

**Brunswick County Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2010-2013**

**Approved by local Board of Education on:** 01-JUN-10

**LEA Superintendent's Name:** Mr. Les Tubb

**LEA AIG Contact Name:** Mrs. Connie Enis

**Submitted to NC Department of Public Instruction on:**

Brunswick County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, July 2009). 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 transition to the new AIG Program Standards, every LEA 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 2010-2013. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

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

**Brunswick County Schools Vision for local AIG program:** Our vision is to implement differentiated performance-based academic programs (AIG, Advanced Placement and Honors) that envelop all strands of the North Carolina Standard Course of Study for English, communication skills/reading, and math in grades 4-12. Within these programs are research-based strategies to incorporate multiple intelligences and various learning styles that foster advanced and rigorous learning relevant to our global society. Ultimately, our vision will be to expand our present advanced studies' programs to include other potential areas and curricula in order to be more inclusive of the talents and needs of our diverse student population K-12. Through appropriate resources and professional development in the recognition and understanding of giftedness, teachers will become more empowered to motivate and challenge gifted learners.

**Sources of funding for local AIG program (as of 2010)**

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$550412.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

### **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 clear, comprehensive, and equitable screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

#### **This practice is a Focused Practice for 2010-2013.**

**Rationale:** BCS AIG program will continue to articulate and disseminate the processes for screening, referral and identification for all grade levels to school personnel, parents/families, students and the community-at-large.

**Goals:** To communicate effectively the processes for screening, referral and identification to all stakeholders

**Description:** BCS AIG program will focus on this practice in the following ways:

- Prepare and distribute informational pamphlets district-wide
- Provide professional development opportunities to each school faculty at the beginning of each school year
- Update the BCS AIG website
- Improve communication between AIG staff, the Guidance Department, and the Data Manager regarding student transfers and placement
- Increase communication about the AIG program through electronic media
- Increase awareness of dual enrollment opportunities

#### **Planned Sources of Evidence:**

- Brochures
- BCS AIG website
- Transfer forms
- Contact sheets
- Agenda
- Professional development rosters
- NCWISE student information

#### **Other Comments:**

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

### **Standard 1: Student Identification**

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

#### **Practice B**

Employs multiple criteria for student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student.

#### **This practice is a Focused Practice for 2010-2013.**

**Rationale:** BCS AIG program will focus on the utilization of multiple criteria for student identification including measures that reveal student aptitude, student achievement, and/or potential to achieve in the following subjects: English, communication skills/ reading and/or math in order to develop a comprehensive profile for each student.

Students showing potential in areas other than English, communication skills/ reading, and/or math will be made aware of enrichment opportunities.

#### **Goals:**

Identify and accurately serve students in English, communication skills, reading and/or math based on individualized needs using the North Carolina Standard Course of Study (NCSCOS) through integrating enrichment and advanced curriculum.

Our goal is to offer students, desiring the opportunity to seek advanced studies, collaborative opportunities with, but not limited to, the classroom teacher, resource teachers, guidance counselors, AIG specialists, professionals, mentorships, work studies or internships.

#### **Description:**

BCS will focus on this practice in the following ways:

- Use EOG/EOC scores at 92% as screening criteria only
- Administer appropriate aptitude/achievement test(s)
- Review assessment data meeting 90% or higher on CogAT and/or ITBS or other appropriate tests
- Observe students and collect data, including work samples
- Administer motivational surveys from parents and teachers
- Administer interest inventories
- Verify student performance of yearly cumulative A average in the regular subject area or a yearly cumulative A/B average in the AIG subject area using the report card
- Formulate a network of resources which can aid in the development of high potential students in their area of interest using independent studies, professionals, mentorships, work studies, community activities, online coursework and educational opportunities, summer enrichment programs and camps, internships, and other resources

**Planned Sources of Evidence:**

- Test results
- Report card
- Portfolio samples
- SITE/AIG team minutes
- AIG student placement folders
- Network contacts
- Independent study plans
- Community activity logs
- Online reports
- Enrichment registrations and/or agenda reports
- Work studies' journals and/or portfolios
- Internship logs, evaluations, and /or journals

**Other Comments:**

- AIG Data Card - AIG I
- Behavioral/Motivational Chart – AIG II

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

**Standard 1: Student Identification**

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

**Practice C**

Administers both non-traditional and traditional standardized measures that are based on current theory and research.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** BCS AIG program will administer both traditional and non-traditional standardized measures based on current theory and research in order to increase identification of diverse student populations.

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

**Description:** BCS AIG program will design a timeline to develop AIG testing dates which are conducive to identification prior to April 1 headcount when possible. BCS will identify which test will be administered based on the needs' assessment of the child. When possible, all testing, portfolio completion and student assessments will be completed prior to the beginning of March of each year to provide adequate headcount data by April 1 of each school year.

