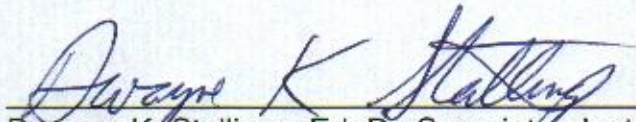


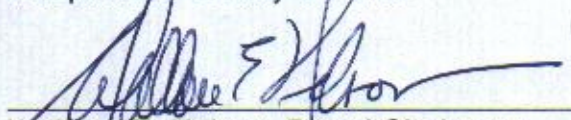
Perquimans County Schools Plan For Academically or Intellectually Gifted Students



Approved by
Perquimans County Board of Education

June 28, 2010


Dwayne K. Stallings, Ed. D., Superintendent
Perquimans County Schools


Wallace E. Nelson, Board Chairman
Perquimans County Board of Education

Initial Plan	July 26, 1995
Revision 1	October 15, 1995
Revision 2	August 5, 1996
Revision 3	April 23, 2001
Revision 4	November 14, 2003
Revision 5	May 24, 2004
Revision 6	June 25, 2007
Revision 7	June 28, 2010

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

Approved by local Board of Education on: 28-JUN-10

LEA Superintendent's Name: Dr Dwayne K Stallings

LEA AIG Contact Name: Brenda L. Dail

Submitted to NC Department of Public Instruction on: JULY 14, 2010, 16:08:43

Revision Submitted to NC Department of Public Instruction on: FEBRUARY 28, 2011, 16:11:59

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

Perquimans County Schools Vision for local AIG program: It is the vision of the Perquimans County Schools that advanced academic, creative, and leadership potential can be found in all ethnic, geographic, and socio-economic groups. Students that have exceptional academic or intellectual potential must be recognized, challenged, and nurtured through differentiated services beyond those which are ordinarily provided by the regular education program.

Services for the Academically or Intellectually Gifted (AIG) must be part of the overall educational program that supports excellence for all students. This can best be accomplished through the provision of differentiated services that match each student's gifted characteristics.

The Perquimans County new AIG Program has been developed with input from staff, parents, and the community to provide appropriate services for gifted students. The North Carolina AIG Program Standards will play a critical role in the development of our local AIG Program and Plan. The NC AIG Program Standards can be found at: <http://www.ncpublicschools.org/academicservices/gifted/>

The Perquimans County AIG Program strives for collaboration and communication among schools, parents, and the community, to ensure that each child has equal opportunity to receive a challenging program of educational experiences.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$83506.00	\$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 Focused Practice for 2010-2013.

Rationale: There is a need to post the current plan and identification criteria on our district website to enforce better communication, convenience and accessibility. The parent handbook and school district AIG brochure, AIG Plan and forms need to be updated and made available online and in printed copies.

Goals: Create ways to strengthen communication and share relevant information among all stakeholders (School Board Members, Administrators, Teachers, Support Staff, Paraprofessionals, Students, Parents, Families, Advisory Council and the Community at Large). To ensure a solid awareness of the process of how students are screened, referred (nominated) and identified for appropriate educational services.

Description: •Post local AIG Plan, identification criteria and forms on district website after board approval (See Appendix)

- Update parent handbook and post on district website and provide a printed copy to all parents of AIG students, school administrators and teachers (See Parent Handbook)
- Present AIG Plan to parents, parent groups and school staff annually
- Display AIG brochures in the district office, schools, and community sites
- Utilize individual schools and teacher web-pages for posting and providing relevant information

Planned Sources of Evidence: District website, parent handbook, AIG brochure, presentation documentation, teacher web-pages, meeting agenda, meeting minutes and AIG referral forms.

Other Comments:

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

Standard 1: Student Identification

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

Practice B

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

This practice is a Maintained Practice for 2010-2013.

Rationale: Perquimans County Schools currently uses a three-step process that includes screening, nomination and eligibility. After identification appropriate service options are determined. Multiple Indicators of Giftedness are used to determine eligibility for service delivery options.

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

Description: The Multiple Indicators of Giftedness (based on the research of Coleman, Gallagher, Harrison, and Robinson) include observation, student performance, student achievement, student aptitude, student interest, and student motivation to learn.

AIG student identification for Perquimans County Schools include:

Automatic Eligibility

[Grades K-2]

- Consistently apply reading or math skills two years above grade level on K-2 assessments.

[Grades 3-12]

- Score 93rd percentile on at least one area on any individual standardize achievement testing.

- AND -

- Score 95th percentile on Naglieri or some other IQ test.

Nurturing Candidates

[Grades K-2]

- Nurture students who consistently apply reading or math skills one year beyond grade level.
- AND -
- Score 85th percentile on Naglieri or some other IQ test.

[Grades 3-12]

- Score 85th percentile – 92nd percentile on EOC / ECO.
- Meet established criteria on the Scales for Rating the Behavioral Characteristics of Superior Students.
- Maintain grades of at least "88" in one or more content areas.
- Score 85th percentile on Naglieri or some other IQ test.

