

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

**Approved by local Board of Education on:** 15-SEP-10

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Dare County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, July 2009). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs transition to the new AIG Program Standards, every LEA participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2010-2013. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

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

**Dare County Schools Vision for local AIG program:** The vision of Dare County Schools is to educate every child. Academically and intellectually gifted students require a higher level of intellectual stimulation and appropriate differentiation of the curriculum in order to reach and increase their individual potential. A continuum of gifted services is made available to all highly able students capable of outstanding performance, including students from culturally diverse, economically disadvantaged, and disabled populations.

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

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

#### **Practice A**

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

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

#### **Rationale:**

Dare County Schools has extensive procedures and forms for the purpose of screening, referral and identification process for all levels. Survey results show that while the processes are in place, greater transparency is needed in referral and identification to make them more clear for the stakeholders.

#### **Goals:**

Design, implement and monitor a district-wide communications system for stakeholders.

#### **Description:**

The following steps are needed to address this goal:

- Create a comprehensive AIG webpage as part of the process of improving communication with stakeholders;
- Create a district-wide AIG brochure;
- Include the AIG student identification process on this webpage;
- Develop a parent/community awareness program to highlight AIG student services provided for the Nurturing Pool, Talent Pool and other AIG student programs via school web pages, school brochures;
- Place copies of the Dare County Plan for Gifted Education on the website, in local libraries, and in each school's media center. School administrators and AIG staff will receive a copy of the plan, to be reviewed at an appropriate faculty or team meeting;
- Convert the information formerly included in the old Dare County Schools Plan for the Gifted into a user-friendly document explaining identification and referral procedures and forms; and
- Survey AIG program stakeholders annually.

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

AIG Webpage on Dare County Schools site

Processes for identification included on Webpage

AIG program district-wide brochure

Documentation of parent/community awareness initiative

Documentation of plan distribution

User-friendly revision of Dare County Schools guidelines and procedures for gifted education

### **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:**

Current identification practices employ multiple criteria using student characteristics, ability, achievement, performance and student interest from objective and subjective sources. Records for students in the Nurturing Pool and Talent Pool programs are kept and are used to support the case for formal identification.

#### **Description:**

The following criteria are used to identify a student in a particular academic area:

- AIG state-licensed facilitators at each school regularly review standardized test data (both traditional and non-traditional) to screen all students for possible AIG identification
- At least 3 of the below-listed appropriate criteria in a single academic area, with adequate reliability and validity to identify the student as AIG in any school at the same educational level in the system, are included in a multi-criteria list presented by the AIG facilitator to the Gifted Referral Team for consideration
  - Verbal or Quantitative Cognitive Aptitude Test score in the 88-99 percentile range
  - Naglieri Nonverbal Abilities Test score in the 88-99 percentile range
  - Reading or Math End of Grade test score in the 88-99 percentile range
  - English or Math End of Course test score in the 88-99 percentile range
  - Advanced Placement test score for an English or Math course in the 88-99 percentile range
  - Consistently high classroom performance (A/B average) in reading or math
  - Records of previous Nurturing Program and/or Talent Pool participation
  - Teacher, parent, community, peer, self referral forms
  - Classroom work samples
- Gifted Referral Team, composed of AIG facilitator, guidance counselor, grade-level teacher reps, and administrative designee, review data for each child and determine identification eligibility

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

Multiple Criteria Sheet

Revised forms used in student identification, including referral forms

Number of students identified as AIG

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

#### **Rationale:**

Both non-verbal and verbal tests are currently used. However, further research needs to be conducted to locate additional non-verbal assessments that are research-based, nationally standardized, and insure fairness and equity for all populations, including economically and culturally disadvantaged.

### **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 Focused Practice for 2010-2013.**

#### **Rationale:**

Dare County Schools has experienced a significant increase in certain demographic groups in the past ten years, especially in economically disadvantaged and Hispanic students. Along with African-Americans and students with learning disabilities, these populations are currently under-represented in Dare County's AIG Program.

#### **Goals:**

Seek out and utilize additional resources in order to expand the current multiple criteria for identification of under-represented students; and

Begin actively nurturing, serving, and identifying gifted or potentially gifted students within these populations in grades K-12.

**Description:**

The following steps are needed to address these goals:

- Provide professional development on the characteristics and needs of gifted students in under-represented populations;
- Develop characteristics checklists for under-represented populations;
- Utilize the universal screening instrument known as AIMSweb for all students in grades K-5;
- Seek out alternative objective assessments for under-represented populations;
- Investigate benchmark systems' efforts and initiatives to identify under-represented populations
- Benchmark Districts: Asheville City, Buncombe, Carteret, Chapel Hill-Carrboro, Craven, Henderson, Transylvania, Union, Wake, and Watauga;
- Partner with the English as a Second Language (ESL), Title I, and Exceptional Children (EC) departments in student search; and
- Increase the number of under-represented students served by the AIG Program.

**Planned Sources of Evidence:**

Professional development attendance logs

Characteristics Checklist forms

Universal screening documentation

Alternative objective assessments

Results of benchmark systems' efforts to identify

Records of collaborative meetings - ESL, AIG, EC, and Title I

Number of under-represented students receiving gifted services

**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:**

Most screening, referral and identification processes are consistent at all education levels in the county. The majority of students are identified at the elementary school level. At the middle school level, student search continues as new information is gathered through objective testing results, referrals, and the review of transfer students by the counselors and/or gifted facilitators. At the high school level, student search efforts should follow the same systematic procedures.