**Planned Sources of Evidence:**

- Testing options: Testing data card/AIG summary score sheets
- Portfolios
- Behavioral/Motivational Scale

**Other Comments:**

- CogAT (Aptitude)
- ITBS (Achievement)
- Naglieri Nonverbal Ability Test
- Wechsler Individual Achievement Test (WIAT)

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

**Standard 1: Student Identification**

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

**Practice D**

Initiates screening, referral, and identification procedures that 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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** BCS AIG program will improve screening and referral procedures that 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, ELL, highly gifted, and twice exceptional.

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

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

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**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

- Collaborate with Exceptional Children (EC) teachers to identify students with twice exceptionalities
- Mass screening second semester of the 3rd grade using the CogAT (Cognitive Abilities Test)
- Translate the BCS AIG Program Standards into designated native language as needed
- Provide opportunities for additional testing as needed to address language barriers

**Standard 1: Student Identification**

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

**Practice E**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** BCS will continue to implement the processes for screening, referral, and identification consistently within the school system.

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

**Description:**

- Utilize approved forms (See Appendix) for screening, referral and identification processes within the LEA
- Share AIG processes for screening, referral and identification processes in AIG staff meetings
- Share AIG processes for screening, referral and identification at grade level/staff meetings
- Share AIG processes for screening, referral and identification at designated parent gatherings, such as Open House
- Post screening, referral, identification processes on BCS AIG website and make available a brochure explaining the AIG program

**Planned Sources of Evidence:**

- Forms
- Agendas
- Attendance rosters
- BCS AIG website
- BCS AIG brochure

**Other Comments:**

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

### **Standard 1: Student Identification**

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

#### **Practice F**

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 2010-2013.**

**Rationale:** BCS AIG program will continue to implement written policies and procedures to preserve and protect the rights of all students and their parents.

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

**Description:** BCS will maintain this practice in the following ways:

- Publicize procedures and policies
- Implement Due Process following State Law 115C-150.7
- Translate forms into designated native languages as needed
- Post AIG plan on BCS AIG website

#### **Planned Sources of Evidence:**

- BCS AIG website
- Transfer logs/folders between schools, districts, and other states
- Student AIG folders

#### **Other Comments:**

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

### **Standard 1: Student Identification**

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

#### **Practice G**

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 2010-2013.**

**Rationale:** BCS AIG program will maintain documentation that explains the identification process and service options for individual AIG students, and will be reviewed annually with parents/families through scheduled meetings with AIG teachers and/or high-school AIG contact counselors.

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

**Description:** BCS will maintain this practice by:

- Folder review procedures
- Random internal audits
- Annual review of DEP
- Review of student's four-year high-school plans
- Clarification of available Advanced Placement (AP), Honors, enrichment, and/or scholarship programs

**Planned Sources of Evidence:**

- Review Team Documentation
- Annual Audit
- Student DEP
- AIG Placement Criteria
- BCS AIG Website

**Other Comments:**

- Forms AIG I – V and Confidentiality Form
- Completed sample folder

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

## **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) according to identified abilities, readiness, interests, and learning profiles, K-12.

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** BCS AIG current program extensively covers academic and intellectual aspects; however, social and emotional needs are minimally addressed thus creating the need to research and develop practices which will best address the social and emotional needs of the gifted learner.

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

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



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**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

- A network will be developed by the end of phase one of the state's AIG plan to provide professional development opportunities involving non-academic indicators of higher learning

## **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 B**

Enriches, extends, and accelerates the curriculum to address a range of ability levels in language arts, math, and other content areas as appropriate.

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** BCS AIG program maintains enrichment, acceleration and extension opportunities for growth in the content area of English, communication skills/reading and/or math. The plan provides various differentiated learning opportunities by offering a range of services for students identified in English, reading, communication skills and/or math. Due to various learning styles and stages of giftedness, BCS needs to explore opportunities for gifted learners beyond the content areas of English, reading, communication skills, and/or math.

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

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

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**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

- Research and develop a student interest questionnaire. Using the collected data, research programs and curriculum opportunities will be reviewed to enable gifted learners to reach their highest potential in additional content areas
- Seek information/input from counties within North Carolina to aid in the development of programs

which will extend curriculum areas of the served population

### **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 C**

Employs diverse and effective instructional practices to address a range of learning needs.

### **This practice is a Maintained Practice for 2010-2013.**

**Rationale:** BCS AIG program will continue to employ and implement diverse and effective instructional practices to address the range of gifted learners. Using various teaching, modeling and learning styles will ensure that best practices in gifted education are being implemented to help these students reach their highest potential.

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

**Description:** BCS offers programs such as the following:

- A minimum of one hour per day of differentiated curriculum classroom instruction per subject level in grades 4 -5 and a minimum of one class period per day in middle and high school per subject level based on the daily schedule
- The College of William and Mary's Jacob's Ladder program
- Technology-based enrichment programs
- Socratic Seminar
- Creative Problem-Solving
- Concept-Based Unit Design
- Inquiry-Based Approach
- Cooperative Groupwork
- Independent Study
- Kohlberg Moral Reasoning
- Tiered Lesson Design
- Marzano Teaching Strategies
- Thinking Maps
- Bloom's Taxonomy
- 4Mat System
- Problem-Based Learning
- Curriculum Compacting

**Planned Sources of Evidence:**

- Classroom and curriculum assignments
- Enrichment program units
- Student learning styles/interest inventories
- Teaching models showing various learning style opportunities
- Teaching models incorporating multiple intelligences
- AIG placement portfolios
- AP/Honors course completion
- AP College Exam records

**Other Comments:**

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

**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 D**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** BCS AIG program will focus on selecting and implementing a variety of research-based supplemental resources to enhance the AIG content subject areas.

