line and tasks for completion. Sampson County School Board will continue to be provided with updates relate to the progress of the program from the AIG Director. SBE/DPI review comments will continue to be a source of documentation for further plan improvements. Plan updates will be posted on the web site for review.

Planned Sources of Evidence:

1. AIG specialists' monthly meeting minutes
2. SCS Board agenda and minutes.
3. Program Outline and Evaluation form
4. AIG Plan revisions based on DPI's recommendations received in fall 2010

5. AIG Student test data

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:

For success of any program it is necessary to have in place a constant monitoring system to ensure fidelity of the implementation. Over the last 3 years our plan has been monitored by the central office, the AIG Advisory Board and all stakeholders through the survey process; therefore this is a maintained practice. We will continue this process by reviewing data from all stakeholders, and completing an annual review to present to the Board of Education.

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

Description:

The advisory committee and AIG Director will monitor the implementation of the AIG plan. The AIG Director and principals will monitor plan implementation through evaluation/observation of AIG teachers and through contacts including emails, newsletters, and meeting agendas. Additionally, the AIG teachers will participate in monthly AIG team meetings with directives from the AIG Director. Each meeting will have a focused task, with the purpose of monitoring and assessing specific aspects of the current plan. Any assessed needs or concerns will be addressed in an effort to ensure that the needs of our gifted learners are being met. Updates will be provided for the school board and Advisory Board regarding the plan.

Planned Sources of Evidence:

1. Calendar for AIG meetings
2. Minutes from meetings
3. Updates given to the Board from the AIG Director

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 because the district has a check and balance system for the AIG program according to state policy.

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

Description:

The AIG Director, and county finance office will work together annually to review the AIG budget and to ensure that it is spent in compliance with the state regulations. With input from the AIG Director, AIG specialists, and principals the budget over and above salaries will be spent on items determined to provide the most beneficial impact to the success of the program. Upgrading technology resources is one need currently being considered.

Planned Sources of Evidence:

1. Purchase orders
2. E-procurement data
2. AIG spending and operational budget

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale:

The needs of our gifted learners vary greatly. These needs include academic, social/emotional, or financial, often all of which are impacted by the students' "home life". In order to assist these students as they grow into contributing citizens, it is important that we monitor their academic growth as a means of identifying potential problems which may result in a student choosing to drop out of school. Drop-out data is an essential tool in this process as it provides us with the information we need to prevent this from happening. This is a focused practice as we believe this data is essential for our system to be proactive, rather than reactive, in an effort to prevent drop-outs.

Goals:

1. Develop a plan for analyzing and sharing data with various stakeholders to determine areas of strength and opportunity.
2. Evaluate the reasons for possible AIG drop-outs.
3. Analyze end of year data to determine the reasons for possible drops in EO/EOCG scores.

Description:

The Sampson County School District will utilize a system to effectively maintain and share student performance and drop-out data for the AIG students. This information will be utilized in an effort to maximize student growth and to prevent student drop-outs. The information gathered will be shared with appropriate stakeholders in an effort to improve instructional strategies and to determine appropriate placement or service delivery options for students.

Planned Sources of Evidence:

1. Disaggregated data
2. Drop out information
3. Intervention strategies and documentation

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:

Underrepresented populations often go undetected in regular classrooms because their disability and gifts mask each other, making them appear "average" (Olenchak & Reis, 2002). Advanced learners are found in all cultures, ethnic backgrounds, and socioeconomic groups. This is a focused practice because Sampson County Schools needs to concentrate on developing a system to monitor the representation and retention of under-represented students in the AIG program. These students including: culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, intellectually gifted and twice-exceptional.

Goals:

1. Develop a system of collecting and reviewing the number of students from under-represented populations that are identified as Academically or Intellectually Gifted.
2. Collect and disaggregate data to gain statistics on economic, ELL, ethnic and twice-exceptional populations.
3. Continue to explore strategies to monitor the representation of the under-represented populations.

Description:

Once a system for the collection and review of the data is in place for these students, the data will be disaggregated and analyzed. A plan for monitoring the representation and retention of the

underrepresented populations will be put into place.

