

Carteret County Public Schools Academically or Intellectually Gifted (AIG) Plan Effective 2010-2013

Approved by local Board of Education on: July 13, 2010

LEA Superintendent's Name: Dr. Daniel A. Novey

LEA AIG Contact Name: Wanda Nelson Fowler

Submitted to NC Department of Public Instruction on: JULY 14, 2010

Revision Submitted to NC Department of Public Instruction on: FEBRUARY 28, 2011

Carteret County Public 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 Carteret County Public Schools local AIG plan is as follows

Carteret County Public Schools Vision for local AIG program

The Carteret County Public Schools' program for intellectually gifted and/or academically talented students is designed to guide the AIG student down an educational path that builds on individual strengths and provides opportunities to enhance and enrich those strengths. This occurs through positive, nurturing relationships with teachers, supportive time spent with school counselors, and dedicated, deliberate planning for differentiation involving the student, his/her parents, the principal, counselor, teacher(s) and AIG Program Specialists. The driving force behind this effort is a full understanding of the educational, social, and emotional needs of the gifted and talented child, coupled with the implementation of best practices in gifted education. The program is a vital and valued part of the AIG student's school experience. It is valued by students, parents, teachers, and administrators for the curricular rigor, the intellectual challenge, and the preparation for higher education and/or the student's chosen career path.

We Believe:

- Student learning (corresponding with ability level) is the chief priority of the AIG program.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs which should be the primary focus of all decisions affecting the work of our program.
- Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work that reflects individual abilities.
- Students learn best when they are actively engaged in the learning process and apply their knowledge in meaningful contexts.
- Curriculum and instructional practices must incorporate a variety of learning activities to accommodate differences in thinking and learning.
- Challenging opportunities encourage increased individual student performance.
- Exceptional students (e.g. academically and/or intellectually gifted, students with disabilities, and/or students with limited English proficiency) require special resources and uninterrupted access to differentiated services.
- Schools are learning communities and must promote collaboration among students, teachers, administrators, parents, and the public.
- A safe and physically comfortable environment promotes student learning.
- The commitment of Carteret County Public Schools to continuous program improvement is imperative to enable AIG students to become confident, self-directed, life-long learners.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$386,644.00	\$0.00	\$0.00	\$0.00

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 Maintained Practice for 2010-2013.

Rationale: During the 2009-2010 school year, program staff implemented comprehensive program changes in an attempt to strengthen our screening, referral and identification processes. These changes were research-based, equitable, and transparent -- but very different from procedures of the past. The changes were communicated to school personnel through administrative meetings, grade level teacher meetings, and faculty meetings. Parents and students were presented the information through evening meetings at each of our 16 schools. Even though these changes were met initially with questions, the self-assessment data indicates that 57% of our respondents reported this practice to be mostly or completely evident. We will maintain the current screening, referral, and identification procedures while assessing annually over the next three years for any necessary improvements.

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

Description:

We will continue to provide:

- a documented timeframe and cycle for screening, identification and placement;
- parent information meetings at the beginning of each school year to go over the process;
- orientation and training for members of Gifted Identification Teams (GIT);
- informational materials in registration packets of new students;
- an updated website that explains the screening, identification and placement process;
- presentations on the referral and identification process at school faculty meetings and/or grade level meetings;
- information on the process to non-public feeder schools in our community to alleviate concerns and questions regarding transitioning to our system.

Planned Sources of Evidence:

- self-assessment survey results;
- feedback from parents, teachers and administrators;
- program website;
- notification brochure about Fall Parent Information Meeting;
- faculty meeting agendas;
- example of registration packets (elementary, middle, high);
- minutes and rosters from GIT meetings;
- team and PLC meeting agendas;
- letter and accompanying documents that are mailed to head masters, directors, etc. at feeder schools;
- LEA's AIG Plan.

Other Comments: Appendix items listed below help describe the screening, identification and placement cycle for students considered for our AIG program. Additionally, these documents outline service delivery options and the program's multi-tiering approach to identification and services.

- Cycle for Initial Screening of Third Graders
- Cycle for Screening of Non-Third Graders
- Screening/Eligibility Criteria and Associated Service Options - High School
- Screening/Eligibility Criteria and Associated Service Options – Middle School
- Screening/Eligibility Criteria and Associated Service Options – Elementary
- Service Delivery Menu – High School
- Service Delivery Menu – Elementary
- Service Delivery Menu – Middle

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 Maintained Practice for 2010-2013.

Rationale: Eighty-eight percent of 2009-2010, assessment respondents indicated the current practice of using multiple identification criteria to be mostly (50%) or completely (38%) evident. Gifted Identification Teams will continue to use multiple indicators of nationally-normed aptitude and achievement tests, nationally-normed gifted rating scales, performance scores, and applicable extraneous student data to make identification and placement decisions.

The level of service delivery is directly related to the level of intellectual giftedness and/or academic talent. (See appendix items titled Carteret County Schools AIG Program Screening/Eligibility Criteria and Associated Service Options for elementary K-5, for middle school 6-8, and for high school 9-12)

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

Description:

We will continue to:

- administer nationally-normed aptitude and achievement tests to third graders, based on the program plan;
- collect data from on-going assessments as additional information, enabling the school GIT to make thorough and informed decisions about individual students;
- use the nationally-normed Gifted Rating Scale (GRS).

Additionally, even though our plan has no current procedures for formally identifying children enrolled in Kindergarten through third grade as academically and/or intellectually gifted, program specialists are in close collaboration with general classroom teachers. This collaboration includes working with and providing strategies to those teachers to nurture potential giftedness. Also, when individual students exhibit characteristics of giftedness, program specialists provide general education teachers with strategies -- and in some instances materials-- to help meet the needs of these children.

As our program strengthens, there are plans to develop a formal nurturing component to enhance the educational experience of young children exhibiting characteristics of giftedness.

Planned Sources of Evidence:

- school-based GIT meeting minutes;
- student AIG folders containing identification information;

- LEA's AIG Plan and surveys.

Other Comments: Appendix items listed below help describe the screening, identification and placement cycle for students considered for our AIG program. Additionally, these documents outline service delivery options and the program's multi-tiering approach to identification and services.

- Cycle for Initial Screening of Third Graders
- Cycle for Screening of Non-Third Graders
- Screening/Eligibility Criteria and Associated Service Options – High School
- Screening/Eligibility Criteria and Associated Service Options – Middle School
- Screening/Eligibility Criteria and Associated Service Options – Elementary
- Service Delivery Menu – High School
- Service Delivery Menu – Elementary
- Service Delivery Menu – Middle

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: This practice is believed to be mostly (42%) to completely (30%) evident by survey respondents. The AIG Program Specialist utilizes professional knowledge coupled with best practice, current theory, and research to identify the most appropriate testing instrument for each student. Concerted efforts are ongoing to review tests for validity and relevance to ensure equitable assessment.

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

Description: When students present characteristics of potential giftedness and/or academic talent not reflected by data from traditional standardized measures, program specialists collaborate with general classroom teachers, special education and ELL teachers, and members of the school's Gifted Identification Team to consider alternative assessments. This is done on an individual basis taking into consideration specific needs of the student(s) in question.

We will continue to:

- evaluate testing materials for validity/relevancy;
- research and purchase additional assessments to better identify the academic and/or intellectual strengths of each referred student; and
- collect demographic data to assure testing instruments are appropriately matched to each student.

Planned Sources of Evidence:

- student AIG folders containing information on measures used;
- testing calendars and administered instruments list;
- LEA's AIG Plan and surveys.

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 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: The demographic data for Carteret County Public Schools have remained consistent in recent years, excepting data on economically disadvantaged students which has increased slightly due in part to economic down turns and job loss. African-American students make up 7% of the school system's student population. In comparison, African-American students make up 2% of the AIG population. The current percentage of CCPS students on free and reduced lunches totals 42%. Data on specific students enrolled in the AIG program (as it relates to economically disadvantaged status) is difficult to track due to privacy laws.