**Description:**

The following steps are needed:

- Maintain Gifted Referral Teams at elementary and middle schools;
- Establish Gifted Referral Teams at the high school level;
- Select an AIG certified teacher at the high school level to assist in the identification process; and
- Hold regular meetings for AIG staff.

**Planned Sources of Evidence:**

Rosters of Gifted Review Teams  
Rosters of high school AIG personnel working with identification process  
Agenda, minutes of AIG meetings

**Standard 1: Student Identification**

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

**Practice F**

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

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

**Rationale:**

These written policies to safeguard the rights of AIG students and their families are located in the Gifted Guidelines Handbook and in the Parental Rights Brochure. The handbook is located in the office of every school, is available on-line and is used as a tool by every AIG facilitator.

**Description:**

Written policies that safeguard the rights of AIG students and their families are featured in a section of the Gifted Guidelines Handbook and in a parental rights brochure. These documents contain the following procedures to be followed if there is a disagreement regarding student identification and or appropriate services for a student. These procedures are as follows:

1. Contact the Gifted Education facilitator at the school.
2. Request a review of the concern(s) by the full Gifted Review Team at the site.
3. Appeal to the principal (or designee) of the child's assigned school.
4. Submit a written appeal to the Gifted Education Coordinator at the district level. The coordinator will schedule a conference with the parent/guardian and make a decision regarding the appeal.
5. This appeal decision may be appealed to the district superintendent if School Board policy permits.

**Planned Sources of Evidence:**

Policies, procedures and safeguards  
Procedures for transfer students

**Other Comments:**

Establish a procedure for evaluating/placing/receiving identified transfer students from states other than North Carolina.

**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:**

The AIG facilitator at each school maintains the student AIG records including each student's referral, initial placement, mid-year review, annual reviews, and the Differentiated Education Plan. The AIG Facilitator is also responsible for reviewing AIG program service options with students and parents.

### **Description:**

The following steps are needed:

- Hold annual reviews and mid-year reviews for all AIG students; and
- Keep Nurturing Pool and Talent Pool records for those students served in these programs.

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

Student records

Dates when service options were reviewed

Nurturing and Talent Pool records

### **Standard 2: Differentiated Curriculum and Instruction**

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

### **Practice A**

Adapts the NC Standard Course of Study (SCOS) according to identified abilities, readiness, interests, and learning profiles, K-12.

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

### **Rationale:**

The Dare County AIG Program aligns its program goals with the North Carolina Standard Course of Study. Pacing guides for grades K-12 are in place and are reviewed and revised on a regular basis. The gifted learner's needs are addressed through differentiation of the North Carolina Standard Course of Study and through advanced curriculum opportunities.

### **Ideas of Strengthening:**

In the future, the AIG Team will determine the feasibility of developing and piloting a specialized curriculum which would provide more opportunities for acceleration and differentiation. This team will also investigate the inclusion of social and emotional objectives in this parallel curriculum. More time is needed to research best practice methods of compacting curriculum and the new Common Core Standards so a research-based curriculum that will align correctly with state standards can be developed.

## **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:**

Dare County Schools provides a variety of enrichment and extension opportunities for AIG students. A rigorous curriculum is stressed for all students. At the elementary level, AIG students receive in-depth instruction in math and/or language arts from the regular classroom teacher or the AIG facilitator. At the high school level, Honors and Advanced Placement (AP) courses are offered as well as Virtual Public Schools and other online opportunities. There are many opportunities for students to earn college credits while in high school. While stressing a rigorous curriculum for all, student needs may dictate the acceleration of the curriculum and/or the student.

### **Description:**

The following steps are needed:

- Continue to offer an enhanced curriculum to address a range of ability levels;
- Continue to offer college courses for credit; and
- Compile supplemental curriculum materials to enhance the program.

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

Sample lesson plans and units of advanced math and advanced language arts from middle school  
Number of Honors, AP, Virtual Public Schools and on line classes at high schools  
Number of students enrolled in courses leading to college credit  
Number of students receiving acceleration

## **Standard 2: Differentiated Curriculum and Instruction**

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

### **Practice C**

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

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

### **Rationale:**

The needs of the gifted student are met through a variety of research-based instructional practices and services.

### **Description:**

The following step is needed:

- Research additional strategies for use.

**Planned Sources of Evidence:**

Gifted Education resource books available for use in each school's professional library

**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 Maintained Practice for 2010-2013.**

**Rationale:**

Dare County educators continually evaluate resources utilized to support differentiated instruction. The selection of resources used to supplement the AIG curriculum are research-based.

**Description:**

The following steps are needed:

- Continue to evaluate resources used for differentiated instruction; and
- Continue to select supplementary resources and programs to support the AIG curriculum including, but not limited to:
  - Hands on Equations Pre-Algebra program
  - Junior Great Books
  - Empowering Writers Program
  - Education City (assessment software)
  - Study Island (assessment software)
  - Problem-Based Learning
  - Socratic Seminars
  - Reading and Writing Workshops
  - Collaborative Learning Models

**Planned Sources of Evidence:**

Results of resource evaluation process  
Circulation and utilization records of AIG materials

**Standard 2: Differentiated Curriculum and Instruction**

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

**Practice E**

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

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

**Rationale:**

In order to be prepared for the technological and collaborative demands of the 21st century, students need the skills named in Practice E to be successful in their educational endeavors. Providing challenging, engaging educational opportunities enables students to meet goals of the global society.

