

Pender County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

Approved by local Board of Education on: 10-MAY-16

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Pender County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). 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 and 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 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, Pender County Schools local AIG plan is as follows:

Pender County Schools Vision for local AIG program: Pender County Schools AIG Program will facilitate the enrichment, extension, and acceleration of the curriculum for high-achieving and gifted learners in kindergarten through twelfth grade.

Sources of funding for local AIG program (as of 2016)

State Funding	Local Funding	Grant Funding	Other Funding
\$465001.00	\$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.

District Response: To qualify for the Academically and Intellectually Gifted (AIG) Program in Pender County Schools, a student must meet a minimum of 2 out of 3 criteria or score a superior rating of 98% or 99% on the Cognitive Abilities Test (CogAT), the Otis Lennon School Abilities Test (OLSAT), or the Naglieri Nonverbal Ability Test (NNAT).

When students, in any grade level from Kindergarten through third grade need accelerated instruction in their classes that expand to all day and every day, the school level team members (including administrators, classroom teacher, and AIG Coach) will collaborate to review a body of evidence, assess the student's needs, and determine appropriate aptitude screening if needed. All decisions will be made using the Iowa Acceleration Scale as a reference.

Universal screening occurs in the third grade, with all students being assessed with the Cognitive Abilities Test (CogAT). Students scoring 90% or higher in one or multiple sub-test areas are considered for the AIG program. Any parent or teacher may nominate a student, or a student may nominate himself/herself in grades 4-12 for AIG identification.

The AIG identification multi-phase screening process continues in grades 4-12, using standardized testing data and student performance data. Students will only be eligible for retesting if the identification team determines there is a significant change in the student performance data.

Students who did not qualify for AIG Identification with defined criteria but continually demonstrate a high level of academic performance can be re-assessed and identified based on a body of evidence which includes a minimum of three years high achievement in the same content area, 90% or higher on North Carolina End of Grade testing OR demonstration of a minimum of three years high performance in advanced whole or small group settings measured by teacher rating scales with a 90% or higher.

Students with AIG Identification will receive a Differentiated Education Plan (DEP) that outlines identification data and the area(s) in which they are identified: Academically Gifted in Reading (AR); Academically Gifted in Math (AM); Academically Gifted in Reading and Math (AG); Intellectually Gifted (IG); Academically and Intellectually Gifted (AIG). Advance Differentiation Education Plans will be created by classroom teachers along with the AIG Coach to communicate with parents about specific differentiation strategies that have been used each nine weeks.

Differentiation Education Plans (DEP), including an Academic Blueprint, will be completed annually to

clearly define service options for each identified student.

Transfer students with evidence of pre-existing identification will be considered for identification in Pender County Schools AIG Program as follows:

1. Military Transfer Process- In compliance with Interstate Compact on Educational Opportunity for Military Children (General Statute 115C-407.5/407.6/407.7; Session Law 2008-185), students will automatically be identified according to evidence provided. The AIG Coach will review data for service options and classroom placement.
2. In-State Transfer Process- Students will automatically be identified according to evidence provided. The AIG Coach will review data for service options and classroom placement.
3. Out-of-State Transfer Process- Review data and alignment with Pender County Schools AIG criteria, collect additional data as needed to determine identification and service eligibility. If students are in need of additional testing, assessments will be done during the AIG Annual Identification Process window during 2nd semester.

Annual Information meetings and published AIG Plan on the county website will be provided.

Other Comments:

Practice B

States and employs multiple criteria for AIG student identification. These criteria incorporate 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 measures that are based on current theory and research.

District Response: Pender County Schools employs three criteria for AIG identification: Aptitude, Achievement, and Artifact.