The decision to make this practice a future focus is to provide time for program staff to concentrate on appropriate professional development for teachers, administrators, and community members. This professional development will include training in breaking down stereotypical barriers and promoting total understanding of the characteristics of gifted children and how to recognize these students. Additionally, program staff will research instruments designed for under-served populations and make recommendations on their applicability for CCPS students. The fact that 35% of the respondents believe the current practice to be minimally evident and only 8% believe it to be completely evident gives rise to the belief that preliminary work needs to take place prior to focusing on this practice.

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.

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:

- Work with the school system's processes to encourage a method of tracking individual students from under-represented populations, particularly economically disadvantaged.
- Identify the demographics of the County and individual schools and monitor enrollment of AIG students.
- Research testing instruments used in school systems with similar demographics to Carteret County schools.
- Implement appropriate professional development on the characteristics of gifted in under-represented

populations.

- Furnish teachers with behavior checklists aligned with earlier training to complete for each student in their classroom.

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: During recent turnover of program staff and consequent discoveries of disparities in program implementation, it became apparent that the integrity of the program was threatened. More transparency was necessary. During the 2008-2009 school year program staff researched, wrote, designed and implemented (during 2009-2010) clear and concise steps for the screening, referral, and identification process. Stakeholders were educated in the new procedures. Based on the 52% who responded mostly evident and 21% who responded completely evident on the self-assessment survey, we believe the practice to be successful and it will be maintained.

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

Description:

We will continue to:

- provide annual training for school personnel to ensure procedures and processes are understood;
- conduct a self-assessment during the second half of each school year to promote continuous improvement;
- consistently follow all procedural guidelines in the program specialists' handbook;
- be open and transparent regarding the screening, referral, and identification process while maintaining individual student confidentiality;
- rely on each school's GIT to make final identification and placement decisions.

Planned Sources of Evidence:

- self-assessment survey data;
- GIT meeting minutes;
- faculty meeting agendas;
- team and PLC meeting agendas.

Other Comments:

See Appendix item titled: Self-Assessment.

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 Focused Practice for 2010-2013.

Rationale: Even though 87% of respondents to our self-assessment believed this practice to be very evident, it is important that we focus on this over the next three years due to recent changes in state law and adjustments to our local plan. Previous local procedures applicable to transfer students were not clear. By focusing on this practice we will strengthen our local procedures and assure all students' rights are protected. Additionally, our program goals will allow us to establish clear and equitable procedures addressing informed consent for testing and placement, reassessment procedures, transfer student enrollment, and resolving disagreements.

Goals: General student enrollment trends relating to transfer students gives reason to make sure practices and procedures are equitable and clear. Carteret County has experienced a large influx of military students due to base realignments and troop buildups in the bordering counties of Onslow and Craven. These students move in from all parts of our nation and world and bring with them diverse experiences in gifted education programs. We want to ensure that all receive the learning opportunities they need while making sure currently enrolled students are treated equitably. The requirements of the Interstate Compact on Educational Opportunity for Military Children and subsequent Carteret County School Board of Education policy provide guidance on placement of newly enrolled military children. It is our goal that not only military children, but all students enrolling in our school system who are identified as gifted and/or talented will receive services for which they qualify and are entitled to receive within the service delivery parameters of our local AIG Program.

Description:

To accomplish these goals:

- Transfer students who were enrolled in AIG programs in other LEAs (as evidenced in their official school records) will be clustered immediately, according to their areas of strength: math and/or reading.
- Transfer student data will be compiled, examined, discussed and acted upon by the respective school's GIT no later than the end of the first semester (for students who enroll at the beginning of the school year); or no later than the end of the second semester for students who enroll after the fall GIT meetings have been held.
- By the end of the applicable semester (as described above) all NC public school transfer students enrolled in another LEA's AIG program will: a) remain in NCWISE as AIG and be recommended by the GIT for services in Carteret County Schools; or b) remain in NCWISE as AIG pending further evaluation recommended by the GIT; or c) be exited from NCWISE AIG designation as recommended by the GIT

because Carteret County AIG Program entrance criteria have not been met.

- By the end of the applicable semester (as described above) all transfer students served by gifted programs in non-public or out-of-state schools will: a) be enrolled in the NCWISE database as AIG as recommended by the school GIT; or b) not be enrolled in the NCWISE database as AIG because GIT discussions and findings indicate Carteret County AIG Program entrance criteria has not been met.
- Decisions of the GIT will be communicated to parents by the AIG Program Specialist no later than 10 working days after the meeting. Parents will be told of procedures for resolving disagreements (when applicable).
- Recommendations for reassessments may be made by the school GIT when data indicates a need. However, testing will not be conducted for reevaluation of aptitude unless the team believes a situation warrants the use of an instrument designated for under-represented populations. Reevaluations for academic achievement will not be conducted inside of three years from previous testing.

Planned Sources of Evidence:

- LEA AIG Plan;
- student AIG folders containing signed written consent form;
- procedures handbook containing steps for resolving disagreements;
- class rosters with AIG student clusters;
- enrollment procedures initiated at individual school sites;
- feedback from students and parents;
- CCPS Board Policy documents relating to transfer students;
- parent survey data;
- AIG website.

Other Comments:

See Appendix items titled:

- Cycle for Screening of Non-Third Graders;
- Local Board Policy on Support Of Children of Military Families;
- Local Board Policy on Assignment to Classes – Policy 4155;
- Procedures to Resolve Disagreements.

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: Program staff members recognize it is vital to provide clear, concise, and current information to parents and students about every aspect of our program. During the 2009-2010 school year deliberate efforts were made to inform and educate students, parents, and school employees about program practices and procedures.

New documents were designed to explain the procedural steps from screening to service delivery. These documents were distributed and explained in meetings with stakeholders in all 16 schools in our system. Self-assessment data indicates that 87% of our respondents believe this to have been successful.

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

Description: We will continue to:

- hold orientation/informational meetings in the fall of the year;
- offer yearly meetings to review individual student Differentiated Education Plans (DEP), learning environments, and support services available (grades 4 - 8);
- provide confidential paperwork for parents;
- keep parents abreast of enrichment opportunities for students outside the realm of direct school programming but which may be of interest to families.

Planned Sources of Evidence:

- parent and student feedback;
- student folders containing DEPs;
- LEA AIG plan;
- self-assessment data;
- parent meeting agendas, minutes.

Other Comments: Appendix items listed below help describe the screening, identification and placement cycle for students considered for our AIG program. Additionally, these documents outline service delivery options and the program's multi-tiering approach to identification and services.

- Cycle for Initial Screening of Third Graders
- Cycle for Screening of Non-Third Graders
- Screening/Eligibility Criteria and Associated Service Options – High School
- Screening/Eligibility Criteria and Associated Service Options – Middle School
- Screening/Eligibility Criteria and Associated Service Options – Elementary

- Service Delivery Menu – High School
- Service Delivery Menu – Elementary
- Service Delivery Menu – Middle

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 Maintained Practice for 2010-2013.

Rationale: Program staff will continue to adapt the NCSOS to meet student needs in their specific area of identification. AIG Program Specialists are a primary resource for teachers as they strive to meet the needs of gifted learners in the regular classroom. Recent self-assessment data indicated that 66% of the respondents found this practice to be mostly or completely evident and we plan to continue our work in this practice.

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

Description: Program specialists collaborate with general classroom teachers to discuss individual student needs and to provide research-based information and materials for the teachers' use with identified AIG students. Additionally, program specialists co-teach with general classroom teachers in an effort to enrich the gifted students' experience with the instructional concepts/content delivered within the general classroom environment.

The general classroom teacher is expected to complete and send home with each report card issuance (elementary and middle school) a document that explains how curriculum was differentiated within their classroom to meet the learning needs of each gifted student. (See appendix item titled School-to-Home Communication)

We will continue to:

- be familiar with the NCSCOS for assigned grade levels;
- provide support to teachers on methods and strategies for adapting curriculum to specific student needs;
- assist teachers with specific requests for curriculum adaptation;
- keep up-to-date on effective methods for curriculum adaptation by collaborating, researching, and sharing.

Planned Sources of Evidence:

- self-assessment survey results;
- staff development opportunities;
- lesson plans and co-teaching opportunities;
- evidence of meetings with teachers and administrators;
- attendance rosters from professional development opportunities;
- presence on county curriculum committee.

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 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 Maintained Practice for 2010-2013.

