

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

Approved by local Board of Education on: 14-JUN-16

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Submitted to NC Department of Public Instruction on: JUNE 22, 2016, 09:44:52

Revision Submitted to NC Department of Public Instruction on: JANUARY 20, 2017, 09:33:23

Dare County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

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

Dare County Schools Vision for local AIG program: The Vision of Dare County Schools is that all students will graduate on-time, prepared for college, careers, and life. Academically and intellectually gifted students require a high level of intellectual stimulation and appropriate differentiation of the curriculum in order to reach their individual potential. A continuum of gifted services is made available to all highly able students, including students from culturally diverse, economically disadvantaged, and disabled populations.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$259062.00	\$95849.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

District Response: Effective processes are in place for the purpose of screening, referring, and identifying students at all levels (See Appendix 1). These are articulated and disseminated to stakeholders through our AIG web page, newsletters and emails to parents. In addition, parents are invited to serve on the AIG Advisory Committee and parent meetings are held throughout the year to share and communicate the processes.

Practice B

States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

District Response: 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 K-3 Nurturing Program and 4-12 Talent Pool are kept and are used to support the case for formal identification. AIG facilitators at each school regularly review standardized test data (both traditional and nontraditional) to screen all students for possible AIG identification. In addition to standardized test scores, other appropriate criteria include: Verbal or Quantitative Cognitive Aptitude Test(CogAT), Individual IQ , Naglieri Nonverbal Abilities Test (NNAT) or similar instrument, Reading or Math End of Grade (EOG) tests, Advanced Placement (AP)test score for English or Math, consistently high classroom performance, and student work samples.

- Verbal or Quantitative Cognitive Aptitude Test(CogAT)score in the 90-99 percentile range
- Individual IQ (97% or higher)
- Naglieri Nonverbal Abilities Test (NNAT) or similar instrument score in the 88-99 percentile range
- Reading or Math End of Grade (EOG) test score in the 90-99 percentile range
- English or Math End of Course (EOC) test score in the 90-99 percentile range
- Advanced Placement (AP) 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 K-3 nurturing program and/or 4-12 Talent Pool participation
- Teacher/parent/community/peer/self Referral Form
- Classroom work samples

Student Eligibility and Placement Decision Record (Appendix 3) is used to document the indicators and recommended service options.

Practice C

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

District Response: Teachers are aware of the need to ensure that the potential of under-represented groups is recognized, nurtured, and served. Providing professional development along with collaboration with ESL and EC departments helps to ensure that the needs of students from all populations are intentionally met. Professional development sessions are held throughout the year. In addition, a new form of the CogAT was recently implemented to better identify under-represented populations.

Practice D

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

District Response: Screening, referral and identification processes are consistent at all levels. The majority of students are identified at the elementary school level. At the middle and high school levels, student search continues as new information is gathered through objective testing results, referrals, and the review of transfer students by the counselor and gifted facilitator (See Appendix 2).

Practice E

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

District Response: The AIG facilitator at each school maintains documentation on the identification process and the service options for each of his/her students and reviews these with their parents annually. Parents are provided copies of all documentation. Signed documents are maintained in student folders. Documentation is maintained for at least 3-5 years after high school graduation.

Ideas to Strengthen the Standard: 1. Provide professional development at New Teacher Orientation sessions each year. Teams of elementary and secondary level AIG facilitators will plan and present a variety of AIG topics and updates.

2. Publish AIG Parent Guide on Website and distribute to AIG parents.

3. Review and revise current AIG forms.

4. Conduct further research on tools for screening, referral, and identification for under-represented

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populations.

5. Utilize Power School to create and monitor Differentiated Education Plans for students.

Sources of Evidence: 1. New Teacher Orientation session agendas

2. District and school websites

3. Revised forms in shared AIG folder

4. Feedback from Parent, Staff, and Student Surveys

5. Documentation of Differentiated Education Plan in Power School for identified students

6. Fall and Spring AIG Headcounts

7. AIG sub-group data

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

Adapts the NC Standard Course of Study (SCOS) K-12, to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

District Response: Teachers and AIG Facilitators adapt the NC Standard Course of Study to meet the needs of AIG students across the curriculum through the use of course and grade acceleration (Math I, II, and III, Earth and Environmental Science, English I and II, and Spanish Foreign Language), enrichment groups, Credit by Demonstrated Mastery, and community college dual enrollment. Internships within community businesses and organizations provide extension to the curriculum and work-based learning experience.