AIG Student Search for Perquimans County Schools Includes :

- 1.Each school will develop a local pool of students who are possibly qualified for and in need of differentiated instruction
- 2.Each school will follow the Perquimans County Eligibility for Differentiated Services Based on Multiple Criteria for Placement in AIG Program as listed above.
- 3.Each school will receive referrals from teachers, parents, peers, or others including self-nomination for gifted educational services. (See AIG Site Coordinator for AIG Packet)
- 4.All 3rd graders will take the Naglieri Nonverbal Ability Test — Second Edition (NNAT2).

Planned Sources of Evidence: Reading and Math K-2 Assessment, End of Grade results, End of Course results, Standardized achievement and aptitude testing, IQ test, Class Scape, Lexile levels, EVAAS, DIBELS, Referrals

Other Comments: Eligibility for Differentiated Services Based on Multiple Criteria for Placement in our AIG Program is listed in the 2010-2013 AIG Plan, Appendix.

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

Rationale: The current identification processes includes the use of the Naglieri non-verbal (NNAT 2) given to all third grade students to improve fidelity and consistency for the use of initial screening. With the help of our school Psychologist and Testing Director, Perquimans County Schools will explore and incorporate options that employ both traditional and non-traditional standardized measures. Due to the small percentage of AIG identified black males and black females in the current AIG headcount. Also, there are no alternative methods for identifying English Language Learners which is less than 2% of our student population.

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: In addition to standardized tests, (such as EOGs) a matrix or tier method that includes both aptitude and achievement criteria for student identification should be considered.

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: To increase enrollment, Perquimans County Schools will explore options that screen and identify traditionally under-represented populations by researching what other districts are doing to

identify this group of students. There is a gap between the number of students identified as Academically Intellectually Gifted from the under-represented populations and the total school population.

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

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

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

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

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

Other Comments:

Ideas of Strengthening: Research what other districts are doing around the state to identify traditionally under-represented populations. Research other screening and identification instruments.

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: AIG Coordinators at each school oversee the process with the assistance of each school's AIG team, and administrators, district psychologist, parents and others as needed. Procedures for screening, referral, and identification are clearly documented in the plan.

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

Description: The following methods are used for identification: Nagleri II, EOG scores, nominations, classroom performance, report cards, and work samples

Planned Sources of Evidence: The Gifted Education Planner (which includes inventories and data collection forms is the primary identifier. Documentation of supporting recommendation samples and scores should be included.

Other Comments:

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

Standard 1: Student Identification

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

Practice F

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

This practice is a Focused Practice for 2010-2013.

Rationale: In accordance with state law, the Perquimans County School System has developed a procedure for resolving disagreements between parents and the school system when a child is not identified as an AIG student concerning the appropriateness of services offered to the AIG student. These procedures relate to the processes of student nomination, referral, evaluation, identification, and the availability of approved service options. (See Handbook on Parents' Rights/ Appendix)

Goals: To improve policies and current procedures for students transferring from outside the District that have been identified.

Description: Create and implement policy and criteria to address AIG students transferring into Perquimans County Schools from another LEA.

Revise forms and procedures to ensure that all schools are adequately meeting the needs of our AIG students or potential AIG students.

Monitor and enforce the current approved plan, including the procedures and forms for resolving disagreements.

Planned Sources of Evidence: Revision and use of necessary forms, Standard Letter and Form for identification and services; Board Policy addressing the rights of AIG students and their parents/families, student personnel files, Differentiated Education Plan (DEP), NC Wise and site visit evaluation results.

Other Comments:

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

Standard 1: Student Identification

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

Practice G

Maintains documentation that explains the identification process and service options for individual

AIG students, which is reviewed annually with parents/families.

This practice is a Maintained Practice for 2010-2013.

Rationale: Information from various sources for determining eligibility for the AIG program include, but are not limited to, the following:
Multiple Criteria for Identification and Placement Form, Annual Review, Differentiated Education Plan (DEP), Data Form, Evaluation Results, Eligibility Form

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

Description: Perquimans County Schools uses multiple criteria for identification and placement that is clearly outlined. Annual reviews are performed on all AIG students, which address current status and performance. Parents must sign off on the annual review along with the AIG Coordinator.

Planned Sources of Evidence: Multiple Criteria for Identification and Placement Form, Annual Review, Differentiated Education Plan (DEP), Data Form, Evaluation Results and Eligibility Forms

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 A

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

This practice is a Focused Practice for 2010-2013.

Rationale: Based on needs assessment, Perquimans County Schools needs to make a conscious effort to focus on academic, interest and learning styles within the classroom. Students need more opportunities to participate in various clubs and student leadership opportunities K-12. Differentiated activities that support a rigorous curriculum must be provided by regular education teachers, AIG teachers and supported by AIG Coordinators at all schools.