Recommended students may qualify one of four ways:

1. 90% or higher rating in two out of the three criteria
2. 98 - 99% superior rating in any subtest area of aptitude assessment
3. minimum of three years high achievement, 90+%, on summative, standardized testing (North Carolina End of Grade), and/or top 10% class rank in high school
4. minimum of three years high performance, measured by teacher rating scale, in advanced small or whole group setting

Areas of identification are as follows:

1. Students that have qualifying achievement data will be identified as academically gifted in the area of reading (AR), math (AM), or both reading and math (AG), based on subtest data.
2. Students that have qualifying aptitude data will be identified as intellectually gifted (IG) with strengths in specific areas based on subtest data and artifacts.
3. Students that have qualifying aptitude and achievement data will be identified based

on subtest data as AIG with a reading, math, or reading and math designation.

In compliance with the state requirement for IG placement and services separate from academic placement and services, Pender County Schools will begin implementation of screening, referral, and identification of students in the area of Intellectually Gifted in the fall of 2016. Identification in the area of Intellectually Gifted (IG) will be implemented beginning with the newly identified students in the school year of 2016-2017 and all subsequent identified students.

Aptitude assessment options will include the Cognitive Abilities Test (CogAT), the Otis Lennon School Abilities Test (OLSAT), and Naglieri Nonverbal Abilities Test (NNAT).

Achievement assessment options will include a 90% or higher on the Iowa Test of Basic Skills (ITBS) or the Iowa Test of Educational Development (ITED) or a superior rating on the American College Testing (ACT), ACT Aspire, Pre-Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), and AP Exams.

Multiple artifact samples will be collected and may include but are not limited to the Renzulli Scale for Rating the Behavioral Characteristics of Superior Students, North Carolina EOG or North Carolina EOC data.

Referrals of students demonstrating potential by school personnel, parents, and self will include monitoring and a review of multiple data points as part of the screening process.

For the purpose of screening and data driven decision making, administrators at each school will share pertinent whole school data with the AIG Coach in a timely manner.

Other Comments:

Practice C

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

District Response: As a universal screener, all students are administered the Cognitive Abilities Test (CogAT) in their third grade school year.

Alternative assessment options include both traditional and nontraditional tests. The Naglieri Nonverbal Aptitude Test is an example of a nontraditional assessment provided by Pender County Schools AIG Program.

Artifact criteria, which includes North Carolina End of Grade (EOG) or End of Course (EOC) testing and Renzulli Scale for Rating the Behavioral Characteristics of Superior Students, will be used to develop a comprehensive assessment of the student's achievement and aptitude levels.

Multiple pathways for AIG identification exist for all students. Traditionally under-represented populations that do not qualify by meeting two out of three criteria: aptitude, achievement, and artifact, may access the program through other pathway options.

AIG nurturing services are provided for students in grades K-3. This is essential for the screening, referral, and identification of traditionally under-represented populations. Lessons provided offer high-end learning exposure in a variety of modalities, giving students from culturally/ethnically diverse, low socioeconomic, English language learners, and twice-exceptional backgrounds opportunities to demonstrate critical thinking abilities. Nurturing services also provide opportunities for highly gifted students to be recognized and addressed in grades K-3.

Other Comments:

Practice D

Implements screening, referral, and identification processes consistently within the LEA.

District Response: District-wide, universal screening occurs annually with the Cognitive Abilities Test (CogAT) which is administered to all students in third grade.

AIG team will review data for screening purposes annually, using summative assessments in all grades.

To ensure consistency in AIG placement, a district-based committee comprised of AIG team members will use criteria to make identification decisions annually.

Other Comments:

Practice E

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

District Response: The Academic Blueprint documents a continuum of services and allow students to plan for future academic pathways. During an annual review, the Blueprint assists in the monitoring of student opportunities and academic progress.

Annual review with students and families will include the Differentiated Education Plan (DEP), outlining specific identification criteria, and Academic Blueprint.

In grades 4-8, quarterly Advanced Differentiation Education Plans, ADEPs, will be distributed to students and families by their classroom teachers with quarterly report cards and include specific differentiation strategies and opportunities provided to the student during the nine week grading

period. In grades 9-12, the high school transcript serves as the ADEP and is available upon request.