**Goals:**

Provide collaboration opportunities for students with peers, teachers, parents, and other members of the local and global communities;  
Support meaningful and on-going community connections for student participation;  
Continue to offer competitive opportunities; and  
Integrate technology into lessons frequently.

**Description:**

The following steps are needed to address these goals:

- Provide students with the opportunity to participate in collaborative activities, including service learning projects, peer tutoring/mentoring/teaching, volunteer experiences, science and technological based projects, enrichment blocks and book studies;
- Provide students with the opportunity to participate in a variety of competitive venues, including, but not limited to: Math Competitions, Odyssey of the Mind, Technology Student Association, National Spelling Bee, National Geographic Bee, Battle of the Books, Fiction Diggers, Remote Operated Vehicle Competition (NASA), and Poetry Out Loud;
- Provide students with opportunities to create technology-based products to demonstrate their knowledge and skills. These may include the use of programs such as PowerPoint, Excel, Photo story, movie maker, Publisher, on-line class, Blog, Skype, animation software and Google apps.
- Generate a list of community members that may contribute to the learning environment in various ways such as: guest speakers, resource experts, mentors, and tutors; and
- Integrate technology into regular classroom instruction.

**Planned Sources of Evidence:**

Records of students collaborating with others  
List of student participants in competitions  
Samples of technology-based products  
List of community activities  
List of guest speakers, resource experts, mentors and tutors  
Lesson plans which show the use of technology

**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 Maintained Practice for 2010-2013.**

**Rationale:**

Teachers in Dare County Schools use many different types of assessment to monitor student progress and to drive instruction. Examples include: benchmark assessment data, common formative assessment data, standardized test data, state tests, software pre/post tests, student portfolios, and teacher observation. Teachers then design instruction and interventions to meet the needs of students who are performing at grade level, below grade level, and above grade level expectations. Common formative assessments are used by all grade levels teams to monitor student progress and to determine instructional focus.

**Description:**

The following steps are necessary to maintain this practice:

- Use data assessment to plan and differentiate instruction; and
- Hold collaborative meetings to plan instruction and to determine flexible groups.

**Planned Sources of Evidence:**

Data from assessments

Agendas, minutes from collaborative meetings

**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 Focused Practice for 2010-2013.**

**Rationale:**

The positive emotional and social welfare of the student is crucial to the overall success of the whole child. The social and emotional needs of the gifted learner are varied and complex and are based upon their individual strengths and needs.

**Goals:**

- Research current trends in meeting the social and emotional needs of the gifted learner; and
- Use the information gathered to develop professional development for educators working with gifted students and to serve students.

**Description:**

The following steps are needed to address these goals:

- Gather information through research and conference attendance;
- Survey students;
- Develop training in this area;
- Focus on social and emotional needs of the gifted learners during intervention/enrichment time;
- Schedule group and or individual counseling as needed;
- Compile a list of books that address topics related to the challenges of the gifted learner- including the affective domain
- Monitor progress through conferences with selected students;
- Post relevant materials on AIG Webpage; and
- Hold parent workshops on topic.

**Planned Sources of Evidence:**

List of books and other resources on the affective needs of gifted students available for use in professional libraries

List of conferences, professional development, other related sessions

Documented use of intervention/enrichment time

Scheduled counseling sessions

Lesson plans that include social and emotional needs

Materials posted on website

Agendas from parents workshops

Results of student survey

**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:**

The need for nurturing the young gifted student is recognized by AIG facilitators and other professionals. While some strategies and interventions are already in place to differentiate for these young students, Dare County needs to look into creating a more structured program for maximizing students' learning capabilities.

**Ideas of Strengthening:**

The AIG Team plans to hold professional development sessions for K-3 Teachers about recognizing characteristics of young gifted students;

Refine the analysis of K-2 assessment data to determine needs of all population groups; and

Expand the use of learning stations in K-3.

More research and development of effective professional development and training is required before these strategies can be implemented.

## **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 facilitators meet with other professional staff and AIG personnel, as needed, to develop and implement differentiated curriculum and instruction and to discuss student progress. The development of the differentiated instruction may vary dependent upon individual or group need. AIG facilitators will continue to collaborate with other personnel on a regular basis.

### **Description:**

The following steps are needed:

- Involve all personnel providing direct instruction or services to an identified gifted student in the development and implementation of the differentiated curriculum; and
- AIG facilitators will:
  - meet with classroom teachers to discuss and monitor the progress of AIG students;
  - meet to discuss a variety of topics related to gifted education, including differentiation; and
  - participate in professional learning community activities within their building level.

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

Agendas, minutes of planning sessions

Dates of meetings between AIG facilitators and regular classroom teachers

Samples of differentiated instruction resulting from school and district collaboration

Written products from professional learning communities (notes, blogs, etc.)

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

### **Rationale:**

Currently, a Differentiated Education Plan for students who are identified AIG during fourth grade is in place. This DEP is reviewed annually by AIG facilitators, teachers serving the student, and parents. There is a need to develop an instrument to use for matching instructional services to learning needs of Nurturing Program and Talent Pool students as well.