Practice B

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

District Response: Student interest surveys and learning style profiles are utilized to determine and create student learning groups. Individualized instruction is further enhanced through the use of the student laptop initiative for all students in grades 6-12. Flipped Classroom instruction provides differentiated and self-paced learning opportunities at all grade levels.

Practice C

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

District Response: AIG Facilitators collaborate by sharing effective lessons/units and research-based materials. The AIG Facilitators share materials and instructional practices from conferences, regional meetings, and gifted publications among themselves and with other teachers in support of the AIG students. Differentiated instructional strategies are shared through professional learning communities (PLCs), and specific strategies are modeled by AIG Facilitators for classroom teachers. Teachers of gifted students continue to use digital learning tools and select supplementary resources and programs to support the AIG curriculum.

Practice D

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

District Response: Students are provided with the opportunity to participate in collaborative activities, including, but not limited to the following: service learning projects, peer tutoring/mentoring/teaching, volunteer experiences, science and technological-based projects, enrichment blocks and book studies. In collaboration with the Coastal Studies Institute (CSI) numerous STEM activities/projects and internship opportunities are provided for AIG students.

Practice E

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

District Response: Teachers of AIG students continually analyze assessment data to plan and differentiate instruction for AIG students. District-generated quarterly benchmark assessments are administered to help teachers inform their instruction. Assessment data is utilized to form flexible groups in which curriculum is compacted and instruction is differentiated according to student need.

Practice F

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

District Response: The social and emotional needs of AIG students are being met through small group interaction, individual and group counseling, and a variety of resources provided by the AIG Facilitator and counselors. A daily intervention/enrichment period is built into each school's schedule and this time is often utilized to conduct activities, discussions, survey interests and feelings, and provide support for the social and emotional needs of the students. In addition, the AIG Facilitator and regular education teachers collaborate with the school counselor to ensure that social and emotional needs are met. Quarterly newsletters, emails, letters, and other forms of communication provide parents with strategies for meeting the social and emotional needs of their children. Links to online resources are also provided to parents.

Practice G

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

District Response: AIG Facilitators serve K-3 students who demonstrate higher ability skills and thinking. Teachers recognize the need for nurturing these young, potentially gifted students. Flexible groups are formed, and students meet with the AIG Facilitator on a regular basis throughout the year. The AIG Facilitator implements strategies and interventions to differentiate for these young students, such as problem-based learning, independent studies, and tiered assignments. Within the K-3 classrooms, workstations with differentiated assignments provide student choice and are used to

enhance student learning.

Practice H

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

District Response: Collaboration among AIG Facilitators, regular education teachers, ESL and EC teachers, and administrators occurs regularly through PLC meetings, team meetings, and leadership meetings. The focus of these meetings is to develop, share, and implement differentiated instructional strategies to meet the needs of the students. In addition, the progress of AIG students is discussed and monitored. Outside of the meetings, shared google docs and email communication among staff further the collaborative process.

Practice I

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

District Response: A Differentiated Education Plan (DEP) is created for each student who is identified AIG. The DEP offers an array of services and delivery options/learning environments based on student need, ability, and interest. Each student's DEP is reviewed annually by AIG Facilitators and teachers serving the student and is shared with parents annually to ensure its effectiveness (See Appendix 3).

Ideas to Strengthen the Standard: 1. Schedule regular meetings throughout the year for AIG Facilitators to meet with teachers of identified AIG students to share DEP and discuss services and strategies.