Rationale: Gifted students often need additional challenge in their area(s) of identification. This can be accomplished by both working inside and outside the general classroom setting. Our program staff will continue to do both – working with small groups of students with similar needs and areas of giftedness, and working with classroom teachers to provide strategies to enrich, extend, and accelerate the curriculum as needed. Sixty-four percent of respondents on the recent self-assessment survey found this practice to be mostly or completely evident and we will maintain this practice.

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

Description: Program specialists collaborate with general classroom teachers to discuss individual student needs and to provide research-based information and materials for the teachers' use with identified AIG students. Additionally, program specialists co-teach with general classroom teachers in an effort to enrich the gifted students' experience with the instructional concepts/content delivered within the general classroom environment.

The general classroom teacher is expected to complete and send home with each report card issuance (elementary and middle school) a document that explains how curriculum was differentiated within their classroom to meet the learning needs of each gifted student. (See appendix item titled School-to-Home Communication)

We will continue to:

- provide staff development on enrichment, acceleration, and extension techniques for teachers;
- work with small groups of students with similar areas of giftedness and enrichment/extension/acceleration needs;
- assist individual teachers with specific areas of need in enrichment/acceleration/extension of curriculum;
- provide teachers with information about areas and levels of gifted identification for their specific students;
- stay abreast of current methods and research on enrichment, acceleration, and extension.

Planned Sources of Evidence:

- staff development rosters;
- lesson plans of classroom teachers;
- lesson plans of program specialists;
- student data provided to teachers.

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 C

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

This practice is a Focused Practice for 2010-2013.

Rationale: In recent years with emphasis on accountability and adequate yearly progress, schools have focused on the struggling and at-risk learner, many times to the detriment of the gifted learner. This emphasis parlayed teachers who were trained in differentiation to alter their instruction for the struggling student. Altering instruction to meet the needs of the student on the other end of the learning pendulum many times becomes a challenge for the regular classroom teacher; in some instances it becomes a burden due to a lack of specific knowledge about gifted education.

Carteret County Public Schools does not have a large contingency of teachers licensed in gifted education. This presents the scenario whereby regular classroom teachers (i.e. not licensed in gifted education) become teachers of record and responsible for the learning, development, and growth of gifted students. Recognizing the important role these teachers play in their students' success, it is evident we need to provide regular classroom teachers with the tools to employ diverse and effective instructional practices geared for gifted learners. Making this practice a focus allows us to do that while providing our AIG Program Staff a formal avenue through which to take teacher leadership roles in the schools they serve.

This practice was selected as a focus for the next three years because of the importance of the relationship between instructional delivery and learning. Many students' failure to learn and consequent lack of educational growth can be directly linked to the delivery of material. For an educational program to be successful, teachers must be given the tools to help their students and then take ownership in the work of those students – gifted or otherwise.

Goals: It is our goal that all teachers who serve gifted learners will be able to recognize and address the diverse learning needs of their students, from the intellectually gifted non-verbal learner to the academically talented math or reading student. Teachers serving gifted learners will know their content areas –and their students—well enough to readily (and comfortably) compact curriculum, design independent studies, implement flexible groups, and modify assignments –all based on individual student needs. Additionally, it is our goal that AIG students will be clustered in classrooms based on their intellectual and/or academic area(s) of strength and level of giftedness, matched with teachers who have knowledge in instructional delivery that best matches their gifted students.

Description:

To accomplish these goals:

- Carteret County Schools will provide ongoing professional development for AIG cluster teachers, addressing best practice in gifted education.
- AIG Program Specialists will co-teach with cluster teachers, modeling and sharing their expertise.

- AIG Program Specialists will work with cluster teachers to plan and develop lessons and instructional materials appropriate to the specific needs of gifted students.
- AIG Program Specialists will participate in individual school's professional learning communities.
- In the spring of each year, AIG Program Staff will assist principals in grouping/clustering AIG students, based on data readily available to program staff.
- AIG Program Staff will encourage principals to cluster AIG students with [in order of priority] 1) teachers who have licensure in gifted education; 2) teachers whose training, continuing education, and professional development include best practice in gifted education; and 3) teachers who understand and respond to the intellectual, social, and emotional needs of gifted learners.

Planned Sources of Evidence:

- sample curriculum units;
- examples of selected materials;
- LEA's AIG Plan;
- database of students' area of strength(s);
- professional development schedules and rosters of participants;
- e-mail correspondence;
- classroom observational data;
- content-based program services.

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: Research-based curriculum materials are regarded as having more reliability and credibility in producing results for students. This practice must be focused upon to ensure the success of Practice C above.

Goals: Our goal is that all materials used by teachers (and AIG Program Staff) when differentiating instruction, compacting curriculum, and designing lessons for gifted learners will be research-based and exhibit notable best practice in gifted education.

Description:

To accomplish this goal:

- AIG Program Staff will be well-read on current trends in gifted education and make concerted efforts to share this information with teachers and administrators.
- AIG Program Staff will develop (and make readily available) a digital library of research-based resources that can serve teachers as supplemental materials that augment the NC Standard Course Of Study for gifted learners.
- Cluster teachers will report to parents at the end of each grading period as to how they have differentiated for students in their classrooms using research-based materials.
- School level PLC discussions (facilitated by the AIG Program Specialist) will include information on research-based supplemental materials applicable for specific settings/students as they pertain to gifted learners.
- A portion of each AIG Program Staff PLC meeting will be dedicated to readings and discussions of research-based best practice.

Planned Sources of Evidence:

- examples of selected materials;
- website with resources readily available;
- examples of completed parent reports noting the differentiation with research-based material;
- agendas and minutes from school PLC meetings;
- agendas and minutes from program staff PLC meetings.

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 literacy, 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 Future Practice (2013-2016) for 2010-2013.

Rationale: The world is rapidly becoming a global economy that necessitates students understanding an being able to apply concepts to this broader world view. This practice was designated for future development because our knowledge of the necessary skills is evolving. Self-assessment data indicated 49% of respondents found none or minimal evidence of this in the current AIG program. It is something that needs to be addressed in a timely manner over the next several years and formally incorporated into program goals during the next phase.

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.

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:

- Program staff and cluster teachers need professional development to include 21st Century Skills in their instruction and enrichment/extension/acceleration practices.
- Program staff and cluster teachers need reliable access to appropriate technology to foster collaborative partnerships with distant colleagues, and to be able to help their students become comfortable working in collaborative relationships with students from other cities, states, and countries.

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 Focused Practice for 2010-2013.

Rationale: For more than a decade CCPS administrators have emphasized the importance of ongoing assessment to gauge the level of understanding and provide feedback for any needed re-teaching. From the use of released EOG pen-and-paper tests to the current use of ClassScape and Scholastic Reading Inventory (SRI) on-line assessments, many teachers utilize this information to plan instruction. The self-assessment data indicates that 89% of respondents believe this practice is evident in some manner. However, for data such as this to be useful to plan instruction for gifted learners, teachers need to shift their thinking about how and when these assessments are used. For this reason, we have chosen to focus on the practice of using on-going assessment to differentiate classroom curriculum and instruction in an effort to use the student data more effectively for gifted learners.

Goals:

For gifted learners to grow in new knowledge, it is important that teachers know exactly where those students are with their prior knowledge before beginning instruction. It is our goal that:

- all teachers of gifted students would utilize formative assessments to pre-test each time a new unit or concept is introduced; and
- all teachers of gifted students will know how to use assessment data to design instruction using a variety of scaffolding strategies.

Description:

To accomplish these goals Carteret County Public Schools will provide ongoing professional development for AIG cluster teachers to include (but not be limited to) training on the following topics:

- the Revised Bloom's Taxonomy of Educational Objectives;
- creating a classroom culture of differentiation for the gifted student;
- using SRI data to create flexible reading groups;
- scaffolding lessons to meet specific learning needs;
- designing ClassScape assessments to activate knowledge;
- using EOG growth data and goal summary reports to plan any initial interventions at the beginning of the school year.

To accomplish these goals, cluster teachers, school teams, and/or grade levels will discuss student data in PLCs to collaborate on curriculum and instruction decisions.

Planned Sources of Evidence:

- professional development schedules for the year;
- participation rosters from professional development sessions;
- school improvement plans;
- minutes from PLC meetings.