Goals: Administer student interest surveys as a pre-assessment tool. Teachers serve an active role in developing DEPs for gifted students enrolled in their classes.

Description: Honors classes, AP classes and rigorous course selections should be offered in both middle and high schools. Guidance and support from school counselors will be provided to AIG students when scheduling classes.

Planned Sources of Evidence: Enrollment of AIG students in Honors and AP Classes at the middle and high school. Interest Inventories, College Foundation of NC (CFNC) website account and inventory. Documentation of a formal nurturing club at the K-2 school; Lesson Plans, EOG Scores and AIG student growth.

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 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 Focused Practice for 2010-2013.

Rationale: A formal nurturing program is needed to directly serve potential AIG students K-12. Increase rigor and relevance in all content areas (K-12) as appropriate. Opportunities for acceleration through a variety of service options to meet the needs of the gifted students are needed.

Goals: Ensure that opportunities for acceleration and nurturing are available for gifted students and potential gifted students across the curriculum and K-12.

Description:

- Explore service options to enrich, extend, and accelerate the curriculum K-12 (Clustering Groups, Using Compacting Tools, Scheduling Time for Reading Groups, Job Shadowing, Battle of the Books, Technology Training, Distance Learning, and Independent Course Work), a variety of competitive events.
- AIG students receive either direct or resource support service from the AIG site coordinator. (Collaborating with classroom teachers to assist with ideas for meeting the needs of gifted students while in regular classroom).
- Clubs and extracurricular offerings to provide additional opportunities for exploration, academic achievement, and leadership are available K-12.
- Develop procedures for moving to other classes or grades for accelerated instruction (K-8).
- Review procedures for student enrolling in honors level courses (9-12).
- Schools implement a structured reading period into the daily schedule.

Planned Sources of Evidence: Differentiated Education Plans (DEPs), Class Scheduling, Battle of the Books report, Graduation project, Course Selection Guide, and Formative and Summative Assessments

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 Maintained Practice for 2010-2013.

Rationale: Three of the four schools in Perquimans County are IMPACT schools. The majority of teachers' at all four schools have been trained to use the Intel teaching model. System wide, teachers have completed the New Teacher Evaluation Process for teacher observations and summative purposes. All teachers are required to have an Individual Growth Plan. Thirty-eight teachers have AIG licensure. Thirty-six have National Board Certification and many others are National Board Advanced Candidates. Numerous teachers have completed Teacher Academy trainings, Thinking Map training, and other research-based training. IMPACT and NBCT have experience in developing lesson plans which includes differentiation opportunities for students.

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

Description: Highly trained teachers use a variety of diverse and effective instructional strategies, such as guided reading, flexible groupings, thinking maps.

Planned Sources of Evidence: Teacher observations, teacher licensure and lesson plans

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 Maintained Practice for 2010-2013.

Rationale: Perquimans County Schools has practices in place that are based on supplemental resources for the curriculum. AIG students have differentiated education plans that outline diverse and effective instructional practices.

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

Description: There are a variety of differentiated curricular, instructional, assessment tools, and resource materials available to AIG site coordinators to share with classroom teachers to incorporate research-based models and methods.

- Letter Land
- Reading Foundations
- Accelerated Reader
- Study Island
- Kidspiration
- Education City K-5 used at a Pre K-2 school

Planned Sources of Evidence: Reports from above-mentioned sources may be generated for verification of use.

Other Comments:

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

Standard 2: Differentiated Curriculum and Instruction

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

Practice E

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

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

Rationale: The IMPACT grant and technology leadership enables many of these skills to be in place. This practice deserves considerable evaluation and planning before full implementation due to the complexity of 21st Century Skills. Perquimans County Schools also chooses to make this a future practice as NC recently adopted new Essential Standards and the Common Core Curriculum.

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

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

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

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

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

Other Comments:

Ideas of Strengthening: Research and Implement Best Practices, Professional Development for all staff, write grants, measurement of 21st Century Skills (Graduation Project, Graduation Rate, Career Paths, Virtual Field Trips).

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: Perquimans County Schools believes that assessment is the key to differentiated instruction. Educators must know what students know about the curriculum concept in order to be able to differentiate instruction. Perquimans County Schools is currently using a variety of assessment practices in the classroom to provide the most rigorous and challenging instruction to our students. Data regarding student readiness and interest, classroom performance, achievement, and learning styles are evaluated by the site AIG Team for planning and implementing appropriate differentiated instruction.

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

Description: Teachers use on-going assessments in their classrooms to differentiate instruction for their students.

Planned Sources of Evidence: Benchmark assessments, EOG, Report Cards, Program assessments such as STAR, VoCats, EVAAS, Study Island

Other Comments: All schools are actively pursuing Professional Learning Communities for collaboration. Source of evidence: PLC meeting agendas and notes.

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 Focused Practice for 2010-2013.