**Ideas of Strengthening:**

There is a need to develop an instrument that acts as a Differentiated Education Plan for students who are being served in the Nurturing Program (K-2) and in the Talent Pool (3-12). There is also a need to develop a companion instrument for reviewing this DEP annually. In Standard 2, Practice H it is stated that staff members will be researching and developing effective professional development and training for K-3 programs. After sufficient research, new strategies and program options will be developed. This research will be used to create the Nurturing Pool/Talent Pool DEP and other review documents for this strand of the program.

**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:**

Both the AIG Coordinator (Director of Elementary Instruction) and the Superintendent of Schools hold current AIG licensure.

**Description:**

The following steps are needed:

- Continue AIG licensure for AIG Coordinator; and
- Send representatives to state level AIG meetings and professional development activities.

**Planned Sources of Evidence:**

License of AIG Coordinator

Calendar of AIG meetings and conferences attended

**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 Focused Practice for 2010-2013.**

**Rationale:**

All AIG facilitators at the elementary level are engaged in tasks which explicitly address the academic and intellectual needs of gifted learners. At the middle school level, AIG facilitators are responsible for regular classroom instruction as well as providing services to gifted students. At the high school, guidance counselors maintain student records, hold parent meetings, assist with Governors School identification and are in charge of DEPs. Survey results indicate that additional focus should be placed on meeting the social and emotional needs of AIG students.

**Goals:**

At the elementary level, counselors and AIG facilitators will collaborate to provide services to meet the social and emotional needs of gifted learners.

At the middle school level, increase engagement time by AIG facilitators in tasks explicitly addressing the needs of gifted learners.

At the high school level, involve AIG certified teachers and guidance counselors in providing services for identified AIG students with an initial focus on social and emotional needs.

**Description:**

The following steps are needed to address these goals:

- Establish collaborative partnership between AIG facilitators and guidance counselors;
- Explore options at middle school to increase the AIG facilitator's involvement with AIG students;
- Provide orientation session on giftedness for newly identified AIG students; and
- Utilize the intervention/enrichment block to provide social/emotional support for AIG students.

**Planned Sources of Evidence:**

Documentation of partnership efforts between AIG facilitators and guidance counselors

Schedules of AIG facilitators

Orientation material used for newly identified AIG students

Use of intervention/enrichment time at elementary, middle, and high schools

Topics covered during intervention/enrichment work

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

**Rationale:**

Teachers in Dare County are involved in quality professional development highlighting 21st Century skills. Teachers participate in professional learning communities and collaborate to plan instruction for all students. All AIG facilitators hold an AIG license, with the exception of two secondary counselors who monitor the program within their school. Due to funding issues, Dare County does not currently offer a local professional certificate in the area of AIG. It has also been difficult to offer assistance to teachers who might want to pursue the state add-on licensure.

**Ideas of Strengthening:**

In the future, we need to work toward planning and implementing workshops on meeting the needs of AIG students, including differentiation, for all personnel working with AIG students.

We also need to advocate for a more concerted effort to support teachers pursuing AIG certification and encourage others to work toward this goal.

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

**Rationale:**

Dare County Schools currently does not have an AIG licensure requirement for regular classroom teachers working with AIG students. Specific training in AIG best practices will assist all teachers in understanding how to best meet the needs of gifted students.

**Ideas of Strengthening:**

Exploring the possibility of offering an in-house professional development program that leads to a Dare County AIG certificate is necessary to determine the feasibility of this project before it can become a focused practice. Research of effective AIG professional development models will be conducted and analyzed to guide this process.

**Standard 3: Personnel and Professional Development**

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

**Practice E**

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

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

**Rationale:**

Teachers in Dare County receive staff development in best practice teaching that meets the learning needs of students at all levels. AIG-specific professional development includes such topics as differentiation and recognizing specific traits that may indicate giftedness. This type of staff development, however, is spotty at best.

More research and planning need to be dedicated to AIG-specific professional development that will help us meet the academic, social, and emotional needs of all of our AIG students.

**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 Maintained Practice for 2010-2013.**

**Rationale:**

Professional development activities/sessions are sponsored every year by gifted organizations and state universities. Opportunities for Dare County staff to attend are provided.

The gifted coordinator attends (or sends a designee to) conferences and seminars offered in the state and returns with information which is shared with gifted facilitators and other relevant staff.

**Description:**

The following steps are needed:

- Continue to attend local, regional and state meetings and conferences; and
- Continue to support Dare County Schools Board of Education Goal, "Prepare students for the 21st Century."

**Planned Sources of Evidence:**

Discussion of professional development opportunities on agendas for AIG Facilitators meetings

Disseminated materials from conferences and seminars

List of professional development offered and/or attended

**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 Focused Practice for 2010-2013.**

**Rationale:**

School schedules are developed to include common planning time for grade and/or department level teachers. All teams are expected to participate in professional learning communities during this time. Due to scheduling issues, AIG facilitators are infrequently included in grade-level groups to assist with planning and implementation of activities for the gifted learner.

**Goals:**

Scheduling of the AIG facilitators' day should be examined for expanded inclusion with grade level department meetings where benchmark tests and common formative assessments are examined.