**Goals:** BCS will research, disseminate and evaluate best practices and theories in gifted education for possible implementation within the program.

**Description:**

Allowing AIG specialists to become more knowledgeable in the current best practices of gifted education will enhance and promote the use of research-based lesson delivery strategies with associated resources to challenge the gifted learner.

**Planned Sources of Evidence:**

- Subscriptions to literature related to the gifted
- Webinars on gifted education
- Attendance at conferences, workshops, and professional development opportunities
- Collaboration and sharing of developed lesson plans
- Transcripts from university course work and institutes sponsored by the College Board

**Other Comments:**

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

**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 E**

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 2010-2013.**

**Rationale:** BCS AIG program will focus on 21st century content and skills that ensure students are optimally prepared to advance successfully beyond their formative educational years on the global scale. Students must be provided with aspects of an advanced curriculum that is both relevant and meaningful as well as differentiated to meet their academic, intellectual, social, and emotional needs.

**Goals:** AIG students will be prepared for 21st century skills in creativity, real-world situations and life skills. Students will access available technologies and media regularly to demonstrate effective use of 21st century content and skills using critical thinking, higher level problem-solving skills, and creativity.

**Description:** The BCS AIG program provides students with instruction to support a variety of testing data, including high-quality standardized testing along with effective classroom formative and summative assessments. This feedback on student performance provides a baseline for individual progress and needs' assessment. Student mastery of 21st century skills will be assessed using student portfolios and other relevant outputs.

**Planned Sources of Evidence:**

- Provide teachers whenever possible with student computer usage
- Administer a variety of assessments (standardized, summative, formative, non-traditional, computer-based)
- Assess student products/projects , such as Senior projects, independent study projects, portfolios as well as innovative, creative products
- Monitor student progress in global, civic, economic, and health awareness via research, Socratic seminars, cooperative projects, debate teams, and community-service activities
- Encourage real-world learning through internships, course selections, mentorships, and community involvement

- Promote personal empowerment through experiences that promote opportunities for leadership roles modeling such qualities as sound ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility

**Other Comments:** [www.21stcenturyskills.org](http://www.21stcenturyskills.org)

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

## **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 F**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** BCS AIG plan does not currently maintain an on-going assessment to differentiate classroom curriculum and instruction. At present, the BCS AIG plan maintains differentiation in English, communication skills/reading and math. It is our intent to explore practices to meet the needs of gifted learners in areas other than English, communication skills/ reading and math and to communicate other opportunities for enrichment.

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

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

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**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

### **Ideas of Strengthening:**

- Contact other North Carolina counties to garner different ideas for serving gifted students
- Consider partnering with a local university, professional groups, and/or work opportunities which will aid in the development of high potential learners
- Research and develop programs which will enrich and develop the gifted learner

## **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 G**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Based on survey results, the BCS AIG plan needs to further develop strategies that address the social and emotional needs of gifted learners. Further research into these areas will be needed as these strategies are being developed.

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

### **Other Comments:**

### **Ideas of Strengthening:**

- Research the social and emotional needs of gifted learners through studies by Adderholt-Elliott, et al. to share with colleagues and peers
- Seek assistance from support personnel, such as guidance, outside resources, and other teaching disciplines, such as the fine arts

## **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 H**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Realizing the advantages in aiding in the development of high potential learners during the developmental years, BCS will focus on areas which aid in the development of gifted learners by providing a support role for developing programs that cultivate the potential of students in grades K-3.

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

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

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**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:** Professional development opportunities will be proposed throughout the year to aid in the ability to recognize gifted characteristics and traits in order to be more aware of student potential.

BCS will propose professional development opportunities:

- The College of William and Mary's Jacob's Ladder program
- Bloom/Marzano higher-order thinking skills
- Question stems from Bloom/Marzano
- Renzulli's methods for teaching the gifted
- Laura Candler's teaching resources
- Web Quests and Webinars
- Bright Ideas
- Differentiation

**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 I**

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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Consistent instructional guides for each served grade level which include but are not exclusive to novel units, projects, cross-curricular connections, vertical teaming, thematic projects, accelerated math projects, math problem-solving competitions and projects, and creative and analytical research and general essays, etc. will be developed to promote consistency and quality throughout the BCS AIG program.

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

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

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**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

- Vertical teaming to determine thematic inquiry-based projects will be developed as appropriate per grade level.
- AIG parent meetings will be held as needed at least once a year to inform parents of program standards, progress or updates.