Rationale: After completing numerous surveys and focus groups it has been confirmed that more focus should be applied to meeting the social and emotional needs of AIG students (K-12).

Goals: Expansion of club offerings, competition, and student leadership opportunities for K-12 AIG students, with special emphasis at middle and high school

Description: •Work with guidance counselors to address needs of K-12 AIG students

•Educate all teachers of characteristics of gifted students to help them develop curriculum and practices to address the social and emotional needs of gifted students.

•Create lessons that address the social and emotional needs of AIG learners.

•Cluster grouping

•Flexible grouping

•Books that address topics for the challenges of gifted learners.

•Conferencing between the AIG teacher and the AIG student.

•Set aside time for clubs (Power Hour, etc)

•AIG students serve as mentors

•Field trips to enhance learning and meet social needs

Planned Sources of Evidence: •Field Trip Documentation

- Conference Record
- Scholarships
- Club Attendance and Participation (example: Beta Club, etc.)
- AIG local plan on website
- Nurturing Club
- Schools Counselors Agenda's & 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 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: Plans are now being reviewed to develop a formal program to meet the needs of the K-2 advanced learners. Future practice will use resource support for differentiated curriculum and instruction.

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: Start a nurturing program to provide support for advanced learners. Provide support materials for differentiation (example: Education City software grades K-5 for enrichment); Provide staff development for differentiation and promote flexible grouping options.

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: Collaboration among staff members is evident; however, there is a need for improvement with communication among teachers, support staff and AIG Coordinators.

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

Description: Schools will develop and use an AIG Team at their sites to help drive the AIG program. All personnel related to the AIG student will be involved in the development and implementation of the curriculum, instruction and DEP.

Planned Sources of Evidence: Student DEP and student folder, PLC documentation, staff meeting agenda.

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 Focused Practice for 2010-2013.

Rationale: AIG services do not match the identified needs – most students participate in the same lesson activity or project.

Goals: Provide a Differentiated Education Plan (DEPs) that outline services for the individual and share this plan with all professional staff members involved in helping to meet needs, including parents. These plans must be reviewed annually by the appropriate staff members, students and parents.

Description: Annual reviews are conducted at the beginning of every academic year to review each child's performance from the previous year. EOG test scores are included as part of this process. Recommendations are made and recorded to better serve the student.

Planned Sources of Evidence: DEPs (with signatures)

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: Perquimans County Schools employs a Central Office Director that is AIG certified and is an active member of gifted organizations at the state, region and local level. AIG Coordinators are also certified and/or have a great deal of experience in working with AIG students. They too are members of state, regional and local AIG organizations and programs. Thirty-eight certified staff members have AIG licensure.

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

Description: Encourage classroom teachers to add AIG onto their teaching license. Seek grant funds to assist teachers with AIG add-on.

Planned Sources of Evidence: Teacher Licensure and Reports

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 Focused Practice for 2010-2013.

Rationale: AIG Director, Coordinators and teachers must receive on-going staff development to stay current on best practice for AIG students. Professional development on how to differentiate lessons to improve student growth will be offered to all teachers. Technology workshops using the latest tools to enhance student learning are provided at all four schools.

Goals: Perquimans County Schools will provide professional development for AIG certified teachers and all classroom teachers to ensure quality, rigorous, and current research-based instruction is provided for AIG students.

Description: Survey all teachers and stakeholders to determine needs. Provide all schools with the NCGAT Newsletter, networking opportunities, and State AIG Conference participation, when funding is available. Provide staff development on best practices for AIG students.

Planned Sources of Evidence: Newsletter subscription, conference registration, staff development agenda

Other Comments:

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

Standard 3: Personnel and Professional Development

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

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

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

Rationale: Strategic and focused professional development is needed to maximize student achievement and growth of AIG students. Knowledge of the academic, intellectual, social and emotional needs of AIG students will be required of all personnel who are involved with AIG students for maximum service and growth.

To obtain this standard, the AIG Director and site coordinators will collaborate to write a grant to seek funding for professional development that will train teachers to recognize and address the needs of gifted students. NC has recently adopted the common Core Curriculum which will be implemented in

2012. All teacher will be required to use the new Essential Standards and common Core curriculum.

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: Other comments- Share articles about AIG students with all staff members.

Ideas of Strengthening: Teachers complete professional development that address gifted learners, seek AIG Certification and become more involved in supporting AIG students and program initiatives. Teachers will learn the new Common Core Curriculum and Essential Standards to prepare students to be globally competitive in the 21st century.

Example: Workshops for teachers on "How to Differentiate for Gifted Learners"

Standard 3: Personnel and Professional Development

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

Practice D

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

This practice is a Maintained Practice for 2010-2013.

Rationale: Perquimans County Schools has thirty-eight staff members AIG trained. This is almost a third of the teaching staff. Now, AIG add-on certification must be completed at the university level which requires tuition expenses and fifteen semester hours.