Other Comments:

Ideas for Strengthen the Standard: Implement multiple pathways for AIG identification beginning with all students initially referred in 2016-2017.

Identification in the area of Intellectually Gifted (IG) will be implemented beginning with the newly identified students in the school year of 2016-2017 and all subsequent identified students.

Implement Academic Blueprints for grade spans 4-6 and 7-12, beginning with the students identified in 4th and 7th grades in 2016-2017 and all subsequent years.

Implement initial placement and monitoring meetings of the Academic Blueprint will occur annually with students and families.

Sources of Evidence:

Student Academic Blueprints

Identification Rosters

Disaggregated data in regards to demographics

Data tracking documentation

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.

District Response: The Pender County AIG Team facilitates AIG services by using a blended model of coaching with classroom teachers in the use of appropriate differentiation strategies for high level academic learners and working with small groups or individual students to differentiate instruction through extension, enrichment or acceleration of the NC Standard Course of Study. Grade and school based professional learning communities, professional development opportunities, lesson planning assistance and modeling of strategies are provided by AIG Coaches for teachers with AIG and high level learner cluster groups in their classrooms.

Assessment data and classroom performance are used to determine which students demonstrate readiness to participate in the extension, enrichment, or acceleration of the NC Standard Course of Study.

AIG resource libraries with researched based strategies and processes are available at each school for K-12 and accessible to teachers and AIG Coaches for use with differentiation strategies for extension, enrichment and acceleration.

Pender County Schools Curriculum Frameworks, designed by the Instruction Coaching Team including AIG Coaches, provide opportunities for enrichment, extension, and acceleration for each grade level.

Other Comments:

Practice B

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

District Response: The Pender County AIG Team facilitates AIG services by using a blended model of coaching with classroom teachers in the use of appropriate differentiation strategies for high level academic learners and working with small groups or individual students to differentiate instruction through extension, enrichment or acceleration of the NC Standard Course of Study. Grade and school based professional learning communities, professional development opportunities, lesson

planning assistance and modeling of strategies are provided by AIG Coaches for teachers with AIG and high level learner cluster groups in their classrooms.

The Pender County Instructional Coaching staff inclusive of the AIG Team will collaborate with school personnel to provide professional development, with regards to effective and relevant instructional practices based on a range of learning needs.

Other Comments:

Practice C

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

District Response: AIG resource libraries with researched based strategies and processes are available at each school for K-12 and accessible to teachers and AIG Coaches to augment the NC Standard Course of Study for advanced learners.

A comprehensive list of all AIG resources will be provided to pertinent staff.

The AIG Team will also use research-based resources in their whole class, small group and individual student instruction.

Other Comments:

Practice D

Fosters the development of 21st century content and skills an advanced level.

District Response: The Pender County Schools AIG Team employs a blended model of coaching with classroom teachers and working with small groups or individuals to foster the development of 21st century skills through grade and school based PLCs, professional development and modeling.

Other Comments:

Practice E

Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response: The Pender County Schools AIG Team conducts data reviews to disaggregate

the AIG student performance data on a variety of state and local assessments. Data disaggregation will influence district decisions in regards to areas of need as well as school based decisions for differentiation and class placement.

School-based data teams will utilize a variety of state and local assessments to influence decisions in regards to differentiation of curriculum.

School administration will collaborate with the Pender County Schools AIG Team to determine grouping and class placement for identified AIG students and high level learners.

Other Comments:

Practice F

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

District Response: During grade/school level PLCs and individual conferences with school personnel, the Pender County Schools AIG Team promotes an awareness of the social and emotional needs of gifted students and the relationship to curricular and instructional decisions.

Local professional development opportunities with an emphasis on social and emotional needs are offered to classroom teachers.