## **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 J**

Develops and documents a plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students. The document is reviewed annually to ensure effective programming, a continuum of services, and school transitions.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** A comprehensive county AIG plan provides and articulates the differentiated curriculum and instructional services that are offered in the academically gifted program in the subjects of English, communication skills/reading and math. The annual review of this plan provides opportunity for continual effectiveness in the program and services provided.

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

**Description:** The BCS AIG plan is distributed to each of the county schools with a timeline for implementation, processes involved and annual review. This plan will also be available upon request and on the BCS AIG webpage. The content of the plan allows for differentiated curriculum by offering accelerated English, communication skills/reading and math classes, cross-grade grouping, pull-outs when appropriate, and consultative enrichment.



**Planned Sources of Evidence:**

- The BCS AIG plan and policy manual
- Study units/Student portfolios
- Lesson plans
- Vertical Teaming

**Other Comments:**

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

**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(s) to guide, plan, develop, implement, revise, and monitor the local AIG program.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Use the AIG-licensed and AP-certified personnel to aid in providing quality professional development to all teachers in the development of planning and implementing lessons which encourage students to reach their highest potential.

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

**Description:** Provide opportunities through but not limited to grade-level meetings, quarterly AIG county meetings, and AP Task Force meetings to work with the county AIG Coordinator and AIG/AP lead teachers to share information for developing differentiated strategies and ideas

**Planned Sources of Evidence:**

- Meeting agendas, roster, and minutes
- Lesson plans
- List of provisional AIG and AP licensure personnel

**Other Comments:**

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

### **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 B**

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

#### **This practice is a Maintained Practice for 2010-2013.**

**Rationale:** To provide with available funding engaging tasks that explicitly address the academic, intellectual, social, and emotional needs of gifted learners, all AIG specialists will remain current with the best practices of gifted learners through professional development such as but not limited to NCAGT, on-line course work, countywide staff development, programs offered through the local colleges and universities, and various AP Institute sites.

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

**Description:** AIG specialists as well as AP teachers will keep current licensure requirements and attend professional development opportunities which will address the academic, intellectual, social and emotional needs of the gifted learners in their charge. AIG specialists will meet quarterly or as needed to share best practices and successes that address the academic, intellectual, social and emotional needs of gifted learners.

#### **Planned Sources of Evidence:**

- Licensure course work
- Transcripts and program notes with agendas where available
- Verification of Continuing Education Units (CEU's) and/or certificates
- Meeting agendas and minutes

#### **Other Comments:**

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

### **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 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 2010-2013.**

**Rationale:** To meet the needs of the gifted learner, BCS will focus professional development opportunities which empower all teachers (classroom, resource, AIG, AP and Honors teachers) to help gifted learners reach their highest potential. Understanding best practices, gifted characteristics and differentiated services for gifted learners will establish learning environments which encourage the gifted learner.

**Goals:** When available, BCS will provide professional development funds which allow AIG specialists and AP teachers to attend conferences, seminars, institutes, and symposiums which focus on current best practices and theories for gifted learners.

BCS will provide professional development opportunities using trained AIG specialists to share information with all teachers on current best practices and theories of gifted learners.

BCS will establish criteria/ideas which can be used with gifted learners in class environments other than the AIG or AP classroom.

**Description:** When available, designate professional development funds which will allow AIG specialists and AP teachers to attend annual conferences such as but not limited to: North Carolina Academically Gifted Talented (NCAGT) conference, local seminars such as UNCW AIG mini conference, the College of William and Mary Gifted Summer Institute, and relevant AP Institutes. Develop local professional development opportunities using primarily teacher presenters for all teachers to meet the needs of the gifted learner.

**Planned Sources of Evidence:**

- Attendance in professional development activities
- Developed professional development plans
- Professional development literature

**Other Comments:**

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

**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 D**

Places AIG students in classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** To ensure gifted learners are receiving adequate and equitable differentiated services, each school will employ one or more AIG certified specialists or one who has been approved and is

currently completing add-on licensure to serve identified students in English, communication skills/reading and math curriculum.

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

**Description:** All teachers serving as AIG classroom teachers of record will maintain an AIG licensure or evidence of AIG coursework aimed at an AIG licensure. In addition, all AP teachers maintain AP certification via AP Institutes or Refresher Seminars.

This licensure will provide AIG specialists and AP teachers with current best practices and theories and allow for needed differentiation for gifted learners.