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

Description: Encourage teachers to complete the AIG licensure add-on program. Seek grant funds to help pay tuition and books. Set up Professional Learning Communities (PLC) to discuss meeting the needs of AIG students through book studies. Cluster AIG students with teachers that have AIG licensure.

Planned Sources of Evidence: PLC agenda, teacher licensure reports, class roster

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 Maintained Practice for 2010-2013.

Rationale: It is important for teachers to grow professionally. There is a need to provide professional development for all teachers to support the goals and initiatives of the AIG program and to provide consistency and guarantee maximum student growth and success.

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

Description: National Board Certification, New Teacher Evaluation Training, Intel Training, Teacher Academy are only a few highly-rated professional development trainings that help teachers learn new and improved strategies. It is imperative that teachers seek research –based training to maintain their teaching certificates and highly qualified status.

On-going professional growth is a must for today's teacher in order to inspire and motivate AIG students.

Planned Sources of Evidence: CEUs for teachers, Licensure Reports, Professional Development Reports, Needs Assessment for Staff Development Report

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 Focused Practice for 2010-2013.

Rationale: It is pertinent that AIG professional development aligns with state and national teaching standards, including 21st Century skills and content at advanced levels.

Goals: To empower teachers to grow professionally. Teachers will incorporate technology, 21st Century Learning Skills, New Teacher Standards, and the newly adopted Essential Standards and Common Core Curriculum into their instructional practices.

Description: Seek AIG licensure, National Board Certification, New Teacher Evaluation Training and Observations, Intel Training.

Planned Sources of Evidence: Teacher Individual Growth Plans, Summative, HRMS reports (teacher renewal credit instrument)

Other Comments: Constantly research and read relevant articles, attend conferences at state and local level, if funds available.

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 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: Provide time weekly for AIG Coordinators and teachers to collaborate on lesson units and work together to implement the program to fidelity. Ideas must be shared with regular classroom teachers to differentiate instruction for AIG students when appropriate.

Goals: Provide time for AIG School-Site Coordinators to meet with teachers for collaboration and reflection time.

Description: AIG Coordinators and AIG licensed teachers will give suggestions and feedback on professional development. Hold PLC meetings on early release days and workdays to plan collaboratively with AIG teachers across the district. Also, AIG director will use a variety of communication methods to share issues, literature, and support to enhance the AIG program.

Planned Sources of Evidence: PLC reports, blog, Professional Development Calendar, school schedule, emails, displays and newsletter

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 A

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

This practice is a Focused Practice for 2010-2013.

Rationale: School Improvement Plans and Impact Plans have helped the district meet several AIG programs and services. However, based on the focus group results, a need to strengthen the social and emotional component for the AIG student has been identified. There is need for all four schools to address 21st Century Learning Skills, NC Standard Course of Study, Essential Standards, cultural awareness, curriculum changes and research other opportunities for high school services in addition to advance courses (ex. STEM Program).

Goals: Expand club offerings at middle and high schools.

Increase guidance counselors' role in assisting AIG students at all levels.

Educate all teachers and support staff on characteristics of gifted students.

Include 21st Century Learning Skills into the academic and intellectual programs offered to AIG students.

Description: Counselors will be provided with a list of students in the gifted program. All staff members will receive information addressing the academic, intellectual, social, and emotional needs of gifted learners. Information will be distributed at meetings and through staff development. Social interaction through clubs, field trips and special events will be offered to AIG students. The high school AIG students will be responsible for the school newspaper. Continue to train teachers to use 21st Century Learning Skills. Perquimans County Schools implement the Golden Leaf STEM grant and initiatives in grades 4-12.

Planned Sources of Evidence: Brochures, articles, staff meeting agenda, DEPs, PCHS School Newspaper, lesson plans, conference schedule

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

Rationale: The need has been identified to update and improve delivery services based on the individual AIG student. In grades 3- 8 all gifted students are pulled by grade levels, not by gifted identification due to scheduling and availability of resources.

AIG coordinators will visit schools with successful AIG programs to gain ideas on how gifted services can be organized and delivered. The AIG Director and coordinators will seek funds to attend State and National conference to learn strategies to improve the AIG program, new curriculum, and stronger differentiation methods for identified/potential students.

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

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

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

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

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

Other Comments:

Ideas of Strengthening: Examine the possibility of serving AIG learners in specific area(s) of identification at grades 3-8, site visits, attend conferences, and seek funding.

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: The AIG programs and services are connected to the district's instructional programs in both policy and practice. Teachers teach NC Standard Course of Study.

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

Description: Teachers in the district employ services that are aligned with the NC Standard Course of Study. Examples include flexible grouping, clustering, inclusion, enrichment, acceleration, and offers differentiation for high school honors and Advanced Placement (AP) courses.

Planned Sources of Evidence: DEPs, Class Offerings, AIG Plan

Other Comments: The new AIG standards and practices approved by NC DPI serves as a tool to instill more rigor and challenge based opportunities for our AIG students.