The Gifted Gab, a quarterly publication, from the Pender County AIG Team provides articles as a resource to parents concerning the social and emotional needs of gifted students.

The Pender County AIG website provides information and useful links on topics associated with the social and emotional needs of gifted students.

Other Comments:

Practice G

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

District Response: The Pender County Schools AIG Team facilitates AIG services by using a blended model of coaching with classroom teachers in the use of appropriate differentiation strategies for high level academic learners and working with small groups or individual students to differentiate instruction through extension, enrichment or acceleration of the NC Standard Course of Study. Grade and school based professional learning communities, professional development opportunities, lesson planning assistance and modeling of strategies are provided by AIG Coaches for teachers with

AIG and high level learner cluster groups in their classrooms.

The AIG Coaches assigned to the elementary level will utilize the Primary Education Thinking Skills (PETS) research based resource as part of the nurturing framework to promote critical thinking for all students in kindergarten through third grade.

The Primary Education Thinking Skills (PETS) framework will create a common language across kindergarten through third grade AIG programming.

The Pender County Schools AIG Team will cultivate the potential of students demonstrating success in the classroom setting through small group instruction in critical thinking skills and/or academic performance.

The Pender County Schools AIG Team will monitor K-3 data for screening purposes.

Other Comments:

Practice H

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

District Response: The Pender County Schools AIG Team collaborates with district instructional coaches, grade and school based PLCs, administrators, counselors, and special education teachers on a regular basis for the purpose of differentiating curriculum of advanced learners.

The Pender County Schools AIG Team meets regularly to disaggregate data, monitor the implementation of the AIG plan, share differentiation strategies for instruction, and share current relevant information with regards to gifted education.

Other Comments:

Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: Academic Blueprints for AIG identified students provide comprehensive communication of opportunities for varied academic pathways.

Content teachers complete Advanced Differentiated Education Plans to reflect specific and targeted differentiation strategies and content, provided quarterly in fourth through eighth grade.

High school students access accelerated instruction through course placement including Honors, Advanced Placement (AP), College and Career Promise (CCP), and dual enrollment. In addition, consultative services are documented for each school.

Annual Differentiation Education Plan (DEP) reviews are held with students and families.

Other Comments:

Ideas for Strengthen the Standard:

Build a research based, AIG-appropriate resource library at each school K-12.

Implement intentional and consistent services, especially during transition years, using an Academic Blueprint.

Enhance the K-3 Nurturing Program.

Sources of Evidence:

Academic Blueprints

Resource list

Curriculum document

AIG Coach schedules

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.

District Response: The Director of Secondary Education leads the AIG certified staff to guide, plan, develop, implement, revise, and monitor the local program and plan.

Regular AIG meetings allow for the guidance, planning, development, and revision of the program and plan.

AIG staff school rotation reports allow for monitoring of the implementation.

Other Comments:

Practice B

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

District Response: The AIG Team addresses all academic, intellectual, social, and emotional needs of gifted and high level learners.

The AIG Team completes weekly reports, formatted by North Carolina AIG standards, to provide comprehensive plan implementation evidence.

The AIG Team utilizes the coaching model for collaboration with classroom teachers that work with advanced learners, working with small groups and/or individual students, overseeing the completion of quarterly differentiation plans (ADEPs), disaggregating AIG data, establishing a collaborative environment with guidance counselors, psychologists, and other school support staff to address the social and emotional needs of gifted learners.

Other Comments:

Practice C

Establishes specific and appropriate professional development requirements for all personnel

involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: Pender County LEA provides opportunities for teachers to receive professional development specific to meeting the needs of gifted learners.

Professional Development is offered to earn local AIG credentials.

To earn local credentials, an educator must earn a minimum of 1.2 CEUs or 12 hours in gifted education courses. These credits may be earned through online, face-to-face workshops, and/or conferences pre-approved by the district.

When funds allow, the district supports classroom teachers interested in pursuing AIG add-on licensure.