**Planned Sources of Evidence:**

- Data supporting teachers of AIG licensure and/or AP certification

**Other Comments:**

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

**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 E**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** To ensure current best practices with AIG and AP professional development, BCS will align professional development opportunities with other district initiatives to address AIG and AP program goals.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:** Create a network of professional development opportunities for AIG or AP teachers using but not limited to:

- Regional meetings
- UNCW mini conference
- NCAGT
- Seminars and symposiums which focus on best practices for gifted learners
- AIG quarterly meetings
- AP Institutes and Refresher Seminars

### **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 F**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** BCS will provide, whenever possible, comprehensive and adequate professional development opportunities for AIG specialists and AP teachers which include best practices in gifted education in content subject areas at advanced levels that align with 21st century skills for educators.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

#### **Other Comments:**

#### **Ideas of Strengthening:**

- Research available course work opportunities through local colleges and universities as well as the College Board Website
- Research available professional development opportunities at the state, regional, and local levels
- Establish a network for AIG specialists, AP teachers, and other regular education and exceptional children's teachers

### **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 G**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** BCS AIG specialists will plan, develop, implement and refine professional development learning to remain current in best practices for gifted learners.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

#### **Other Comments:**

#### **Ideas of Strengthening:**

- Research gifted educational opportunities through the national gifted organizations
- Research gifted educational opportunities through noted universities which specialize in gifted educational programs, such as College of William and Mary, University of Connecticut, College Board listing of AP Institutes and Refresher Seminars, etc.
- Conduct professional development for the remaining county AIG specialists at quarterly meetings
- Inquire into programs which are offered on-line or through webinars which will enable participants to keep current best practices for gifted learners
- Share best practices for gifted learners through professional development

### **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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** The academic challenges of our students are being met as demonstrated by annual surveys (2009-2010 school year) showing 88% of surveyed parents and 85% of surveyed students indicate the curriculum is appropriately challenging.

In addition, 82% of AIG students feel understood and accepted by their teachers with 83% feeling understood and accepted by their peers. 88% of parents surveyed feel their child is understood and accepted by his/her teacher.

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

- Using resources through organizations, such as the North Carolina Academically Gifted and Talented (NCAGT), local universities, and a network of professionals in guidance and in exceptional children to create a program which will aid teachers in recognizing the social and emotional needs of gifted learners

**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 B**

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** BCS AIG program currently aligns program services within the subject areas of English, communication skills/reading and math in correlation with the NCSCOS by developing a differentiated educational plan for identified gifted learners. The program goals are available upon request or on the BCS AIG webpage and show identification procedures, service options and resources available for gifted learners.

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

**Description:** Gifted learners identified to receive services using a differentiated education plan (DEP) will be served using various service options and may the following:

- Classroom Instruction
- Curriculum Compacting
- Subject Grouping for Acceleration and/or Enrichment
- Independent Study
- Honors and Pre-Advanced Placement Classes
- Advanced Placement (AP) Courses
- Dual Enrollment
- Consultation

**Planned Sources of Evidence:**

- BCS AIG specialists will maintain up-to-date headcount using NCWISE which indicates which students are receiving AIG services, the AIG area(s), and the type of service(s) received
- Report cards will note the AIG specialist as the teacher of record for the subject area
- Course work completion and grade
- Consultation logs

**Other Comments:**

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

**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 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 2010-2013.**

**Rationale:** BCS will continue to focus on the delivery of services that are integral and connected to the total instructional program according to the NCSCOS for English, communication skills/reading and math by developing advanced curricula and enrichment activities to encourage students to excel in the AIG English, communication skills/reading and/or math area(s).

**Goals:** BCS will develop and implement programs which enhance the gifted learners' potential. BCS AIG will focus on the delivery of AIG programs and services by integrating best practices and theories with the NCSCOS and implementing enrichment activities in each of the served subject areas.



**Description:**

BCS will aid students to progress in the subject area(s) allowing them to excel into advanced programs, such as Honors/AP classes, compacting classes, and shared programs on-line. Whenever possible, professional development opportunities for all AIG and AP personnel and other interested parties will be offered to develop and maintain consistency throughout the BCS AIG program.

**Planned Sources of Evidence:**

- Units developed will be placed on the K drive (shared drive for all AIG teachers) and/or distributed for implementation in the AIG program throughout the county
- Honors and AP coursework will follow and align with state-approved guidelines and College Board policy.
- Professional development agendas, rosters, and minutes

**Other Comments:**

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

**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 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 2010-2013.**

**Rationale:** BCS AIG specialists and the coordinator will provide a venue for informing all stakeholders: teachers, school administrators, support staff, parents/families of the instructional services and procedures for AIG and AP gifted learners.

BCS AIG service options for the differentiation of services and instruction for gifted learners is available on-line on the BCS AIG webpage and is also available in hard copy upon request.

Teachers at each individual school will be made aware of the availability of this plan at the beginning of each school year.

**Goals:** To meet the needs of gifted learners, BCS will continue to devise, develop, and maintain adequate training for teachers who do not meet AIG licensure course work requirements by providing information on regulations and legislation pertaining to gifted learners and to review the BCS AIG plan of differentiated services. The focus of this goal will be to ensure that all teachers and support staff have adequate training to recognize characteristics of gifted learners and to aid in the implementation and delivery of best practices for gifted learners in all content areas as needed.

**Description:** BCS AIG will share information about the AIG plan, regulations, procedures, services and instruction with all stakeholders: teachers, school administration, support staff, parents and families.

**Planned Sources of Evidence:**

- BCS AIG policy and procedures manual
- Training policies and procedures
- Training agendas, rosters, and minutes

**Other Comments:**

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

**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 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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** To ensure communication and an effective continuation of AIG services K-12, among and between teachers and schools, BCS AIG specialists will develop a vertical team to evaluate the needs of the gifted learner at key transitional periods ( 3rd to 4th grade, 5th to 6th grade, and 8th to 9th grade).