2. Expand enrichment opportunities for AIG students in the areas of science and social studies.

Sources of Evidence: 1. Copies of meeting schedules and agendas

2. Copies of student and school schedules

3. List of enrichment opportunities

4. Survey data

5. Assessment data

Standard 3: Personnel and Professional Development

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

Practice A

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

District Response: The Superintendent holds AIG licensure as do all AIG facilitators involved in the planning, development, implementation, and monitoring of the AIG program and plan. The AIG Coordinator collaborates with other district and school leaders to ensure support for the needs of AIG students. The AIG Coordinator attends regional meetings and has established collegial relationships with other AIG Coordinators from neighboring districts. The AIG team of facilitators meets throughout the year with the district's coordinator to monitor, discuss, and revise AIG program components as necessary.

Practice B

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

District Response: The district employs a full-time AIG Facilitator at each school who explicitly engages in tasks that address the academic, intellectual, social and emotional needs of gifted learners. Five additional teachers across the district recently completed coursework through Barton College and achieved AIG certification. Opportunities for the AIG Facilitators to develop and demonstrate their leadership skills are provided through AIG informational sessions that they plan and deliver throughout the schools, to parents, and to community groups.

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: Specific Professional Development topics for all personnel involved in AIG programs and services are provided based on the results of an annual needs assessment and AIG survey of teachers. Professional Development is provided throughout the year by the AIG Facilitators at the building level. Additional topics related specifically to AIG students are also provided at the district level through the annual Dare to Share Conference. Power Point presentations, articles, and other resources are available to all staff.

Practice D

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

District Response: Every effort is made to cluster group AIG students and place them in regular education classrooms with teachers who have AIG add-on licensure. Dare County Schools provided for four additional teachers in the district to obtain their AIG licensure through the Northeastern North Carolina Cohort at Barton College, thereby increasing the number of teachers with this licensure. These teachers were recognized at the monthly Board of Education meetings held throughout this year.

Practice E

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

District Response: Professional development opportunities are aligned with AIG program goals, district initiatives, and best practices in gifted education. Recent PD opportunities have included integrating the one-to-one laptops into instruction, flipped classroom instruction, characteristics of gifted learners, and meeting the social and emotional needs of AIG students. The choice of topics was in response to the results of the annual staff survey needs assessment.

Practice F

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

District Response: AIG Facilitators meet regularly with special education, ESL, and regular education teachers to support, coach, and build capacity for AIG. District-wide professional development days provide time for sharing sessions on best practices and for delivering specific training. The PLC structure within each school and the use of technology further ensure that AIG Facilitators and other teachers of AIG students are able to work together to support student needs.

Ideas to Strengthen the Standard: 1. Ensure that each school has scheduled time for AIG Facilitators to collaborate with teachers and deliver professional development throughout the year.

2. Provide professional development for all staff on best practices in gifted education, including differentiation, social/emotional needs, identification and referral, and AIG under-represented populations.

Sources of Evidence: 1. School schedules

2. AIG Facilitators' schedules

3. Agendas/minutes from PLC meetings

4. Professional Development Plan

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

District Response: The AIG Program consists of a large array of academic service options for elementary, middle, and high school students to meet the differentiated needs of our gifted population. Service options include the following: clustering of AIG students, pull-out classes, course/grade acceleration, cross-age/grade placement, early entrance to kindergarten, and dual enrollment (See Appendix 3).

Practice B

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

District Response: Service options aligned with AIG identification, goals of the program, and resources of the district are offered. Students receive instruction in courses and enrichment groups that align with their area of identification (See Appendix 3).

Practice C

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

District Response: Instruction for gifted students is aligned with the North Carolina Standard Course of Study. Student progress continues to be monitored through formative and summative assessments and quarterly benchmarks. Assessment results are used to plan instruction. Student growth data and proficiency results are analyzed. Instruction is differentiated for AIG students to ensure they receive challenging content and materials.

Practice D

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

District Response: The district AIG webpage includes a staff directory and chain of inquiry, the current AIG program plan, parent and student resources, and links to annual surveys. Informational powerpoints on various AIG topics are shared and utilized for acquainting new personnel with such topics as characteristics of gifted learners, differentiation strategies, and social/emotional needs of gifted students. All staff has access to these resources. AIG Facilitators keep school staff abreast of important information and developments in gifted education.