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: Informs all teachers, school administrators, and support staff about the delivery of differentiated services and instruction for identified/potential AIG students, and the local AIG program and plan.

Goals: Post the local AIG plan on the district website. Inform all stakeholders about the needs of gifted learners and collaboratively work to provide the best differentiated services based on individual AIG student needs.

Description: Teachers, administrators, and support staff will receive information of differentiation, the local AIG plan, and delivery of services at staff meetings. The local plan will be posted on the district website as a reference. AIG Coordinators will collaborate with regular education teachers, administrators and support staff to keep them informed about the services of the AIG program along with any regulations related to gifted education.

Planned Sources of Evidence: District Website, PLCs, Faculty and Principal Meetings, Email, The Dail Report Newsletter

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 Focused Practice for 2010-2013.

Rationale: AIG Coordinators, teachers and counselors will maintain communication between schools to ensure an effective continuation of AIG services.

Goals: Establish procedures for transition between schools to instill a seamless AIG program. (open house, parent letters, etc)

Description: Transition procedures will be developed through communication with AIG Coordinators, School Administrators, School Psychologist, Guidance counselors and monitored by the AIG Director. Each school in our district has an AIG Coordinator on staff. The AIG Coordinators meet quarterly with the AIG Director to discuss AIG issues and concerns.

Planned Sources of Evidence: Meeting agendas, Open House, AIG Night

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

Rationale: Communicating with all stakeholders is imperative in the development of quality differentiated services to all gifted learners. Explore the possibilities of starting a PAGE group, by surveying parents.

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

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

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

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

Other Comments:

Ideas of Strengthening: Research best practices and ideas, attend conferences, read articles/books and attend professional development sessions to learn ideas on how to provide differentiated programs and services.

Standard 4: Comprehensive Programming within a Total School Community

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

Practice G

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

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

Rationale: AIG Coordinators, classroom teachers and counselors will address the social and emotional needs through direct interaction. Together the groups will develop and explore strategies to improve communication and collaboration.

Schools will seek funding to purchase books and materials to address a diverse population of AIG students which may encounter social and emotional issues and needs.

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: All stakeholders will meet annually to discuss the AIG student's DEP and specifically address social/emotional needs.

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: The needs of a gifted learner may dictate a change in grade to better provide appropriate differentiated instruction.

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

Description: Use school policy and AIG Plan to provide a clear step by step procedure for acceleration to meet the needs of individual learners and provide the appropriate educational environment for gifted learners. Multiple criteria are used to determine when accelerative placement options are appropriate.

Planned Sources of Evidence: Early entrance to kindergarten based on state guidelines, Iowa Acceleration Scale 3rd Edition, EOG, grades, report cards

Other Comments:

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

Standard 4: Comprehensive Programming within a Total School Community

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

Practice I

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

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

Rationale: AIG student enrollment data will be reviewed to begin a study of how to better serve and identify under-represented student population.

Seek funds to assist with nurturing programs in our school district. Seek ways to identify and implement programming and specific nurturing initiatives to improve the representation, participation, and performance of under-represented populations throughout the school district.

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: All students in grade three and seven will be given the opportunity for AIG services based on identification and placement through intentional testing to determine qualification for services.

Standard 4: Comprehensive Programming within a Total School Community

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

Practice J

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

This practice is a Focused Practice for 2010-2013.

Rationale: AIG students are requesting more extra-curricular programs, events and opportunities be made available K-12.

Goals: Expand the extra-curricular programs and events offered K-12 for our AIG students both in and out of the classroom setting.

Description: AIG students will have the opportunity to participate in clubs, competitions, mentoring programs, job shadowing based on interest inventories and school newspaper at PCHS, Beta Club and Jr. Beta Club.

Planned Sources of Evidence: Duke Talent Identification Program (TIP), Math Contests, National Junior Honor Society, Schedules, Power Hour, Nurturing Club at Perquimans Central School, PCHS Beta Club Roster, Scholarships and Graduation Project, 4-H Programs, and Daughters of American Revolution(DAR).

Other Comments:

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

Standard 5: Partnerships

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

Practice A

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

This practice is a Focused Practice for 2010-2013.

Rationale: After reviewing surveys, conducting focus groups and meeting with the AIG Advisory Council, the need to heighten the awareness with all stakeholders to better meet the needs of AIG students is obvious.

Goals: Perquimans County Schools will communicate openly with all stakeholders involved, including parents/families, higher education resources, and the community, to ensure appropriate services for AIG students.

Description: AIG Night, AIG presentations at PTA meetings, brochures, website, community service activities, mentoring program, school newspaper

Planned Sources of Evidence: AIG website, attend AIG regional and state meetings and conferences (include parents), School Newspaper, School 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 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: AIG Coordinators meet with parents/families to discuss DEPs for identified AIG students. Each school has hosted an AIG event and invited parents/families to attend. The new standards and information about the AIG program has been shared by a PowerPoint presentation and the state AIG flyer. The Perquimans County Schools policy manual is already posted on district website.