Other Comments:

Practice D

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

District Response: When possible, identified AIG students are placed with general education classroom teachers that have earned either AIG add-on license or the LEA's local credentials.

Teacher training and AIG licensure is documented and monitored by the AIG Director and Human Resources.

When funds allow, the district supports classroom teachers interested in pursuing AIG add-on licensure.

Other Comments:

Practice E

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

District Response: The AIG Team meets regularly with lead teachers to align professional development goals with district initiatives.

District and School professional development will be offered by the district's AIG Team to provide support and growth opportunities for all personnel responsible in the education of gifted students.

Other Comments:

Practice F

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

District Response: Pender County Schools provides a variety of opportunities for AIG Coaches and other teachers to plan, implement, and refine applications of their professional development learning. Examples include district curriculum framework documents, planning days with the AIG Coach at the elementary level, weekly planning opportunities at the middle/high school level, model classroom lessons as part of the coaching process and student data analysis.

Other Comments:

Ideas for Strengthen the Standard:

Develop a yearly district AIG professional development focus.

Expand opportunities for teachers to participate in gifted education professional development.

Sources of Evidence:

LEA AIG Credential documentation

Human Resources documentation of AIG licensed teachers in the LEA

Professional development offerings

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 classroom environments, grade levels, and settings.

District Response: AIG academic and intellectual services are provided for kindergarten through twelfth grades for identified gifted students

Nurturing services are provided for kindergarten through twelfth grades to advanced learners that have not been tested or met the qualifications for the program.

Academic services are offered in the four major content areas, including English/Language Arts, Math, Science, and Social Studies.

Social and emotional needs are addressed kindergarten through twelfth grades through staff professional development for school staff and individual student/parent conferences.

Resources for academic, intellectual, and social/emotional enhancements are provided through the district's AIG website and quarterly newsletter, Gifted Gab.

Other Comments:

Practice B

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

District Response: Pender County identifies in the areas of academically gifted reading and/or math and/or intellectually gifted.

Each AIG Coach is assigned to multiple schools and provides services, such as professional development and coaching to classroom teachers and additional staff, small group or individual instruction for gifted and advanced learners specifically in the areas of reading, math, and critical thinking.

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.

District Response: The AIG program aligns to district initiatives, specifically student learning and personnel development and uses data to drive focused professional development and support for gifted learners.

The AIG Team and teachers work with gifted students to extend, enrich, or accelerate the North Carolina Standard Course of Study for these learners.

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.

District Response: The AIG plan is posted on the district website and hard copies are available at each school.

Student Differentiated Education Plans are kept on file at each school site. More specific services are defined in the Academic Blueprint for grades 4-12.

Advanced Differentiation Education Plans are completed by classroom teachers and distributed quarterly to students and parents indicating specific differentiated instructional strategies employed during the past nine weeks.

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.

District Response: The Academic Blueprint is designed to map out a student's academic pathway and interests or strengths in other areas. The blueprint will be reviewed annually to ensure the student and family are in agreement with the outlined pathway.

This document will be most helpful during transitions from elementary to middle school and middle to high school, as the AIG Team and other school staff will gain a better understanding of the goals and academic standing of each student.

Other Comments:

Practice F

Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

District Response: Professional development is offered to all staff to promote and build understanding of the social and emotional needs of gifted learners. The LEA credentials process and school based professional development incorporate information and resources on the social and emotional needs of gifted students.

Resources to support and enhance the social and emotional needs of gifted learners are distributed through the district AIG website and the community newsletter, Gifted Gab.

Other Comments:

Practice G

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

District Response: Pender County Board Policy 3420 R & P: Student Promotion and Accountability Section F: Acceleration addresses both subject and whole grade acceleration criteria.

The Iowa Acceleration Scale is a suggested resource to guide whole grade acceleration decisions.