**Description:**

The following step is needed:

Examine school schedules to provide AIG facilitators time to meet with rotating grade level teams.

**Planned Sources of Evidence:**

AIG facilitators' schedules showing collaboration time

**Standard 4: Comprehensive Programming within a Total School Community**

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

**Practice A**

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings.

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

**Rationale:**

The current AIG program in Dare County consists of a large array of academic service options for elementary, middle, and high school students. Creativity, originality, and problem-solving are addressed through numerous instructional activities. Although the current program is strong, the AIG Team recognizes that services used to meet the social and emotional needs of the gifted learner need strengthening. However, there are several other areas of the plan that have priority at this time.

**Description:**

A wide array of service options to meet the differentiated needs of the gifted population will continue to be offered. Additional research is needed on how to best provide training for counselors, AIG facilitators, and teachers working with the gifted about the social and emotional needs of gifted learners. Explore options for scheduling individual or small group conferences to address issues such as perfectionism and isolation.

**Planned Sources of Evidence:** Documentation of:

Training session records

School counselors working with gifted students on social and emotional needs

AIG facilitators working with gifted students on social and emotional needs

Regular classroom teachers working with gifted students

Number of individual or small group conferences held

#### **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:**

Students in Dare County are identified for the gifted program and are placed in classes that offer more challenging, rigorous instruction. At the elementary and middle school levels, this may mean that students move at a faster pace, are presented with more rigorous material, and go deeper into subject material. At the high school level, students are enrolled in Honors and AP courses as well as online and dual-enrollment courses. Contest and enrichment opportunities are made available to gifted students at each school.

#### **Description:**

The following steps are needed:

- Continue to offer classes for AIG students that are rigorous and aligned with the needs of the student; and
- Offer a variety of challenging courses and opportunities, including math contests; Fiction Diggers - an elementary-based reading contest similar to Battle of the Books; Scripps National Spelling Bee; the National Geography Bee; technology clubs; science clubs; service clubs; and Odyssey of the Mind.

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

Documentation of rigorous coursework

List of challenging courses and enrichment opportunities

#### **Standard 4: Comprehensive Programming within a Total School Community**

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

#### **Practice 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:**

Instruction for gifted students in Dare County Schools is aligned with the North Carolina Standard Course of Study. District-wide pacing guides are used at all levels. Quarterly benchmark assessments and common formative assessments are administered and provide progress-monitoring in multiple subjects. Assessment results are used to plan instruction.

**Description:** The following steps are needed:

Monitor student progress through formative and summative assessments and quarterly benchmarks;  
and

Adjust instruction for individual students, including the gifted learner, to ensure they receive challenging content and materials.

**Planned Sources of Evidence:**

Sample of common formative assessments

Documentation of student progress and/or achievement

#### **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:**

AIG survey results indicate a need to improve communication regarding the AIG program. All stakeholders need to be aware of the AIG program and its components in order to work together to provide the best services possible for our students.

#### **Goals:**

Establish new methods of informing stakeholders about the gifted program on an ongoing basis.

#### **Description:**

The following steps are needed to address these goals:

- Establish an AIG webpage on the Dare County Schools website;
- Update AIG webpage regularly; and
- Include information about:
  - Characteristics of gifted children;
  - Identification and referral process for AIG services; and
  - Frequently Asked Questions.

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

AIG website included on Dare County Schools website

Documentation of regular updates to AIG webpage including characteristics, referral process, and links to other sites

FAQ page established

#### **Standard 4: Comprehensive Programming within a Total School Community**

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

#### **Practice E**

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

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

#### **Rationale:**

Communication among and between AIG teachers and schools primarily focuses on identification issues. Additional time to discuss instructional strategies and other relevant issues would be beneficial. Research of scheduling issues and effective models for meeting without negatively impacting instructional programming must be conducted before this becomes a focus area.

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

AIG facilitators meet regularly

AIG information, such as tips for differentiation, shared at faculty meetings

Classroom teachers have opportunities to review DEPs of students in their classes

Talent Pool list sent from elementary to middle to high, along with list of identified 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 F**

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

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

#### **Rationale:**

The Gifted Referral team collaborates with parents and creates a Differentiated Education Plan for AIG students. Parents are given the opportunity to review and approve their child's DEP at the beginning of each school year and again at mid-year. Further research will be conducted into scheduling and implementing programs that directly and purposely involve parents, with plans to focus on this practice in the future.

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

AIG facilitators meet with grade level teams prior to the first day and throughout the school year

AIG facilitator schedules parent meetings to inform parents of special events such as:

Duke Talent Identification Program

Algebra Readiness

Virtual High School

Governor's School

#### **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 among guidance counselors, regular education teachers, AIG facilitators, and parents/families, should be planned and documented as part of AIG services. Research and development of effective staff development training must be conducted before focus can begin on implementing this type of collaboration into the program.

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

Provide training for guidance counselors, regular education teachers and AIG facilitators in specific social and emotional needs of gifted students.

Collaborate to develop social/emotional-based lesson plans, integrated with academic curriculum.

Seek lesson plans integrating academic curriculum with development of social/emotional needs

Provide web links for parents directing them to relevant articles and resources.