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

- Vertical team members
- Agendas, rosters, and minutes of meetings

#### **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 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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** BCS AIG specialists will work to ensure collaboration and involvement of regular education, exceptional children's, resource teachers and other specialists, instructional staff, parents/families and administrators to provide best practices and services for gifted learners in BCS.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

##### **Other Comments:**

##### **Ideas of Strengthening:**

- Provide regular meeting times, whenever possible, for AIG specialists to meet with regular classroom teachers, exceptional children's teachers, resource teachers and/or parents, and other specialists to establish needed programs or enrichment opportunities.

#### **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 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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** AIG specialists, regular education teachers, counseling personnel, resource teachers, parents/families and others throughout BCS continue to research the best ways to meet the social and emotional needs of our gifted learners.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

- Collaborate with local professionals who deal with social and emotional issues in children
- Aid in the state plan to develop social and emotional classroom guidelines and practices
- Seek course work which will help teachers to understand better the social and emotional needs of gifted learners

#### **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 H**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** When noted through aptitude, achievement or IQ testing data that a student needs accelerative instruction or placement options, the regular education teacher, AIG specialist, and/or guidance counselor will review work samples, portfolio entries, and advanced course work to articulate and implement best practices for gifted learners.

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

**Description:** Program implementation may be but will not be limited to:

- Resource Support
- Curriculum Compacting
- Cross Grade-Level Grouping
- Independent Study
- Differentiated Learning Centers
- Seminars

**Planned Sources of Evidence:**

- Documented evidence of support provided by resource teachers
- Rosters showing students in attendance of cross grade-level grouping
- Portfolio examples from students involved in curriculum compacting
- Portfolio examples from students involved in independent studies and confirmation from the mentor of project completion
- Examples of Differentiated Learning Centers
- Attendance in seminars, webinars, and Skype classroom instruction

**Other Comments:**

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

**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 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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** BCS continually seeks opportunities to serve the under-represented populations of gifted learners. At present, the BCS AIG plan is designed to implement differentiated instruction in English, communication skills/reading and/or math. It is the intent of BCS to provide differentiated services to all gifted learners in additional content areas or through mentorships, independent studies, and collaboration with internal and/or external resources as funds become available.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

- When funding allows, develop a network of resources which will enable the under-represented populations to develop as high-potential learners in content fields other than English, communication skills/ reading and math
- Design a student questionnaire which will provide feedback for developing programs that will meet the needs of gifted learners in content areas other than English, communication skills / reading and math
- Develop a network of paraprofessionals, professionals, mentors, tutors, work study opportunities which will help to reach the under-represented populations of students in BCS
- Design, develop and implement programs which will provide differentiated instruction for the under-represented populations

**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 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 2010-2013.**

**Rationale:** Realizing the need to develop more than specific content areas, BCS AIG specialists, guidance counselors, curriculum specialists, regular and resource teachers, as well as exceptional children's teachers will encourage extra-curricular programs within the community and beyond.

**Goals:** To establish and publish extra-curricular programs and events which will further develop the gifted learners of BCS.

**Description:** Gifted learners will be invited to attend and participate in activities such as

- Children's Theatre
- Local sporting events
- Scouts
- Musical opportunities
- Youth groups
- Arts Alive
- Dance
- School athletic programs
- School club activities
- Summer Ventures
- Duke TIP Programs
- Governor's School

**Planned Sources of Evidence:**

- Distribute approved brochures which introduce and invite students to participate in extra-curricular community activities and beyond
- Announce and post extra-curricular activities in designated areas at the school site and elsewhere in the community
- Use various forms of media, such as the newspaper, radio, and Connect Ed (a countywide communication delivery system) to communicate extra-curricular opportunities and their requirements

**Other Comments:**

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

**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**

Partners and communicates with parents/families and the community to ensure that the most appropriate services for the academic, intellectual, social, and emotional needs of AIG students are provided.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** The academic challenges of our students are being met as demonstrated by annual surveys (2009-2010 school year) showing 88% of surveyed parents and 85% of surveyed students indicate the curriculum is appropriately challenging.

In addition, 82% of AIG students feel understood and accepted by their teachers with 83% feeling understood and accepted by their peers. 88% of parents surveyed feel their child is understood and accepted by his/her teacher.

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

**Description:** BCS AIG will continue to conduct annual surveys to provide feedback to assess gifted services and plan evaluation.

**Planned Sources of Evidence:**

- Annual survey forms and results

**Other Comments:**

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

### **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 B**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** To continue to provide information regarding the local AIG plan and policies relating to gifted education to all stakeholders through various means.