The Credit by Demonstrated Mastery opportunity is offered twice annually, during the fall and spring semesters. Communication to students and families is distributed through district-wide phone calls, the Pender County High School Courses booklet and district website. School based teams, including the AIG Coach, provide application information and a counseling conference before administering appropriate assessments assigning artifacts as needed. The school-based Credit by Demonstrated Mastery team evaluates all artifact presentations and decides if criteria have been met. After a decision is rendered, families may appeal to a district-level Credit by Demonstrated Mastery team.

Other Comments:

Practice H

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

District Response: Nurturing of academic and intellectual abilities is provided for students that demonstrate need in kindergarten through twelfth grade, with targeted programming for kindergarten through 3rd grade.

AIG Coaches provide consistent services to all schools regardless of Title I status and number of identified AIG students.

The AIG and Title I programs partner to offer professional development and opportunities for student enrichment, including summer programs.

The AIG, Exceptional Children, and English Language Learners programs collaborate to ensure proper scheduling, programming, and service options are matched to student needs.

Other Comments:

Practice I

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

District Response: The AIG Team promotes the use of AIG state funding to provide extra-curricular opportunities, including competitions, across the district.

Students and families are made aware of these opportunities through district and school communications, such as phone calls, emails and flyers.

Title I and AIG programs partner to offer extra-curricular enrichment opportunities to students, including summer programs such as Camp Invention.

Other Comments:

Practice J

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

District Response: A cluster group is defined in Pender County Schools as a minimum of four students with similar academic and/or intellectual ability. Identified AIG students in grades 4-8 are cluster grouped for core instruction.

The AIG Team collaborates with teachers to co-teach, plan, model, and provide small group or individual instruction.

In grades 9-12, students are given additional support by the AIG Team in selection of courses and additional opportunities to maximize growth and achievement.

Other Comments:

Ideas for Strengthen the Standard:

Develop clear processes and structures to guide school personnel in making decisions for accelerating students.

Create a district AIG professional development plan to support comprehensive school and student needs.

Sources of Evidence:

Academic Blueprints

Class rosters

AIG Team members' weekly reports

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 following needs of AIG students:

- ☐ academic and intellectual
- ☐ social and emotional.

District Response: Gifted Gab, the quarterly newsletter for families of AIG students, includes articles that support academic, intellectual, social, and emotional needs of gifted students.

The Gifted Advisory Board assists in guiding the revision of the AIG plan and implementation of the AIG program.

Annual information and/or presentations focusing on the Credit by Demonstrated Mastery (CDM) process and the accelerated classes offered in middle school are provided to families.

Duke TIP and the North Carolina School of Science and Math (NCSSM) and other outside organizations' information are distributed to families as pertinent to academic growth and enrichment.

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.

District Response: Pender County Schools' local AIG plan is published on the county's AIG website along with other relevant information regarding AIG programs and policies. This information is available in English and Spanish.

The AIG Coaches collaborate on a county-wide newsletter for the parents/guardians of gifted students, which is distributed electronically through email contacts along with paper copies.

The AIG Team continues to provide annual informational meetings for parents/guardians of students in grades 4-12 regarding the program and services.

The AIG Coaches use the Pender County Schools AIG Facebook page and automated phone/email system to inform parents of upcoming events.

Other Comments:

Practice C

Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

District Response: The Pender County AIG Advisory Board is comprised of the Pender County Schools AIG team members, along with representatives of the diverse AIG student population and community stakeholders. Meetings are held to discuss the status of the AIG program and gain input from these representatives regarding the strengths and needs of the program.

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.

District Response: To maintain communication between AIG Coaches and other stakeholders, Pender County Schools AIG Team creates and distributes county-wide newsletters with information relevant for gifted students.

Information regarding opportunities for AIG students is shared through the use of a yearly meeting regarding the overview of the AIG program and services. Translations of information are available on the county AIG webpage and sent to parents/guardians in English and Spanish.

The automated phone and email messages are also sent in Spanish.