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

#### **Rationale:**

Dare County Schools acknowledges the need for gifted students to have access to an education program that tailors the level and complexity of instruction to the ability and readiness of the student. Processes for acceleration are in place at the secondary schools; however, at the elementary level, students are infrequently accelerated to a higher grade level for reading or math. This a future practice due to the need to compile and study appropriate research information on the grade acceleration process.

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

Explore consistent methods to accelerate at the elementary and middle school levels

Examine acceleration practices of benchmark school districts

Develop guidelines for acceleration process

#### **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 Focused Practice for 2010-2013.**

#### **Rationale:**

Dare County encompasses a diverse population, both socioeconomically and culturally/ethnically. The staff of Dare County Schools recognizes the need to seek out gifted learners from all populations. Careful records of the gifted student population are kept and data is disaggregated to account for students from each subgroup within the school system. Students are screened for and identified from various populations by using the Naglieri Non-Verbal Abilities Test along with state assessments, classroom performance, and teacher observation and referral. Input from English as a Second Language teachers, Exceptional Children teachers, and all other staff members is sought for student referrals to the gifted program.

#### **Goals:**

Coordinate with English as a Second Language teachers to find criteria within their program that signal gifted traits in English Language Learners;  
Plan for annual administration of the Naglieri Non-Verbal Abilities Test to screen promising students from under-represented populations;  
Provide professional development for teachers, focusing on strategies for identifying promising students within under-represented populations;  
Develop a checklist to use with under-represented populations; and  
Expand AVID to elementary schools.

#### **Description:**

The following steps are needed to address these goals:  
Formulate a plan to offer information to teachers for fostering understanding of gifted characteristics in under-represented populations.  
Provide training that focuses on observation of higher-level problem-solving and divergent thinking, as well as the nature and needs of gifted students within these specific subgroups.  
Consult ESL teachers, EC teachers, and other in-house experts.

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

Information about under-represented gifted students  
Training documentation  
Documentation of collaborative meetings  
Increased enrollment of minority and disadvantaged students in Nurturing Pool, Talent Pool, Honors classes, and AP courses

#### **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 Maintained Practice for 2010-2013.**

##### **Rationale:**

All Dare County Schools offer a wide array of extra-curricular programs and events to their AIG populations at all levels. Some are academically-based, enhancing student development of important skills and concepts; others are interest-based and allow students to explore and acquire new knowledge and skills in non-academic areas.

##### **Description:**

Elementary schools offer academically-based programs including math contests; Fiction Diggers, a district reading contest similar to Battle of the Books; Scripps National Spelling Bee; and the National Geography Bee. Interest-based opportunities include drama and music groups that perform for PTA and other groups; art shows and contests; Odyssey of the Mind; and in-school news and information shows.

Middle schools continue to build on elementary school offerings by participating in Battle of the Books, Odyssey of the Mind, and math contests. They also offer technology clubs, science clubs, service clubs, sports programs of all types, and performance groups in the fine arts areas.

At the high school level, students are involved in many extra-curricular programs and events that build upon what students experience in middle school. Students at this level have many opportunities to develop and practice important community service and involvement skills that prepare them to be productive and fulfilled citizens as adults.

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

Club membership rosters  
News articles featuring gifted students' participation in contest and enrichment opportunities  
Recognitions and awards earned by AIG students  
Web page documentation

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

**Rationale:**

Many successful partnerships have already been established with parents, businesses and the local community. There is a need to examine existing personnel within the school district to determine an appropriate contact point person who can continue building and strengthening these partnerships.

**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 Focused Practice for 2010-2013.**

**Rationale:**

Respondents to a survey suggested increasing the information flow about the AIG Program. Renewed focus will be placed on getting information to stakeholders and publishing the gifted plan on the AIG webpage.

**Goals:**

Establish an AIG section of the Dare County Schools webpage.

**Description:**

The following step is needed to address this goal:

Develop and maintain AIG webpage on Dare County Schools website to include the following:

- AIG Plan
- AIG Brochures
- Media and news publications
- Annual reports
- Frequently Asked Questions (FAQs)
- Calendar of Events

**Planned Sources of Evidence:**

Webpage containing:

- AIG Plan
- AIG Brochures
- Media and news publications
- Annual reports
- Frequently asked questions (FAQs)

Calendar of Events

### **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 Maintained Practice for 2010-2013.**

#### **Rationale:**

Stakeholders represented in the development, implementation, and monitoring of the plan included teachers, parents, principals, and central office staff.

#### **Description:**

The following steps are needed:

- Maintain an operational AIG Advisory Board representative of all stakeholders;
- Allow AIG Advisory Board to review and analyze survey results; and
- Incorporate AIG Advisory Board recommendations in the development, implementation and monitoring of the Dare County Schools AIG Plan.

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

Rosters of AIG Advisory Board  
Agendas and minutes from AIG Advisory Board  
Recommendations of AIG Advisory Board

### **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 Maintained Practice for 2010-2013.**

#### **Rationale:**

AIG facilitators disseminate information to school personnel, parents, students and community through a variety of sources such as brochures, news articles and ongoing communication. The major policies and practices in gifted education (student referrals, screenings, appeals, informed consent, service options, and the AIG Plan) are available to anyone interested via the Dare County Schools web page.

#### **Description:**

The following steps are needed:

- Raise stakeholder awareness of AIG service options through multiple sources; and
- Translate all relevant documents into Spanish.