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

Description: All AIG forms and plan will be posted on the district website. The schools will continue to have AIG Programs, conferences, email messages and a newsletter to help share information. The current AIG brochure will be updated and shared with all stakeholders.

Planned Sources of Evidence: Website, emails, flyers, agendas, newspaper articles

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: After meeting with the AIG Advisory Council and school administrators, it has been decided that the needs of the AIG students are best met when monitoring, developing and implementing the local plan reflects the diversity of all stakeholders.

Goals: Create and maintain a district AIG Leadership Team and an AIG Advisory Council that meet on a regular basis. The schools will have an AIG Leadership Team led by the AIG Coordinator and Principal. The district AIG Leadership Team will be lead by the AIG Director and Superintendent. A diverse group of parents, teachers, school board members, elected officials and students will serve on the district AIG Advisory Council. Another goal is to establish partnerships with community groups that reflect the diversity of our population.

Description: Diverse AIG District Leadership Team, School AIG Leadership Team and a District Advisory Council will be established and maintained to help implement and monitor the AIG program and plan.

Planned Sources of Evidence: AIG Leadership Team roster, meeting dates, meeting agendas, 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 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 Coordinators send out invitations to parents/families inviting them to attend school AIG meetings, conferences and other special events. Counselors at PCHS have a well-developed website that contains valuable information to assist AIG students. Currently all materials are provided in English and there has not been a need to address another native language. Several AIG articles have been published in the local newspaper.

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

Description: Post information on district website and in another language if needed. Research the possibility of posting all AIG information in Spanish.

Planned Sources of Evidence: Website, invitations, program agendas, newspaper articles

Other Comments:

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

Standard 5: Partnerships

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

Practice E

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

This practice is a Focused Practice for 2010-2013.

Rationale: All four schools provide a yearly AIG meeting for all parents/families to attend to allow the AIG Coordinators and AIG students to share information about the AIG program and happenings. The community has not been included.

Goals: Invite community leaders and organizations to play an active role in supporting our AIG program, plan and students.

Description: Continue to showcase AIG student work at AIG programs, community functions and

PTA meetings. Encourage and promote community involvement in AIG activities.

Planned Sources of Evidence: Invitations, parent conference and AIG program sign-in sheets, program agendas, PCHS Newspaper

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

Rationale: Form partnerships with parents, institutions of higher education, local businesses, community organizations and other stakeholders within the community to enhance and gain support for our AIG program. Expand the online classes at the high school and make them available at the middle school level to ensure more rigor in the curriculum. Develop a proposal to see financial support from the Perquimans County foundation Board to support teachers and students to strengthen the AIG program and services.

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: Contact local higher education institutions to set up programs that will entice AIG students to achieve and excel. Additional opportunities must be made available for AIG students. Establish a PAGE and parent collaborative program to help strengthen the AIG program.

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: The revised AIG plan addresses the six new AIG Standards and fifty-one practices that were approved by the NC State Board of Education in July 2009. Perquimans County Schools, along with a strong Advisory Council have gathered much information to be implemented in the 2010-2016 AIG Plan. The plan will be approved by the local Board of Education for approval and then submitted to DPI for review. Once approved, the AIG plan will be posted on the district website and shared with all faculty and staff.

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

Description: The AIG plan will be posted on the district website and specifically shared with all certified staff to improve implementation. School Administrators and AIG Coordinators will review the AIG plan with their entire faculty to promote ownership and to ensure that all teachers follow the plan.

Planned Sources of Evidence: Staff meeting agenda, website, School Board minutes, School Board agenda, emails

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 Maintained Practice for 2010-2013.

Rationale: The local AIG program and plan will be monitored to ensure the fidelity of its implementation in accordance with NC AIG standards.

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

Description: The Superintendent, AIG Director, School AIG Coordinators, Principals and AIG Advisory Council will continue to monitor the AIG program and plan. The AIG Advisory Council will meet at least twice a year to hear an update on the progress. The schools will meet on a regular basis to ensure implementation.

Planned Sources of Evidence: Parent, teacher, student surveys, focus groups, interviews, letters, emails, meeting agendas

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: Perquimans County Schools uses state funds as allotted for salaries, programs and projects.

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

Description: The AIG Director and Superintendent work closely with the Finance Officer to ensure that AIG funds support the local AIG program and plan. Schools are given funds to support projects, field trips, testing materials and other AIG activities.

Planned Sources of Evidence: Purchase orders, AIG budget spreadsheet, invoices

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 Maintained Practice for 2010-2013.

Rationale: AIG Coordinators and Principals are carefully monitoring AIG student performance growth. Student achievement data to measure student growth will be shared with the AIG Advisory Council and school staff annually.