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 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: Forty-four percent of respondents to our self-assessment found no or minimal evidence of this practice in the prior AIG plan. While the academic needs of gifted students are often at the forefront of strategies employed by teachers and AIG program staff, the emotional and affective needs of these students are sometimes overlooked. The disparities between mental and physical growth, as well as difficulty relating to same-age peers are topics that should be familiar to teachers, counselors, and administrators. In reality -- familiarity of these needs and how they manifest is not prevalent. Program staff recognized that this must be changed by creating a more comprehensive and visible framework of instructional practices that addresses the social and emotional needs of AIG students.

To set the stage for this, built into this AIG program plan are requirements that teachers --and particularly school counselors-- earn license renewal credits in curriculum on the social and emotional needs of the gifted child. We felt that once this was completed the expectation that instructional practices would exist to support the social and emotional needs of AIG students was more realistic and attainable. In that vein, we set this as a future focus, based on completion of current 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:

- A major component in strengthening this practice is to provide professional development for classroom teachers and school counselors.
- AIG program staff will become familiar with current research in this area and tailor instruction to meet the affective needs of gifted students.
- It is important for the students themselves to be educated about social and emotional concerns and strategies they can use in the classroom to help themselves.

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: All children begin school with different talents, abilities, and knowledge. They learn at different rates and each deserves to be challenged to reach his/her highest potential. It is vital that primary students have the opportunity to learn as much as they can, and for teachers to employ instructional strategies and differentiated curriculum to provide that challenge and opportunity. The self-assessment survey indicated that 28% of respondents saw little or no evidence of this practice in our current AIG plan. It will be a future practice to develop a formal nurturing program for primary 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.

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:

- Additional program staff will be needed to implement a formal nurturing program.
- In the interim, primary grades teachers will need professional development and individual assistance from AIG Program Staff to create a meaningful program.
- School administrators will need professional development support to facilitate this programming in their schools.

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 Maintained Practice for 2010-2013.

Rationale: AIG students spend the majority of their time each day in a regular classroom. Meeting their academic needs requires a collaborative effort among classroom teachers, AIG Program Specialists, counselors, and other professionals who can assist in modifying instruction for a student's particular needs. AIG students can require the services of exceptional children's personnel, speech therapists, occupational therapists, and myriad other professionals. It is incumbent upon all of these people to work together to provide the best education possible for AIG students. Program staff currently do a good job with this practice, as evidenced by 71% of respondents on the self-assessment survey indicating the practice was mostly or completely evident to them. We will continue to foster collaborative relationships among all stakeholders in the best interest of AIG students.

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

Description:

We will continue to:

- work collaboratively with school personnel to develop and implement differentiated curriculum and instruction;
- attend meetings as needed to monitor student progress;
- offer assistance in developing specific instructional strategies for individual students;
- Keep open lines of communication with other professionals that are working with AIG students.

Planned Sources of Evidence:

- minutes from PLC meetings;
- professional development rosters;
- lesson plans of classroom teachers;
- lesson plans of gifted specialists;
- student data provided to teachers.

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 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: Gifted students have differing levels of intellectual ability and areas of academic talent. Once these have been identified, it is important that students receive instruction commensurate with these abilities. The development and implementation of a Differentiated Education Plan (DEP) is vital to meeting the needs of gifted students. It is also important that students, parents, and teachers collaborate to write these plans. Fifty-one percent of self-assessment respondents felt this practice was mostly or completely evident in the current AIG plan and we will continue this practice with the aim of more participation from teachers when these plans are being written.

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

Description:

We will continue to:

- facilitate the writing of DEPs for AIG students based on their area(s) and level(s) of giftedness (annually for grades four through eight, and one for high school years written in the spring of eighth grade);
- hold informational meetings for parents and students to discuss the plans;
- solicit input and participation from classroom teachers and other involved professionals in developing the differentiated plan for each student;
- review plans annually to ensure plan meets the curricular and instructional needs of the student;
- meet with parents and students to facilitate smooth transition between schools (from elementary to middle, and middle to high school);
- maintain records of education plans.

Planned Sources of Evidence:

- copies of DEPs with required signatures;
- copies of summary records;
- meeting notices;
- self-assessment results.

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: Carteret County Public Schools employ highly qualified AIG Program Specialists and a Program Director to guide, plan, develop, implement, monitor, and revise the local AIG program. We will maintain this minimum level of licensed AIG personnel with plans to increase the number of program specialists when it becomes monetarily feasible.

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

Description: The current job description for the AIG Program Specialist at the elementary and middle school level lists the following:

- Provides direct services to Level IV AIG students.
- Collaborates with and supports cluster teachers as they differentiate curriculum and instruction for AIG students at levels II and III.
- Collaborates with and supports regular classroom teachers as they nurture students who show potential for giftedness.
- Plans and facilitates extensions of classroom experiences aligned with the student's DEP and level of talent and/or giftedness.
- Coordinates school-wide communications and serves as a resource for gifted education at the school level.
- Facilitates meetings of the school Gifted Identification Team including gathering required data, completing required paperwork, administering recommended assessments, and communicating results.
- Facilitates annual parent/teacher conferences to write differentiated education plans.
- Collaborates with the school data manager to update AIG student records.
- Facilitates the annual enrollment count of gifted students (at the school level).
- Assists the principal(s) by providing up-to-date lists of AIG students (and their areas/levels of identification) in preparation for yearly clustering.
- Provides transition information to students and parents as AIG students transition from elementary to middle school and from middle to high school.
- Works with the director to revise the LEA plan for gifted education.
- Communicates to cluster teachers any opportunities for professional development relating to gifted education.
- Leads/provides professional development about gifted education at the school and district levels.
- Strives to maintain and improve professional competence.
- Attends faculty and staff meetings and serves on school-based committees as required.
- Assists the principal(s) in implementing all policies and/or rules governing student life and conduct, develops reasonable rules for classroom behavior and procedures, and maintains order in the classroom in a fair and just manner.

- Any alternatives to the above responsibilities that the director and/or principal(s) may deem appropriate and necessary.

We will continue to:

- employ an adequate number of AIG Program Specialists and a central services Director of AIG Programs, all of whom hold licensure in gifted education.

Planned Sources of Evidence: • licensure documentation from system human resource department.

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: In Carteret County, we ensure that gifted services are focused on the individual needs of our students. This is substantiated by self-assessment data: only 2% of the respondents saw no evidence of this practice. We will maintain the practice whereby the priority for program specialists will be to focus their time meeting the needs of AIG students.

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

Description:

We will continue to:

- assign AIG Program Specialists to provide direct services to Tier IV students, grades 4-8;
- collaborate with cluster teachers to ensure differentiated instruction is provided gifted students in their area of strength in the regular classroom.

Planned Sources of Evidence:

- DEPs;
- examples of teacher-to-parent communication about the differentiation taking place in the classroom to meet individual student needs;
- grade level, team, and PLC agenda minutes;
- teacher lesson plans;
- program specialist lesson plans;
- classroom observations;
- LEA AIG plan;
- school counselor notes;
- existence and documentation of flexible groupings.

Other Comments: Refer to appendix item titled Job Description: Elementary and Middle School Academically Gifted Specialist

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: This will be a focused practice over the next three years. Due to the changes in service delivery models in our program it will be very important that our classroom teachers, school counselors, principals, and various other school personnel receive professional development on best practices in educating the gifted child.

Goals:

- All cluster teachers will earn a minimum of two continuing education credits in gifted education per their five-year license renewal cycle.
- School counselors (at every level) will earn a minimum of one continuing education credit dedicated to the social and emotional needs of gifted children per their five-year renewal cycle.
- School administrators will document professional development in the area of gifted education

Description:

To accomplish these goals:

- Carteret County Schools Teacher Leadership Academy will include modules dedicated to gifted education.
- The AIG program director will inform cluster teachers, counselors, and principals about off-site professional development opportunities as they become available.
- AIG program staff will facilitate campus focus study groups on a quarterly basis.

Planned Sources of Evidence:

- professional development rosters;
- e-mails and brochures announcing off-site opportunities;
- professional development annual plans;
- school improvement plans;
- LEA AIG Plan.