Pender County Schools employ a translator to assist in communicating with parents.

Other Comments:

Practice E

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

6/13/2016

District Response: Career and College Promise (CCP) and Career and Technical Education (CTE) pathways are shared with students and families as part of the Academic Blueprint planning process.

AIG staff and school personnel collaborate with Cape Fear Community College liaison to ensure students are appropriately placed in Career and College Promise (CCP) classes.

Other Comments:

Ideas for Strengthen the Standard:

Making communications central, so that they are consistent

Recording and posting parent presentations for those that cannot be in attendance

Continue to look for easy to partner with institutes of higher education and local industry

Sources of Evidence:

Gifted Gab, quarterly newsletter

Gifted Advisory surveys and notes

Academic Blueprints

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 to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]), which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

District Response: Pender County Schools AIG Team develops a written AIG plan, in accordance with state legislation and SBE policy. Pender County Schools believes maintaining the validity of the AIG plan, in accordance with the AIG standards and state legislation, will ensure appropriate services for gifted students.

The PCS AIG Plan is approved by the local School Board before submission to the Department of Public Instruction (DPI).

Other Comments:

Practice B

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

District Response: Regular planning sessions are held with the AIG Team to plan, disaggregate data, and discuss AIG program implementation. The Director of Secondary Education oversees these sessions and evaluates the AIG Team's performance using the Rubric for Evaluating Teacher Leadership Specialist.

Other Comments:

Practice C

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

District Response: All funds allocated for the AIG program are used for gifted staff, programming, resources, and professional development.

The Director of Secondary Education reviews the AIG budget regularly.

Other Comments:

Practice D

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

District Response: The AIG Team collects and analyzes student achievement and growth data regularly to share with school administrators.

The Director of Secondary Education conferences with students considering leaving high school, and monitors involvement in the AIG program.

Other Comments:

Practice E

Monitors the representation, performance, 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.

District Response: The AIG Team monitors the demographics of the AIG program annually.

Education Value-Added Assessment System (EVAAS) is utilized to disaggregate AIG student growth annually by subgroup.

All data is shared with school administrators.

Other Comments:

Practice F

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

District Response: All AIG Team members in Pender County Schools are highly qualified.

The Director of Secondary Education oversees the program and monitors the credentials of current and potential staff members.

Other Comments:

Practice G

Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

District Response: The district conducts an annual Comprehensive Needs Assessment in which AIG is included.

The AIG Team surveys students, staff, and parents on a regular basis for feedback on program effectiveness.

Other Comments:

Practice H

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response: Data used to review and revise the local AIG program includes:

1. AIG student achievement data
2. Staff, student and parent survey data
3. Program enrollment data, including under-represented populations

Other Comments:

Practice I

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

District Response: The AIG program evaluation from the Department of Public Instruction is published on the district website.

All survey data is shared with the district's Gifted Advisory Board.

AIG student achievement data is shared via the NC Report Card.

Other Comments:

Practice J

Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

District Response: The district informs parents and staff of nomination window and testing dates. If a student qualifies, parents are invited for a conference to sign the Differentiated Education Plan. Conferences with families of students that do not qualify for AIG are held upon request.

If families request re-evaluation, screening of student data is conducted by AIG Team. If there is a significant change in the students' data, additional testing may be required for program placement.

The district outlines the nomination, testing, and identification timeline which is communicated centrally to all schools.

Each family is informed of the appeals process once the identification process is completed. The appeals process is as follows:

Level 1: School Site Review

If parents/guardians have a disagreement concerning screening, identification, or services, they shall first request a meeting with the principal, AIG Coach, and the child's teacher.

Level II: Administrative Review

If the disagreement is not resolved at the school site, the parents may appeal in writing within 10 days to the coordinator of the AIG Program. He/She will review and respond to the case within ten days of receipt of the appeal.

Level III: Board of Education Review

If an agreement cannot be reached administratively, the school system will arrange for a meeting with the AIG Director within ten days.