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

Description: Maintain, analyze and share student performance growth of AIG students using student achievement data. Drop out report will be reviewed for student data.

Planned Sources of Evidence: Education Value Added Assessment System (EVAAS) reports, Study Island Reports, EOC/EOG data, Drop-out report

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 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 our culture becomes more diverse and complex, it is important to continue to research and explore strategies and alternative identification methods that accurately assess under-represented populations for gifted students. It is necessary to recruit parents and faculty member of under-represented populations to assist with this task.

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

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

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

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

Other Comments:

Ideas of Strengthening: Using the new DPI AIG online reporting software, Perquimans County Schools will review other districts' AIG Plans to assist with identification measures for under-represented populations, along with, a diverse AIG advisory council which includes students, faculty, and parents.

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: Perquimans County Schools maintains a list of personnel serving AIG students and their credentials. Perquimans County Schools employs thirty-six teachers with AIG add-on licensure. Fifty-two teachers attended professional development to learn more about the new AIG standards and practices.

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

Description: Encourage teachers to add-on AIG licensure. Provide professional development and PLC sessions to increase awareness and the need for differentiation to meet the needs of the AIG student.

Planned Sources of Evidence: HRMS reports to show teacher licensure, Professional Learning Communities and Staff Development Meetings, AIG Headcount

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: An AIG Advisory Council plays a vital part in serving and meeting the needs of our AIG students, program and plan. This group serves as a strong advocate for all AIG students, parents/families and the community in large.

Goals: Form an AIG Advisory Council that will play an active role in assisting the school system with their AIG program and plan to better meet the needs of the AIG student. The AIG Advisory Council will also help to monitor the AIG Plan and strengthen gifted services.

Description: The AIG District Advisory Council will make recommendations to the AIG District Leadership Team and this information will be shared with all four schools. The AIG Director and Superintendent will lead the Advisory Council. The Council will include Board of Education members, AIG Coordinators, AIG teachers, regular education teachers, exceptional education teachers, parent representative, student representatives, community leaders, business leaders, and other friends of AIG. The purpose of this council is to meet twice a year to monitor the plan and program and provide on-going assessment of the existing program. The Advisory Council will also serve as a support team and assist with AIG awareness and best practices.

Planned Sources of Evidence: AIG Advisory Council agendas, sign-in sheets, roster

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 Focused Practice for 2010-2013.

Rationale: The use of surveys and focus groups to gain feedback from key stakeholders in order to maintain a quality AIG program is greatly needed for continuous improvement.

Goals: Survey all stakeholders to ensure that the AIG program is effectively meeting the needs of our AIG students.

Description: Create and distribute an annual survey to all relevant stakeholders for collecting and reviewing the quality and effectiveness of the local AIG program.

Planned Sources of Evidence: Survey, survey results, focus groups, focus group results, council meeting notes and agenda

Other Comments:

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

Standard 6: Program Accountability

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

Practice I

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

This practice is a Focused Practice for 2010-2013.

Rationale: Continuous monitoring of the AIG program and plan is important to ensure the program continues to provide the best quality education for AIG students.

Goals: Semi-annually review the local AIG program, Revise program goals as needed. Provide a quality AIG program that meets the needs of all AIG students.

Description: AIG Advisory Council will review the AIG Plan and program semi-annually using multiple sources of data for continuous program improvement.

Planned Sources of Evidence: Focus groups, surveys, student performance

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: A transparent program and communication are important to all stakeholders to effectively monitor program progress.

The data collection, analysis and a process needs to be developed to improve and made available to the public.

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

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

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

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

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

Other Comments:

Ideas of Strengthening: Develop a process in the future to share data with the public at large on a strong AIG program.

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: The rights of AIG students need to be protected by policy, procedures, and practices. Perquimans County Schools ensures due process rights when such need arises.

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

Description: Procedures and practices are in place within the AIG Plan. Numerous district policies exist that protect all students and their rights. In the event of a disagreement of AIG identification and/or services between parents and Perquimans County Schools, parents have access to a step by step Resolution of Disagreements procedure.(Handbook on Parents' Rights / Appendix)

Planned Sources of Evidence: AIG Parent Handbook (which will be posted on website after plan approval); district policies on district website, NC DPI – AIG website

Other Comments:

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

Glossary (optional):

Appendix (optional):

AIG Plan - Abbreviations & Glossary (2010).doc (*Appendix*)

AIG Program Vision, 2010-2013.docx (*Appendix*)

AIG Standards & Practices 2010-2013.docx (*Appendix*)

AIG_Advisory_Council_2010-2013[1].docx (*Appendix*)

AIG_District_Leadership_Team_2010-2013[1][1].docx (*Appendix*)

Eligibility for Differentiated Services.docx (*Appendix*)

Handbook on Parents' Rights.docx (*Appendix*)

AIG Plan cover page signed document June 2010.pdf (*Local Board Approval Document*)