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 Focused Practice for 2010-2013.

Rationale: Eighteen Carteret County Schools employees hold licenses in gifted education. Seven are employed as full-time AIG program specialists; one is employed half time as a program specialist; two are employed as special education teachers; one is employed part-time as the program director; six are in classroom teaching positions; and one is a school librarian. When feasible, principals cluster AIG students in classrooms with teachers licensed in gifted education. However, it is obvious we do not have the personnel across our system to make this a reality in every school. We especially need attention at the high school in honors level (and above) courses. For these reasons, we have chosen to focus on this practice.

Goals:

- Principals will place/schedule all AIG students in classrooms/courses with teachers who hold license in gifted education.
- Principals will place/schedule all AIG students in classrooms/courses with teachers who have participated in professional development focusing on gifted education.
- All teachers who host AIG clusters will earn a minimum of two continuing education credits in gifted education during their five-year license renewal cycle.
- All honors level (and above) teachers will earn a minimum of two continuing education credits in gifted education during their five-year license renewal cycle.

Description:

To accomplish these goals:

- Program staff will work with school principals to provide appropriate clustering information on students so grouping can take place.
- Professional development focusing on gifted education pedagogy and best practice will be planned for cluster teachers.
- Program staff will provide support to AIG cluster teachers in lesson planning and appropriate materials.
- Program staff will co-teach, modeling effective instructional strategies for gifted students.

Planned Sources of Evidence:

- class rosters with clusters evidenced;
- professional development materials and sign-in rosters;
- spreadsheets of student tiering information shared with principals;

- continuing education documentation from the system's human resources office;
- LEA AIG plan.

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 Focused Practice for 2010-2013.

Rationale: We chose to focus on this practice for the next three years as we streamline our new plan. It stands to reason if we are implementing professional development initiatives for those teachers who teach AIG students, we will strive to align that professional development with AIG program goals and other district initiatives including the local requirement for teachers of AIG students to earn two CEUs dedicated to gifted education pedagogy during their five-year license renewal cycle.

Goals: All locally-sponsored professional development initiatives for cluster teachers and AIG specialists will be aligned with other focused areas of this three-year plan, as well as with district initiatives.

Description: To accomplish this goal:

- Several modules of the annual system-wide Teacher Leadership Academy will be dedicated to best practice in gifted education and first-choice seating will be given to AIG cluster teachers.
- Principals and AIG cluster teachers will be notified of off-site professional development opportunities through ongoing communications from the AIG director.
- AIG Program Staff will initiate and facilitate study groups on relevant reading topics in gifted education.

Planned Sources of Evidence:

- schedules, agendas, and participation logs of professional development aligned with the AIG program goals;
- survey results indicating a need for professional development in gifted education;
- district goals and objectives reflecting the needs of gifted learners;
- self-assessment data supporting need for teacher professional development in gifted education.

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 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: Carteret County Public Schools strive to provide the highest level of professional development opportunities to their personnel to ensure that all continuing education requirements are met. By doing this, our teachers are supported with the tools to meet state and/or national teaching standards including 21st century skills and content at advanced levels. This will be a future practice because for the next three years we are focused on specific AIG content professional development in an effort to provide AIG cluster teachers with the tools to meet the needs of 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.

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:

Stay abreast of the new NC SCOS essential standards as they are introduced into schools over the next three years with the idea of blending AIG pedagogy with the new standards. This should be a smooth transition since our first focused training for AIG cluster teachers will be six hours of Revised Bloom's Taxonomy. Many of the essential standards objectives will use the language of Bloom's Revised.

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: Carteret County Public Schools encourages --but does not mandate-- the establishment of professional learning communities in each school. As this best practice grows it is anticipated that all schools within the system will operate PLCs. This coupled with purposeful common planning across grade and department levels (another anticipated development among CCPS) and flexible scheduling will allow for AIG program specialists to regularly plan with teachers. This will promote implementation of best practice and professional development strategies. Therefore, in anticipation of the system-wide opportunities evolving to make this practice achievable, we have made this a future focus for development. In the mean time, we will work with school and central services administrators to promote opportunities in each individual school for teachers and AIG program staff to collaborate and co-teach.

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.

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:

This collaboration time is hard to find when school master schedules are coupled with itinerant schedules of AIG program specialists. If our system could find the resources to assign one AIG specialist per elementary and middle school this would allow program specialists and cluster teachers to take advantage of all available time to plan, implement, and refine their knowledge gained 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 Maintained Practice for 2010-2013.

Rationale: Forty percent of self-assessment respondents believe this practice to be minimally evident. Program staff members know this because of conversations with school personnel. However, program staff believes the reason is not due to non-existence of a comprehensive program, but rather due to a lack of understanding and knowledge about gifted programming in general. For this reason we believe that our level of programming can be maintained over the next three years, but we will increase professional development and communication about the program as a whole. Other components of this document address plans for enhancing the K-3 component of the program as a future focus (Standard 1, Practice B) as well as the social and emotional needs of gifted learners (Standard 2, Practice G).

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

Description: Even though our plan has no current procedures for formally identifying children enrolled in Kindergarten through third grade as academically and/or intellectually gifted, program specialists are in close collaboration with general classroom teachers. This collaboration includes working with and providing strategies to those teachers to nurture potential giftedness. Also, when individual students exhibit characteristics of giftedness, program specialists provide general education teachers with strategies -- and in some instances materials-- to help meet the needs of these children. As our program strengthens, there are plans to develop a formal nurturing component to enhance the educational experience of young children exhibiting characteristics of giftedness.

Services are provided to identified gifted students fourth through 12th grade with the high school model being based solely on student participation in honors, AP and other upper-level classes. This service delivery is documented through the use of differentiated education plans for each individual student. These plans elaborate on the learning environment, and curriculum modifications, and the person(s) responsible for service delivery. (See the appendix items titled: DEP - High School; DEP - Tier II - Elementary; DEP - Tier II - Middle; DEP - Tier III - Elementary; DEP - Tier III - Middle; DEP - Tier VI - Elementary; DEP - Tier VI - Middle.)

We will continue to:

- tier students based on their level of needed differentiation;
- categorize AIG students as intellectually gifted and/or academically talented;
- write DEPs aligned with individual student strengths;
- cluster students based on their intellectual gifts;
- cluster students based on their academic talents;
- facilitate GIT meetings taking all student data into account and make decisions based on all needs of the student.

Planned Sources of Evidence:

- copies of DEPs;
- copies of materials explaining levels of service tied to level of giftedness or talent;
- minutes from GIT meetings;
- counselor notes.

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 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: We will maintain this practice as a carryover from our most recent changes whereby we aligned service delivery with level of AIG identification. Sixty-one percent of the self-assessment respondents believed this practice to be mostly or completely evident.

The tiering approach to service delivery promotes a common language across schools, particularly now that all CCPS elementary schools are using Responsiveness to Instruction (RtI) practices to identify and intervene for children who are at-risk. In using the common language of Tier I, Tier II, Tier III and Tier IV to signify a need for intervention, this AIG plan establishes a need for intervention for the higher learner and his/her needs for differentiation. The higher the tier, the more need for differentiated services.

The level of service delivery is directly related to the level of intellectual giftedness and/or academic talent. For example, those students identified as intellectually gifted on the verbal subtest on a nationally-normed aptitude test would be clustered to receive differentiated services in English/language arts. Students who met the eligibility criteria on a nationally-normed achievement test in the area of mathematics would be clustered to receive differentiated instruction in math. (See appendix items titled Carteret County Schools AIG Program Screening/Eligibility Criteria and Associated Service Options for elementary K-5, for middle school 6-8, and for high school 9-12)

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

Description: We will continue to:

- tier students based on their level of needed differentiation;
- categorize AIG students as intellectually gifted and/or academically talented;
- write DEPs aligned with individual student strengths
- cluster students based on their intellectual gifts;
- cluster students based on their academic talents.

Planned Sources of Evidence:

- copies of DEPs;
- copies of materials explaining levels of service tied to level of giftedness or talent;
- minutes from GIT meetings.

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 Maintained Practice for 2010-2013.