**Planned Sources of Evidence:**

Dare County Schools AIG webpage  
Updated AIG Brochures  
Copy of the AIG Plan at every school  
Copy of the AIG Plan in public libraries  
AIG documents available in Spanish

**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:**

It is essential to involve parents/families and the community in ways that will strengthen and promote the AIG Program. Input and involvement from parents and the community can be used to improve the program's responsiveness to the needs of gifted learners.

**Goals:**

Make parents an essential part of their child's education;  
Increase communication between AIG facilitators and stakeholders; and  
Utilize resources of the community.

**Description:**

The following steps are needed to address these goals:

- Increase parental involvement;
- Increase community involvement; and
- Strengthen parental awareness of gifted learners' needs.

**Planned Sources of Evidence:**

Parent/teacher conferences  
Family nights  
Parent workshops  
Information meetings for parents  
Community outreach  
Parent/student/teacher/community survey  
Newsletters and emails to parents if needed  
Bilingual services

### **Standard 5: Partnerships**

The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

#### **Practice F**

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

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

#### **Rationale:**

Forming a collaboration among families, institutions of higher education, local businesses, and other community resources will assist the advanced learner and heighten the educational process. North Carolina Virtual Public Schools, online courses, and other avenues are essential for Dare County students to progress beyond the high school level and for high-achieving learners to participate in enriching courses.

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

Partnerships with community leaders and businesses will enable highly able students to gain a first-hand look at the world of business through mentorships and apprenticeships. However, it is impossible to implement this fully without extensive research into laying the groundwork for building strong, effective, and meaningful collaborative relationships.

### **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 Maintained Practice for 2010-2013.**

#### **Rationale:**

Before it became a state mandate, Dare County Schools was one of the first districts to develop an AIG Plan. The Dare County Schools Plan for Gifted Education has been continually modified, expanded, and extended, evolving to meet the needs of our gifted and highly able students.

#### **Description:**

Revise plan using data, state guidelines and stakeholder feedback.

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

Data gathered from a variety of sources  
State guidelines from Department of Public Instruction and State Board of Education  
Stakeholder feedback

### **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:**

Dare County is a geographically and demographically diverse county, so the schools' gifted programs may vary in program options. Attention will be focused on insuring that gifted students at all schools receive a high quality of programming.

### **Goals:**

Examine levels of staffing to determine if additional personnel are needed;  
Examine other options for staffing the program at middle and high schools;  
Examine staffing of AIG personnel in benchmark school districts;  
Explore a Dare County certificate program in gifted education;  
Provide training for administration and teaching staff related to the AIG Plan 2010-13;  
Provide staff development in differentiation;  
Hold regular meetings of the AIG team;  
Increase communication with stakeholders to elicit annual feedback and to clarify program offerings and opportunities at all levels of schooling in the district; and  
Review AIG Plan at principals' meetings.

### **Description:**

The following steps are needed to meet these goals:

- Implement, monitor and evaluate the AIG plan;
- Analyze the results of plan evaluation to assist with planning for new cycle; and
- Monitor AIG staffing levels and make recommendations for adjustments if needed.

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

Orientation to AIG Plan for teachers, administrators, and other stakeholders  
Agendas from Principals' Meetings, AIG Advisory Board and Parent Advisory Board  
Minutes from AIG Advisory Board and the Superintendent's Parent Advisory Committee  
Facilitator meeting agendas and minutes  
AIG staffing lists  
Staffing options at middle and high schools  
Requirements for a Dare County certificate in gifted education program  
Analysis of AIG staffing in benchmark districts  
Gifted Education Facilitator schedules  
Number of teachers who add certificate in AIG

### **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:**

Dare County Schools effectively monitors and uses state funds allotted for the local AIG program in accordance with State of North Carolina laws, policies and guidelines.

#### **Description:**

The Dare County Schools Finance Officer and AIG Coordinator will continue to collaborate to ensure all funds are expended according to established guidelines.

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

Dare County Schools Budget  
AIG budgets  
Audits

### **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 Maintained Practice for 2010-2013.**

#### **Rationale:**

Dare County Schools maintains all required student performance growth and annual drop-out data for AIG students. The data is shared with appropriate administrators. Dare County's dropout rate is one of the lowest in the state. There is an abundance of software programs available within the schools by which individual student performance can be measured.

#### **Description:**

The performance of all student sub-groups, including gifted students, will continue to be disaggregated when analyzing overall school and district performance.

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

Data of student subgroups  
Data from 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 Focused Practice for 2010-2013.**

#### **Rationale:**

Dare County Schools acknowledges that the AIG Program needs to actively seek members of under-represented populations.

#### **Goals:**

Increase the numbers of students from under-represented groups who receive services in the four categories of gifted services.

#### **Description:**

The following steps are needed:

- Seek students with potential to be selected for Nurturing Pool and Talent Pool; and
- Utilize multiple criteria for this selection.

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

Nurturing Pool, Talent Pool Rosters  
Enrollment trends, by subgroups

### **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:**

AIG Facilitators are in place at eight of the county's eleven schools. They hold current AIG licensure and participate in ongoing professional development. The county AIG Coordinator holds current AIG licensure and is a former AIG teacher and elementary principal. The superintendent of schools holds current AIG licensure, is a former AIG teacher in North Carolina, and is a former principal and director of student services. All personnel records are kept at the central office and managed and updated by the personnel department. Personnel records are updated at the end of each school year.