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

**Description:** Published documents are available in print and on the BCS AIG website

### **Planned Sources of Evidence:**

- Written plan
- Printed copies of the BCS AIG plan

### **Other Comments:**

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

### **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 C**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** The need to establish a strong partnership within the community was realized after survey results (2009-2010) demonstrated stakeholders' desires to be more involved with the AIG program. A County AIG Task Force Committee comprised of representatives from the various regions of the county as well as ethnicities will meet as needed to review and validate the county AIG plan. A more thorough understanding of the development, implementation, and monitoring of the AIG plan will encourage student growth and create a cohesive learning



environment for gifted learners.

**Goals:** To involve all interested stakeholders reflecting the diversity of the AIG population in the development, implementation, and monitoring of the AIG program and plan.

**Description:** Consistent surveys will be used for a period of no less than three years to compile reliable data.  
Parent-Teacher meetings, Community Task Force meetings, and Lead Teacher sessions will be held.

**Planned Sources of Evidence:**

- Copies of the survey with data results
- Meeting agendas, rosters, and minutes
- Connect Ed notifications

**Other Comments:**

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

**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 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 Focused Practice for 2010-2013.**

**Rationale:** The BCS self-assessment shows improved communication is necessary. Thus, BCS will keep parents and students informed of available current opportunities for AIG students in their native language, when necessary, in order to encourage student growth and to provide innovative programming to support development both academically and intellectually.

**Goals:** To provide stakeholders with information in their native language, when necessary, that contains various programs offered to AIG students through classroom teachers, lead teachers and central office staff as it becomes available.

**Description:** To communicate with all stakeholders information about available programs, such as Duke Talent Identification Program (TIP), Summer Ventures and other summer programs, Camp Innovation, SAT prep class , educational contests such as writing (Young Authors), science (Science Olympiad), student leadership (Peer Court Washington, D.C. Youth Leadership Conference), Honor Society, Governor's School, NC School of Science and Math, and various service organizations.

**Planned Sources of Evidence:**

- Brochures
- Connect Ed
- BCS AIG website
- other media
- Disaggregated results of stakeholder survey

**Other Comments:**

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

**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 E**

Implements initiatives to intentionally involve parents/families and the community in meaningful ways to support gifted education.

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Advocates (other than teachers of the gifted students) for gifted students and the gifted program are needed to ensure all needs are being met and services are provided.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

- Research currently established local, regional, state, and national organizations to use as a guide in establishing an advocacy for AIG students
- Secure interested persons to become founding members and leaders of this advocacy

### **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 F**

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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** To aid students in a better understanding of career paths available to gifted learners, BCS will strive to establish a partnership with community leaders, higher educational institutions, and professionals to gain support for the AIG plan and the AIG students.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

#### **Other Comments:**

#### **Ideas of Strengthening:**

- A database of community leaders, professionals, and parent volunteers will be constructed to promote opportunities to mentor and conduct enrichment activities for AIG students.

### **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 policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** A carefully constructed plan for the AIG program is key to ensuring that gifted students

receive appropriate levels of support and challenge. NCAIG along with SBE have designed legislation and policy criteria which must be met by each LEA. Aligning the local plan to state criteria is essential in program accountability.

**Goals:**

- To write and share a plan for gifted education that meets the diverse needs for gifted learners in BCS
- To write a plan in collaboration with all stakeholders in BCS
- To draft an AIG plan in accordance with state legislation and policy (Article 9B)

**Description:**

- Analyze the AIG Self-Assessment and Parent/Teacher/Student surveys to provide feedback to help devise an AIG plan that best meets the needs of gifted learners
- Research ways to strengthen the areas of need
- Monitor plan procedures to ensure a continuum of the development and implementation of the AIG program
- Conduct an ongoing review of a "living document" realizing that changes must be LEA BOE approved

**Planned Sources of Evidence:**

- Local Self-Assessment data and surveys
- Written plan and policies
- BOE approval
- Agenda, rosters, and minutes of ongoing review of practices and procedures
- Submission to NCBOE/DPI

**Other Comments:**

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

**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 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 Focused Practice for 2010-2013.**

**Rationale:** Feedback collected from surveys revealed perception that AIG services were not uniform across the county thus BCS will monitor the LEA AIG program plan to:

- Ensure the implementation of the local AIG program consistently
- Remain in compliance with current legislation and state policies
- Share with school administration the AIG plan and program to be implemented on an annual basis

**Goals:** AIG students will be served at all school sites in compliance with the BCS AIG plan guidelines.

Implementing and monitoring of the AIG program will promote equitable AIG services.

**Description:** These levels of monitoring will be established:

- AIG Specialist will monitor and reflect through Professional Learning Communities (PLC's)
- Stakeholders' input will be gathered annually through survey
- The AIG Coordinator meets individually and in groups with AIG specialists and AP teachers as well as with school administrators concerning the fidelity of the BCS AIG plan and its implementation

**Planned Sources of Evidence:**

- PLC meeting agendas, rosters, and minutes
- Surveys
- AIG Coordinator's meeting logs with teachers and administrators

**Other Comments:**

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

### **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 C**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** The BCS AIG will continue to maintain accurate records of state funds allotted to the local AIG program according to state policy.