Rationale: AIG services are connected to the total instructional program through various components. The emphasis on rigor and relevance --a theme of our LEA for several years now-- is most appropriate for gifted students. Clustering students based on their area of strength not only allows for meeting student needs appropriately, but also creates the scenario for matching instructional strength to student strength. Fifty-six percent of self-assessment respondents believe this practice to be mostly or completely evident; we will maintain this practice.

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

Description:

We will continue to:

- expect lesson plans to note how instruction was differentiated for AIG students;
- cluster students by their area of strength, allowing for rigor and intellectual challenge to exist;
- expect teachers to compact curriculum to best meet students at their level of prior knowledge;
- use AIG students' EOG growth data to guide instruction.

Planned Sources of Evidence:

- lesson plans;
- DEPs;
- classroom observations;
- class rosters with clustering noted;
- EOG growth data.

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: Communicating about and advocating for gifted education is an ongoing effort. With recent changes in our program, we felt it most important that we focus on this practice for the next three years.

Goals:

- All Carteret County Public School's principals can articulate the service delivery models utilized in the system's AIG plan.
- All AIG cluster teachers feel confident discussing their means of differentiation for AIG students in their classrooms and can speak about their instruction and the levels of service of the program.
- Documents from GIT meetings evidence the in-depth knowledge and understanding that members have for the myriad needs of gifted children.
- Most school employees will be able to speak – with confidence— about the system's AIG program.
- Every employee serves as an advocate for gifted students.

Description:

To accomplish these goals we will:

- maintain an updated website offering a multitude of information and resources about the LEA's AIG program;
- make information on the LEA's AIG program part of new teachers' orientation to our school system;
- be part of school faculty meetings to describe components of the AIG program as documented by attendance rosters and agendas;
- provide principals and cluster teachers with information about regulations related to gifted education, as the information becomes available;
- be part of school administrators' meetings to provide information and program updates.

Planned Sources of Evidence:

- website publication;
- faculty meeting agendas;
- informational brochures and materials;
- e-mail correspondence;
- new faculty orientation materials;
- agendas from central services administrators' meetings.

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 Maintained Practice for 2010-2013.

Rationale: It is imperative that communication takes place among and between all teachers, school personnel, administrators, and individual schools as a whole to ensure that a fluid and comprehensive education is offered to all of our students. This is especially important at key transition points such as fifth grade transition to middle school and eighth grade transition to high school. A vast majority of respondents to the self-assessment survey believed this practice to be evident.

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

Description:

We will continue to:

- spend time collaborating between program specialists, school PLCs, and grade level teams to ensure that we have effective communication of AIG services;
- hold transition meetings at the key points of fifth grade transition to middle school and eighth grade transition to high school.

Planned Sources of Evidence:

- agendas and materials from transition meetings;
- e-mail correspondence with parents, teachers, administrators, and counselors.

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 F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Maintained Practice for 2010-2013.

Rationale: In Carteret County, AIG Program Staff work diligently to communicate and collaborate among all stakeholders. Program staff must provide leadership to facilitate a spirit of working together in the best interests of gifted children. We will maintain this practice in the coming three years.

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

Description:

We will continue to:

- hold annual informational meetings for students and parents;
- collaborate when writing DEPs to include cluster teachers, special teachers, parents, students, and program staff;
- conduct/facilitate GIT meetings involving classroom teachers, instructional support staff, and administrators to make decisions about identification and placement of AIG students;
- participate in professional learning communities, grade level and team meetings;
- keep lines of communication open with all school campuses.

Planned Sources of Evidence:

- written correspondence;
- DEPs with appropriate signatures;
- minutes from grade level, team, or PLC meetings;
- Summary Records with appropriate signatures;
- newspaper articles.

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 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: Collaboration to address the social and emotional needs of AIG students is already occurring, being facilitated by the AIG program specialists. However, all instructional personnel should take ownership in the social and emotional welfare of these children. Therefore, we selected this as a future practice until such time as we meet the professional development expectations incorporated into this plan. (see Standard 3, Practice D).

We will expect our school counselors to take a leadership role as it relates to the social and emotional needs of AIG students once their professional development requirements have been met. Additionally, we believe expecting general classroom teachers to participate in professional development relating directly to gifted education will enhance their abilities to readily respond to the social and emotional needs of their gifted students.

In our previous plan, we documented our support of the social and emotional needs of our gifted students. All but 7% of respondents to the self-assessment believe this practice to be evident. We will continue to provide this support and will move towards the future noting needed improvements for our next 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.

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:

- Implement differentiated guidance services through school counselors that would create a network and support group for gifted children.
- Design program options to meet specific social and emotional needs of gifted students.

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: All students have the right to an appropriate education that supports their individual academic and intellectual needs. Our program documents data on all gifted students delineating individual strengths as evidence that differentiation and/or acceleration is needed. We will maintain this practice.

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

Description:

We will continue to:

- facilitate school-based GIT meetings to evaluate data and make placement decisions based on individual student needs;
- provide school principals with research and information on gifted students to assist in decisions regarding early admission to kindergarten or grade skipping;
- advocate for independent study opportunities where appropriate;
- include the following as service delivery options and appropriate learning environments (based on individual student need): content acceleration; curriculum compacting; extra-curricular programs; early graduation; dual enrollment; Advanced Placement courses; NC Virtual Public High School for accelerated courses not offered on campus; and cross-grade grouping for subject acceleration.

Planned Sources of Evidence:

- DEPs;
- AIG Screening, Eligibility, and Placement Summary Records;
- referral forms;
- LEA AIG Plan;
- GIT meeting 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 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 Maintained Practice for 2010-2013.

Rationale: We feel that it is important to support, identify and serve under-represented populations including twice-exceptional, culturally/ethnically diverse, economically disadvantaged, and highly gifted learners. More than 61% of self-assessment respondents believe this practice to be evident. We will maintain this practice for the next three years while making deliberate efforts to see that under-represented populations are given equitable treatment in the screening, identification and placement process.

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

Description: As teachers and administrators in the Carteret County Public Schools become more adept at analyzing student assessment data, especially as it pertains to demographics and subgroups of students, a clearer picture should begin to evolve regarding traditionally under-represented populations and their participation --or lack of-- in gifted education in our school system. During the next three years this data will be carefully analyzed for the opportunity to expand our services.

Currently we provide pull-out services for the highly gifted (97th percentile or above on nationally-normed tests) (See appendix items titled Screening/Eligibility Criteria and Associated Service Options for each school level.) With the recommendation of Gifted Education Team members, there are occasions whereby we would use a different screening instrument for an ELL student, a culturally/ethnically diverse student, a twice exceptional student, or economically disadvantaged student. These situations are addressed on an individual basis.

We will continue to:

- screen third grade students, with fourth grade being the formal entry point to gifted services;
- welcome referrals from all interested individuals including, but not limited to: classroom teachers; administrators; ESL teachers; special education teachers; psychologists; counselors; parents; and other support staff;
- solicit input from art and music teachers on the nationally-normed gifted rating scale (GRS);
- collect data for evidence of gifted tendencies from a variety of sources including: report cards; SRI reports; ClassScape; Accelerated Reader; Accelerated Math; SuccessMaker; SRI and other assessment instruments.

Planned Sources of Evidence:

- Gifted Rating Scales (GRS);
- DEPs;
- AIG Screening, Eligibility, and Placement Summary Records;
- Referral Forms.

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 J

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

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

Rationale: Surveys and interviews bear out the vast majority of school experiences most meaningful to students are not found between the pages of textbooks nor among curriculum materials. Studies indicate gifted students are best benefited by experiential, hands-on learning opportunities. Even though respondents to our self-assessment believe this practice to be evident, the largest percentage reported only minimal evidence. In recent years, due to budget cuts and economic down turns, the extra-curricular element of our programming has decreased. We have chosen to make this practice one of future focus in the anticipation of less lean times ahead and more out-of-the-box thinking on how we can do “more with less.”

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.

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:

Extra-curricular programs that could be strengthened to better meet the needs and interests of AIG students include:

- chess clubs;
- Battle of the Books;
- Quiz Bowl;
- Science Olympiad;
- Brad Sneed Marine Science Academy;
- National Geographic Bee;
- Camp Invention;
- National Spelling Bee;
- art/music/drama opportunities that extend outside the classroom;
- Odyssey of the Mind;
- Sally Ride Science TOYchallenge;
- Future Cities Engineering Competition;
- First Lego Robotics Competition.