Planned Sources of Evidence:

1. AIG headcount data
2. plan of action
3. AIG student folders

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale:

This is a focused practice because Sampson County Schools is committed to providing our gifted students the opportunity to receive services from teachers who are equipped with the necessary tools to maximize the learning potential for each and every student. In an effort to increase the number of AIG certified teachers, SCS provides financial assistance for coursework taken for the purpose of AIG licensure. A data base is also maintained for teachers who currently hold AIG licensure, including those who serve as AIG specialists. These AIG specialists are provided opportunities for continued growth based on the needs of the teaching assignment or on county-initiated area of focus.

Goals:

1. AIG teachers will continue to receive at least one CEU per year specific to AIG services.
2. Provide opportunities for classroom teachers to obtain professional development in order to serve AIG students in the regular classroom.
3. Provide all personnel serving AIG students with professional development in differentiated instruction.

Description:

Professional development specifically related to the AIG program will be offered to all personnel working with AIG students. Since the SCS Superintendent has agreed to provide financial assistance to teachers wishing to become AIG certified, we will encourage lead teachers to take advantage of this opportunity. Present AIG specialists have AIG licensure which is kept on file at the Central Office in the Personnel Department at the Central Office.

Planned Sources of Evidence:

1. Professional development calendar and records

2. Licensure reports

3. Credential chart

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:

Collaboration with a variety of stakeholders is vital for improvement of the AIG program. It allows opportunities for review of all areas of the program, recommendations for improvement and input to meet the needs of all AIG students.

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

Description:

The AIG Director and the AIG specialists will select a group of representatives from the schools, community, parents, teachers, administrators, business, industry, and the school board to receive an invitation to serve on the AIG Advisory Board. The representatives chosen will reflect the diversity of the district population.

Planned Sources of Evidence:

1. AIG Advisory list
2. Agendas and minutes from meetings and work sessions
3. Surveys from stakeholders

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 Maintained Practice for 2013-2016.

Rationale:

Sampson County Schools recognizes the importance of including stakeholder feedback in the local AIG program. Survey results from parents, students, teachers, specialists and administrators are vital

to the quality and effectiveness of the overall program. We receive this feedback formally on an annual basis and informally from the Advisory Board and other stakeholders. Consequently this a maintained practice.

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

Description:

The AIG Director, with the assistance of the technology department, creates and distributes surveys to key stakeholders annually to elicit feedback. Advisory Board members and educators will provide feedback. Survey results have influenced changes in the AIG plan changes since 2010.

Planned Sources of Evidence:

1. Electronic surveys for each stakeholder group
2. Survey results and raw data

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:

On-going review and revision are standard components of continuous program improvements and ensures fidelity. Since we have adjusted our plan several times throughout the 2010-13 cycle, this is a maintained practice.

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

Description:

With the goal of continuous improvement in place our AIG specialists have met periodically each year to review and revise the program. A monthly program evaluation and performance outline document is in place to assure that we are constantly improving. The Advisory Board meetings and AIG specialists' meetings will allow for constant review to provide continuous improvement.

Planned Sources of Evidence:

1. Meeting minutes
2. Program evaluation and outline

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

This is a maintained practice because dissemination of data from evaluations of the local AIG plan allows for openness and transparency of the program.

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

Description:

AIG program data will continue to be shared with the public through our web site, AIG Advisory Board, Board of Education meetings, and principal and teacher meetings.

Planned Sources of Evidence:

1. Meeting minutes
2. Website information

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:

Sampson County Schools understands that students have rights through policies, procedures, and practices. This is a maintained practice because we strive to carry out district policies to serve the best interest of the gifted learner.

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

Description:

Sampson County will continue to enforce district policies to the advantage of the AIG students. Parents will be made aware of due process procedures and other policies related to AIG.

Planned Sources of Evidence:

1. Data regarding number of students/families using the due process procedures.
2. Copy of the due process policies guidelines
3. AIG student folders

Other Comments:

Glossary (optional):

Appendix (optional):

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