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

**Description:** To allocate funds appropriately to each school site to enhance and enrich the AIG program.

To share all funding sources with all stakeholders at the beginning and the end of the school year to ensure understanding of the allocation of state funding.

**Planned Sources of Evidence:**

- AIG PLC agendas, rosters, and minutes to reflect AIG funding allocation
- Budget reports of expenditures

**Other Comments:**

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

**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 D**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** In order to define AIG student performance, growth, and annual dropout rate, disaggregated data will aid in defining annual program needs. Analysis of this data will provide evidence to make needed program changes or extend programs already in place.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

- Data sources

**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 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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** The BCS AIG plan will continue to research and incorporate procedures that comply with Article 9B, which states that under-represented students have equitable access to gifted services. The need to define and design needed programs when funding is available will enable the BCS AIG program to implement a more comprehensive gifted plan.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

- Develop procedures whereby program enrollment statistics are reported to the AIG program coordinator by AYP target subgroup

### **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 F**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** To ensure qualified personnel are serving identified students in the AIG program as well as the AP program, BCS will maintain AIG licensure and AP-certified personnel to be the teachers of record in all AIG/AP/Honors program areas.

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

**Description:** Data concerning AIG licensure will be maintained through the Human Resources (HR)

Department and shared with individual school administration for teacher assignment. Data concerning AP certification will be maintained through the school site.

**Planned Sources of Evidence:**

- HR personnel AIG data sheets
- School AP data reports
- Print out of licensed AIG personnel and AP certified personnel

**Other Comments:**

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

**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 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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** BCS will form a countywide AIG advisory group with representatives from the community, teachers of the gifted, and parents of AIG students to review the BCS AIG plan and make recommendations for program improvement as needed.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

- Investigate local active Partners the Advancement of Gifted Education (PAGE) groups through



contacts with NCAGT and gather information which will aid in the development of a PAGE or advisory group.

### **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 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 2010-2013.**

**Rationale:** To ensure program accountability, periodic surveys will provide feedback on the quality and effectiveness of the BCS AIG program through data collected via surveys, self-assessment tools, parent conferences, and related meetings.

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

**Description:** BCS AIG will continue to target stakeholder groups through surveys which provide an ongoing needs' assessment and publish the timeline showing survey questions and results

#### **Planned Sources of Evidence:**

- Surveys
- Posted survey results
- Self-assessment tool
- Timeline

#### **Other Comments:**

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

### **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 I**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** To ensure equitable services for all AIG students, BCS will review and revise the BCS AIG plan periodically using multiple sources of data.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

- Provide stakeholders with a "living document" which will enable revisions to be determined and implemented as deemed necessary
- Timeline will show points of entry for collection of data analysis and revisions' procedures
- Best Practices for gifted learners will be used to develop program changes
- Establish review and revision procedures
- Research multiple sources of data for multiple criteria assessments

#### **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 J**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Dissemination of data will provide stakeholders the opportunity to review and evaluate services for the gifted learner to allow for program revisions and additions.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

- Determine and define data collection and its usage
- Distribute data using multiple forms of media
- Maintain ongoing processes of changes in identification and services
- Develop effective procedures for collecting data

**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 K**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** To protect and maintain the rights of AIG students by adhering to policies, procedures and practice, the BCS AIG program will continue to maintain confidential records and abide by the due process laws and legislation.

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

**Description:** See Appendix for Confidentiality Form

**Planned Sources of Evidence:**

- Due process guidelines
- Forms and confidential record keeping
- Maintained files
- Locked storage
- Student placement review
- Review of AIG student reporting, such as State Headcount Reporting

**Other Comments:**

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

**Glossary (optional):**

**Appendix (optional):**

confidentiality.docx (*Appendix*)  
Academic Review.docx (*Appendix*)  
Appeals Procedure.docx (*Appendix*)  
AIG APPENDIX.docx (*Appendix*)  
AIG III parent contact.docx (*Appendix*)  
AIG II Performance- Behavioral.docx (*Appendix*)  
AIG IV DEP.docx (*Appendix*)  
AIG I Data Card.docx (*Appendix*)  
AIG Placement Criteria.docx (*Appendix*)  
AIG Portfolio Guidelines.docx (*Appendix*)  
AIG System Commitment.docx (*Appendix*)  
AIG V NCWise.docx (*Appendix*)  
AIG 2010 Executive Summary Revised 6-1-10.docx (*Appendix*)  
AIG-Folder Exchange.docx (*Appendix*)  
CoGAT Testing Card.docx (*Appendix*)  
CARD STOCK Confidential AIG Card.docx (*Appendix*)  
Definition of AIG.docx (*Appendix*)  
Goals for the BCS AIG Program.docx (*Appendix*)  
ITBS testing card.docx (*Appendix*)  
Preface.docx (*Appendix*)  
Purpose of the BCS AIG Program.docx (*Appendix*)  
Rationale and Description for the AIG Program Standards.docx (*Appendix*)  
Signed System Commitment 6-1-10.pdf (*Appendix*)  
Teacher Recommendation Cover Letter.docx (*Appendix*)