Level IV: School Board Review

If mediation does not resolve the dispute, the parents/guardians may appeal to the PCS Board of Education in writing within ten days of the mediation. The Board will offer final written decision within 30 days.

Level V: Administrative Law Hearing

If the Board's decision fails to resolve the disagreement satisfactorily, the parents/guardians may file a petition for a contested case hearing under Article 3 of Chapter 150B of General Statutes. The scope of the hearing will be limited to consideration of (1) whether the local school administrative unit improperly failed to identify the child as an Academically or Intellectually Gifted student, or (2) whether the local plan of services for the student has been implemented appropriately.

Other Comments:

Ideas for Strengthen the Standard:

On-going review of the procedures for resolving disagreements for families.

Communicate appeals and re-evaluation processes to all stakeholders.

Sources of Evidence:

Procedure for resolving disagreements

AIG Team identification meeting notes

Glossary (optional):

Glossary of Terms and Abbreviations used within the Pender County AIG Plan
Words are defined in the order they appear in the AIG Plan.

AIG- Academically or Intellectually Gifted as defined by the state of North Carolina in article 9B are students needing enrichment, extension or acceleration of the standard course of study.

Cognitive Abilities Test (CogAT)-a group-administered K–12 assessment intended to estimate students' learned reasoning and problem solving abilities through a battery of verbal, quantitative, and nonverbal test items.

Otis-Lennon School Abilities Test (OLSAT)-s a multiple choice test commonly used in the U.S. to identify gifted children. Schools often use the OLSAT as a tool for admission into schools and programs for gifted and talented children or to measure scholastic achievement across all ages.

Naglieri Nonverbal Ability Test (NNAT)-is a nonverbal measure of general ability

Accelerated Instruction-implies that academically advanced students will progress faster through the school system than other students. It means adapting curriculum to the student's assessed level of mastery, rather than insisting that a single curriculum is appropriate for all students of the same age.

AIG Coach- Term used in Pender County Schools for a teacher specializing in the instruction of gifted learners and whose job it is to promote, advocate for and facilitate the AIG program within the schools.

Iowa Acceleration Scale- a tool to help schools make effective decisions regarding a grade-skip and/or acceleration.

Differentiated Education Plan (DEP)- Paperwork that outlines the criteria met and gifted identification for a specific student.

Advanced Differentiated Education Plan (ADEP)- A form used as communication between the school and parents that specifically addresses the differentiation strategies used each nine weeks in the regular education classroom.

Academic Blueprint- documents a continuum of services and allows students to plan for future academic pathways (grades 4 through 12)

Nurturing Services- children who show significantly advanced abilities and skills in any area are given activities/instruction to encourage the growth of gifted qualities.

Primary Education Thinking Skills (PETS)- a systematized enrichment and diagnostic thinking skills program.

Military Transfer- A student with family in active military status can receive automatic AIG identification/placement with any evidence of previous placement from another school. This policy is based on the Interstate Compact on Educational Opportunity for Military Children (General Statute

115C-407.5/407.6/407.7; Session Law 2008-185).

Iowa Test of Basic Skills (ITBS)- a nationally normed standardized achievement test for K-12 students

ACT, ACT Aspire, PSAT, SAT or AP Exams- Nationally normed tests of student achievement

Renzulli Scale for Rating the Behavioral Characteristics of Superior Scale-Supported by 40 years of research, this standardized instrument is completed by teachers and provides an effective method for identifying gifted children. The Renzulli Scales are designed to obtain teacher estimates of a student's characteristics in various areas.

Universal Screening- An assessment given to all students in the same grade level at the same time.

Credit by Demonstrated Mastery (CDM)- the process by which LEAs shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time.

Career and College Promise Pathways (CCP)- dual enrollment programs in three distinct pathways for motivated high school juniors and seniors seeking a head start on college and career training.

Appendix (optional):

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