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: AIG Program Specialists partner and communicate with parents/families, schools, and the community in a variety of ways to ensure that AIG students receive the most appropriate services in all areas of need. As the former AIG plan was being revised, obtaining input from all groups of stakeholders was essential. As revisions are implemented the Director of AIG Services and/or AIG Program Specialists will meet with parents, teachers, principals, counselors, students, and members of the community to ensure the needs of AIG students are being addressed. Information will also be made available to all stakeholders in printed form or posted on the program website. We will maintain this practice.

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

Description:

We will continue to:

- hold parent informational meetings at the beginning of each school year;
- promote the revitalization of PAGE;
- conduct annual assessments/surveys;
- reach out to non-public feeder schools to make transitions to our system as smooth as possible.

Planned Sources of Evidence:

- survey data;
- DEP documents;
- service delivery menus;
- cycle for initial screening and identification;
- e-mails, letters, handouts;
- meeting minutes.

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: According to the self-assessment survey, sharing information with stakeholders is a significant strength of the Carteret County AIG Program. In order to maintain this practice it will be necessary to continue to inform stakeholders as revisions to the AIG plan and program are implemented. Changes in current policies and procedures will require the Director of AIG Services and the AIG Program Specialists to share pertinent information with parents, schools, and the community, as well as obtain feedback regarding these changes.

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

Description:

In order to maintain the practice of sharing information with stakeholders as the revised AIG plan is implemented, the Director of AIG services and/or AIG Program Specialists will:

- meet with parents, principals, PLC teams, staff and students;
- present/offer staff development opportunities for teachers and other school personnel;
- publish the AIG Plan, policies, and procedures in a variety of formats (booklet/brochure, post on county website, etc.) to include native languages.

Planned Sources of Evidence:

- published LEA AIG Plan;
- staff development flyers/handouts;
- meeting minutes;
- AIG newsletters.

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: Even though self-assessment respondents believe this practice to be mostly, to completely evident, more than 11% do not believe it exists at all. Given the opportunity to put a new AIG Plan in place and address state standards while doing so is the perfect scenario for greater involvement from all stakeholders. We have chosen to make this practice a focus for the next three years.

Goals:

- An LEA AIG Advisory Work Group whose membership includes parents, teachers, principals, and system level administrators will meet quarterly to monitor and provide feedback on gifted services in our school system.
- Each school will have active representation within the membership of the group.
- The Carteret County Chapter of Partners for the Advancement of Gifted Education (PAGE) will revitalize as a vibrant avenue for parent and community involvement in gifted education in our school system.

Description:

To accomplish these goals we must:

Establish an AIG Advisory Work Group by

- adopting a formal purpose for the work group;
- soliciting nominees to the advisory group from principals, parents, and the superintendent's office;
- asking the superintendent to establish the membership with letters of invitation, once an appropriate number of nominations have been made;
- establish the Director of the AIG Program as work group chair; she will calendar the meetings and set the agenda for each meeting.

Reactivate PAGE by

- exploring and gathering information on the legal aspects of revitalizing an inactive PAGE chapter;
- holding an initial organizational meeting after contacting parents by e-mail, Alert Now, and advertising in the local newspapers;
- electing officers;
- holding a membership drive.

Planned Sources of Evidence:

- agendas from meetings;
- minutes from meetings;
- membership rosters of both organizations;
- LEA Plan re-writes;
- annual surveys 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 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 Future Practice (2013-2016) for 2010-2013.

Rationale: The self-assessment data indicated a strong effort to inform parents/families and the community of opportunities available to AIG students on an ongoing basis. All AIG Program Specialists will have active websites in addition to links to the county website to post activities and opportunities for AIG students across grade levels. Specialists use a variety of means to communicate (e-mail, website, letters, phone calls, etc.) with students and their families about opportunities being offered through and outside their schools. Additionally, program specialists collaborate to create a listing of summer opportunities for AIG students. Specialists do recognize a need to improve communications with the ELL AIG population by providing parents/families and students information in their native languages. At this point in time, our ELL population that requires native language communication is very small and program specialists do provide communication to the parents of these children in their native language. We chose to make this a practice to formally address in the future in anticipation at some point of our ELL population growing.

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.

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:

- Program specialists will provide printed materials regarding opportunities for AIG students in both English and native languages for the ESL AIG population.
- Explore software that converts English into other languages for WebPages and e-mail communications that would enable specialists to improve communication with non-English speaking students and families.

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 Focused Practice for 2010-2013.

Rationale: This practice mirrors Practice C of this standard, particularly with regard to the role of PAGE (Partners for the Advancement of Gifted Education). Program staff will work on these two practices in tandem.

Goals: The Carteret County Chapter of PAGE will revitalize as a vibrant avenue for parent and community involvement in gifted education in our school system.

Description:

To accomplish this goal we must:

- explore and gather information on the legal aspects of revitalizing an inactive PAGE chapter;
- hold an initial organizational meeting after contacting parents by e-mail, Alert Now, and advertising in the local newspapers;
- elect officers;
- hold a membership drive.

Planned Sources of Evidence:

- agendas from meetings;
- minutes from meetings;
- membership rosters.

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 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 Focused Practice for 2010-2013.

Rationale: This is a focused practice for the next three years. Program staff will work in tandem with prior focused Practices C and E of the standard. The emphasis of this particular practice will include development of partnerships with institutions of higher education and local businesses and industry. This is needed to promote dual enrollment for AIG students, to promote development of a cohort of teachers working for AIG licensure, and to secure possible financial support from local businesses for endeavors of the program needing funding.

Goals:

- Local businesses will provide financial support for extra-curricular learning opportunities not funded through regular means.
- Institutions of higher education will partner with CCPS to provide in-county classes for teacher wanting to earn add-on licensure in gifted education.

Description:

To accomplish these goals we will:

- initiate an information campaign geared for members of the local business community;
- conduct presentations at Rotary Club (and other civic organization) meetings;
- network with members of local chambers of commerce;
- network with contacts at Carteret Community College, East Carolina University, and UNC-Wilmington.

Planned Sources of Evidence:

- information campaign brochures;
- PowerPoint presentations;
- correspondence between networking partners;
- schedules of teachers enrolled in gifted education classes.

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 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. As we submit this three-year plan to our school board and subsequently to North Carolina Department of Public Instruction, this practice will be completely evident. This is a focused practice for us because we intend to monitor and assess our work frequently.

Goals:

- to write and share a plan for gifted education that meets the diverse needs for gifted learners in Carteret County Schools;
- to write a plan in collaboration with all stakeholders;
- to draft an AIG plan in accordance with state legislation and local board of education policy.

Description:

To accomplish these goals we will:

- conduct a self-assessment/parent/teacher/student survey annually to provide feedback and data enabling development of a plan that best meets the needs of gifted learners;
- research ways to strengthen areas of need;
- implement action steps that guide us in our work to address areas of need;
- monitor plan procedures to ensure a continuum of implementation and improvement of the AIG program;
- review the plan regularly, based on survey data and state and local accountability expectations.

Planned Sources of Evidence:

- local self-assessment data;
- written plan and procedures;
- BOE approval;
- agenda and minutes of PLCs discussion of ongoing review;
- submission to NC 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: Once in place, Carteret County Public Schools will monitor the AIG program plan to ensure compliance with current legislation and state policies. Feedback collected from the self-assessment revealed the perception that AIG services were not uniform across the county. We will focus on this practice in order to change that perception.

Goals:

- Service delivery will be viewed by stakeholders as equitable and consistent across schools.
- AIG students will be served at all school sites according to the AIG plan.
- The AIG program will exemplify excellence in all schools and assessment data will indicate complete evidence that all practices are in place according to the plan's timeline.

Description:

To accomplish these goals we will:

- monitor program specialists' work and reflect through PLC meetings;
- utilize the newly-implemented North Carolina Teacher Evaluation Process to guide AIG Program Specialists through reflection of their work;
- expect the AIG Program Director to be aware of current legislation and state policies that impact the AIG program and to make appropriate adjustments if and when the local plan is not in compliance with these regulations and laws;
- gather stakeholders' input annually through participation in the Advisory Work Group, PAGE, and the self-assessment.