**Description:**

The AIG licensure of all staff will continue to be monitored.

**Planned Sources of Evidence:**

Personnel files of AIG staff

Number and list of all AIG certified staff

**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 Maintained Practice for 2010-2013.**

**Rationale:**

Since the conception of the Gifted Plan at the state, advisory groups have met to discuss and review local AIG programming. Advisory groups have consisted of AIG facilitators, AIG Coordinator, elementary and secondary curriculum facilitators, Board of Education members, parents, classroom teachers, administration and community members. Recently, the AIG Advisory Board met and discussed results of the AIG survey and how the results could be incorporated into the plan for 2010-2013.

**Description:**

Continue to hold meetings of the AIG Advisory Board to facilitate communication and awareness of AIG services.

**Planned Sources of Evidence:**

AIG Advisory Board roster, agendas, and minutes of meetings

### **Standard 6: Program Accountability**

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

#### **Practice H**

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

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

#### **Rationale:**

An annual survey will be given to stakeholders. Efforts will be made to increase the percentages of respondents to future surveys.

#### **Description:**

The following steps are needed:

- Conduct annual survey;
- Analyze results of survey;
- Share relevant information at AIG meetings;
- Continue to include AIG parent on the Superintendent's Parent Advisory Committee; and
- Continue to hold AIG Advisory Board meetings.

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

Annual survey and results

Survey participation rates

Agendas, minutes of AIG facilitators' meetings

Agendas, minutes of AIG Advisory Board

Roster, agendas, minutes from the Superintendent's Parent Advisory Committee

### **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:**

Dare County Schools conducts a systematic program evaluation every three years to prepare the AIG Plan, which is then reviewed by the state. Prior to the state review, the plan is presented to the Dare County Board of Education for approval. A workshop is held for the Board of Education prior to the approval date.

**Description:**

The following steps are needed:

- Conduct survey on an annual basis (to encourage greater participation, the survey will be made as short as possible);
- Hold regular meetings of AIG advisory board; and
- Give progress reports on the twelve focused practices.

**Planned Sources of Evidence:**

Survey participation and results

Meeting schedules, agendas, minutes of advisory board

Progress reports on twelve focused practices

**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:**

As the AIG webpage of the Dare County Schools website is developed, data can be published to the website. Further research as to the most effective way to build and maintain this webpage is necessary before full implementation can occur.

**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:**

Parents are given a parent handbook for the academically gifted program in Dare County. The procedural safeguards are outlined in the handbook. The school system has a procedure to resolve disagreements readily available for parents.

**Description:**

This year's updated handbook outlines the following policies and procedures to safeguard students' and parents' rights:

1. Contact the Gifted Education facilitator at the school.
2. Request a review of the concern(s) by the full Gifted Review Team at the site.
3. Appeal to the principal (or designee) of the child's assigned school.
4. Submit a written appeal to the Gifted Education Coordinator at the district level. The coordinator will schedule a conference with the parent/guardian and make a decision regarding the appeal.
5. This appeal decision may be appealed to the district superintendent if School Board policy permits.

**Planned Sources of Evidence:**

Parent handbook  
Gifted handbook

**Appendix (optional):**

AIG Invitation to Conference 2010.pdf (*Other Forms*)  
AIG Identification Plan. pdf (*Other Forms*)  
Characteristics Checklist 2010\_updated07-11.pdf (*Other Forms*)  
Cumulative Folder AIG Sheet. pdf (*Other Forms*)  
Documents AIG Invitation to Conference 2010.pdf (*Other Forms*)  
Flowchart-Gifted ID-GRT Site Decision. pdf (*Other Forms*)  
Gifted Annual Identification - DEP --changes-- 2010\_updated07-11.pdf (*Other Forms*)  
Gifted Annual Review DEP --changes-- 2010\_updated07-11.pdf (*Other Forms*)  
Gifted Annual Review--No Changes Parent Sign-off--2010\_updated.pdf (*Other Forms*)  
Gifted Plan-2010-13 -7-15-10.pdf (*Other Forms*)  
GRT Site Decision Page 2 non-identified 2010.pdf (*Other Forms*)  
Important DPI AIG Notice-Extension E-Mail. pdf (*Other Forms*)  
Nurturing Program Referral 2010\_updated07-11.pdf (*Other Forms*)  
Parent-Guardian Referral AIG 2010\_updated07-11.pdf (*Other Forms*)  
Peer Referral AIG 2010\_updated07-11.pdf (*Other Forms*)  
Prior notice for individual evaluation 2010\_updated07-11.pdf (*Other Forms*)  
Prior notice for individual evaluation 2010\_updated07-11.pdf (*Other Forms*)  
Self Referral AIG 2010\_updated07-11.pdf (*Other Forms*)  
Site Decision Grid page 1 Data Grid DEP 2010\_updated07-11.pdf (*Other Forms*)  
Site Decision Grid AIG page 3 Signature DEP 2010\_updated07-11.pdf (*Other Forms*)  
Student Search Implementation Timeline 2010\_updated07-11.pdf (*Other Forms*)  
Student Search Implementation Timeline 2010\_updated07-11.pdf (*Other Forms*)  
Teacher Referral AIG 2010\_updated07-11.pdf (*Other Forms*)