Planned Sources of Evidence:

- teacher evaluation results;
- agendas and minutes from PLC meetings, PAGE meetings, Advisory Work Group meetings;
- survey results.

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: Funds allocated for Carteret County Public Schools AIG programming are used for program specialists' salaries and benefits; program specialists' purchase of instructional supplies for the schools they serve; professional development of program staff as well as cluster teachers; and program staff travel between schools during the day. All of these funds are monitored through CCPS central services finance department and disbursements occur only after appropriate paperwork has been filed according to local and state policy and procedures. This is a maintained practice as part of "doing business."

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

Description:

We will continue to:

- allocate funds to enhance and enrich the AIG program, based on the LEA AIG plan, local and state policy;
- share information about funding sources with stakeholders during informational meetings to ensure transparency and understanding of the full program.

Planned Sources of Evidence:

- AIG PLC minutes show participatory decision making regarding expenditure of non-salary funds;
- budget reports.

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: Not only will student performance data be analyzed and shared with appropriate parties, but beginning with this new plan, AIG student growth will be shared with administrators and teachers in an effort to assist with lesson design. The majority of respondents to the self-assessment indicated they believed this practice to be in place and program staff will maintain this practice, excepting annual drop-out data which will be a future focus. We anticipate the manner in which we have begun to collect data on AIG students with local codes on EOG and EOC answer sheets will provide us with more in-depth AIG student data including drop-out information.

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.

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:

- Continue to mark EOG/EOC answer documents with a special code that will allow the central testing department to track AIG student growth.
- Begin a historical database of AIG student EOG/EOC performance and growth to watch for trends and/or patterns.
- Work with central services testing department to devise a manner in which to collect drop-out data on 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 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: As program staff begins to track performance and growth data, analyze trends, and design services based on what the data tells us, we will begin to focus on demographic data as well. This practice was cited in the self-assessment as being minimally evident and needs attention. We will implement this practice in the next phase of our planning when we have gathered enough data to provide guidance.

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.

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:

- Devise a method of providing confidential demographic data to the AIG Program Director to substantiate any existence of under-representation.
- Compile reliable demographic data that shows comparisons between the system's full student population and the AIG population.

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: This practice is implemented by the LEA AIG Program Director and Carteret County Schools' Department of Human Resources. This practice is necessary to comply with requirements for highly qualified teachers and is one that must be ongoing. Our work in this area is a driving force behind implementing professional development requirements for cluster teachers.

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

Description:

We will continue to:

- expect any candidate for the position of AIG Program Specialist to have a minimum of an add-on license in gifted education; a masters degree in gifted education is preferred;
- promote professional development for cluster teachers to enhance the gifted student's classroom experience with professionals who understand the educational, social, and emotional needs of gifted children.

Planned Sources of Evidence:

- applications for the position of AIG Program Specialist;
- state database of continuing education credits for teaching license renewal.

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 Focused Practice for 2010-2013.

Rationale: This will be a focused practice for the next three years in an effort to bring all stakeholders on board with the work being done in our program. Given the opportunity to put a new AIG plan in place and address state standards while doing so is the perfect scenario for greater involvement from our community.

Goals: An LEA AIG Advisory group whose membership includes parents, teachers, principals, and system level administrators will meet quarterly to monitor and provide feedback on gifted services in our school system.

Description:

To accomplish this goal we will:

- adopt a formal purpose for the group;
- solicit nominees to the advisory group from principals, parents, and the superintendent's office;
- ask the superintendent to establish the membership with letters of invitation, once an appropriate number of nominations have been made;
- establish the Director of the AIG Program as group chair; she will calendar the meetings and set the agenda for each meeting;
- have active representation on the advisory group from each school within our system.

Planned Sources of Evidence:

- meeting calendar;
- meeting agendas and minutes;
- self-assessment data.

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

Rationale: Survey data indicates most respondents agreed we were not accomplished in this practice. Because we plan to continue with annual self-assessments as well as establishing stakeholder groups to provide us feedback on an on-going basis, we elected to hold off on this formal practice until we had time to establish the new plan and a strong support base.

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.

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:

- educate stakeholders in the best practices in gifted education;
- build ownership in the plan by involving parents and students in our work.

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 Maintained Practice for 2010-2013.

Rationale: This practice is one of second-nature. AIG Program Staff are continually listening to feedback, reflecting in PLC meetings, and discussing ways to improve what we do. We will maintain this practice.

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

Description:

We will continue to:

- hold PLC meetings among program staff to reflect and brainstorm;
- remain well-read in recent literature on gifted education;
- be empathetic to classroom teachers and try to make changes to programming that will make their jobs less cumbersome;
- hold parent informational meetings to share news and accept feedback.

Planned Sources of Evidence:

- minutes from PLC meetings;
- minutes agendas indicating assigned readings for discussion;
- minutes/notes from grade level meetings and/or one-on-one teacher meetings;
- flyers, announcements of parent meetings.

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 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: In order for the program to be perceived as credible, program policies and procedures need to transparent and clear. This practice is mostly evident to our stakeholders now and we feel after implementing the focused practices over the next three years that it will be completely evident. In light of the fact that our latest self-assessment data will be published on our website along with this new plan, we will make this practice something to focus on in the future when we have feedback and data from these new processes.

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.

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:

- prepare charts and graphs to show evaluation data over a series of years to reflect trends and improvements;
- work with central services statistical experts to devise a way to randomly sample stakeholders each year.

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: One of the greatest forces behind our program is advocacy for AIG students. Program staff members witness stereotypical bias on a daily basis --much of it due to a lack of knowledge of giftedness. Regardless of its nature, it is unacceptable and morally wrong. This plan has been written to provide equitable opportunity and to protect the rights of AIG students.

Though rare, in the event parents disagree with decisions of the Gifted Identification Team, there are procedures in place to resolve disagreements, providing a due process. (See appendix item titled Procedures to Resolve Disagreements.)

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

Description:

We will continue to:

- insist that decisions impacting populations of gifted students be based on empirical and objective data;
- insist that decisions impacting individual gifted students be based on knowledge of the characteristics of giftedness coupled with thorough knowledge of the student in question;
- design procedures and practices with the goal of protecting students' rights.

Planned Sources of Evidence:

- LEA AIG Plan

Other Comments:

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

Glossary (optional):

See Appendix item titled: Glossary of Acronyms and Terms Used in the Carteret County Public Schools Academically and/or Intellectually Gifted Program.

Appendix (optional):

CYCLE FOR INITIAL SCREENING OF THIRD GRADERS.pdf (*Appendix*)
CYCLE FOR SCREENING OF NON-THIRD GRADERS.pdf (*Appendix*)
DEP - High School.pdf (*Appendix*)
DEP - TIER III - Elementary.pdf (*Appendix*)
DEP - TIER III - Middle School.pdf (*Appendix*)
DEP - TIER II - Elementary.pdf (*Appendix*)
DEP - TIER II - Middle School.pdf (*Appendix*)
DEP - TIER IV - Elementary.pdf (*Appendix*)
DEP - TIER IV - Middle School.pdf (*Appendix*)
GLOSSARY.pdf (*Appendix*)
Home-to-School Communication.pdf (*Appendix*)
JOB Description.pdf (*Appendix*)
Local Board Policy on assignment to classes.pdf (*Appendix*)
Local Board Policy on support of children of military families.pdf (*Appendix*)
PROCEDURES TO RESOLVE DISAGREEMENTS.pdf (*Appendix*)
Screening Eligibility Criteria and Associated Service Options - Elementary.pdf (*Appendix*)
Screening Eligibility Criteria and Associated Service Options - High School.pdf (*Appendix*)
SELF-ASSESSMENT RESULTS.pdf (*Appendix*)
SERVICE DELIVERY MENU -High School.pdf (*Appendix*)
SERVICE DELIVERY MENU - Elementary.pdf (*Appendix*)
SERVICE DELIVERY MENU - Middle.pdf (*Appendix*)
SUMMARY RECORD.pdf (*Appendix*)
Board minutes from 7-13-2010.pdf (*Local Board Approval Document*)