Practice E

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

District Response: Effective communication occurs among and between teachers and schools. At the elementary level, teachers of students transitioning from the K-3 Nurturing Program to the 4-12 Talent Pool and Identified Gifted are readily accessible to each other and they communicate clearly about students and appropriate service options. At key transition points (elementary to middle and middle to high), the AIG Facilitator ensures effective communication by clearly disseminating pertinent information to classroom teachers. AIG Facilitators from feeder schools meet with teachers from their respective receiving schools. Facilitators meet with regular classroom teachers and others directly serving the student to review the Differentiated Education Plan. As students transition to the next level, facilitators communicate regarding identified and Talent Pool students, including service options currently provided.

Practice F

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

District Response: Emphasis on addressing the social and emotional needs of AIG students has led to increased awareness and collaboration among AIG Facilitators, school counselors, regular education teachers, and other support staff. Specific training has been provided, and scheduling changes have allowed for intentional time set aside for addressing social and emotional needs of AIG students.

Practice G

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

District Response: As governed by NC State Board of Education policy, the opportunity for acceleration may begin with early entrance to kindergarten. Students in elementary and middle schools are currently grade/course accelerated on a case-by-case basis through action of the

individual school's gifted review team. Credit by Demonstrated Mastery and dual enrollment opportunities in college level courses are also available as means of acceleration. Compacted content is utilized at all levels of instruction. One school piloted an acceleration of all students in 8th grade in Earth and Environmental Science. A 98% success rate led other schools to implement similar acceleration.

Practice H

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

District Response: AIG Facilitators collaborate with ESL and EC teachers to widen the scope of screening efforts and to develop research-based instructional practices, lessons, and units of study that effectively meet the learning needs of gifted students from under-represented AIG populations. District subgroup data is analyzed to determine intentional programming for traditionally under-represented AIG populations. The curriculum is differentiated to meet the needs of a variety of learning levels.

Practice I

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

District Response: Schools offer extracurricular programs and events to 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. Service projects and a variety of clubs are available at all levels of elementary, middle, and high school. AIG Fairs are held and parents and community members are invited to see students demonstrate the projects they have been working on throughout the year.

Practice J

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

District Response: Intentional, flexible grouping practices are implemented throughout the district to facilitate effective instruction and support the growth of AIG students. Each school's schedule has a daily dedicated block of time to accommodate flexible groups in support of the academic and social/emotional needs and areas of high interest of AIG students. A variety of data is analyzed (survey, growth, formative, benchmark, summative assessment, etc.) to determine the effectiveness of flexible grouping to support the growth of AIG students.

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Ideas to Strengthen the Standard: 1. Increase awareness of the social/emotional needs of the gifted learner through planned agenda items at regularly scheduled staff meetings at the schools. AIG Facilitators will communicate with administrators, counselors, teachers, and support staff.

2. Include social/emotional needs of the gifted learner as a topic for New Teacher Orientation sessions.

Sources of Evidence: 1. Staff meeting agendas/minutes

2. New Teacher Orientation session agendas/minutes

3. Power Point presentations, newsletters, articles, website

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

District Response: Many successful partnerships have been established with parents, businesses and the local community. The need to ensure that partnerships are intentional and meaningful in support of academic, intellectual, social and emotional needs of AIG students continues. For example, a successful partnership has been developed with the Coastal Studies Institute (CSI) which has led to internships for AIG students. Partnerships with a variety of county and state agencies (North Carolina Aquarium, Lost Colony, Roanoke Island Festival Park, Corolla Wildlife Center, NC Wildlife Federation, National/State Parks Service, etc.) support the social and emotional needs of AIG students. Community partners frequently serve as guest speakers for AIG student groups to address an interest or spark a passion.

Practice B

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

District Response: All AIG Facilitators host parent meetings for parents of AIG students to share information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education. Schools utilize the automated parent notification system as a communication tool. A glossary of terms is published to enhance parent and community understanding. The AIG webpage on the district's website is a valuable source of information regarding AIG programming and services. AIG staff ensure that the AIG page is publicized and easily accessible to all stakeholders. AIG publications posted on the site include updated standards, newsletters, parent resources, etc. Local newspaper and other media sources are used to share student accomplishments. A newly developed AIG Parent Guidebook outlines procedures and policies related to gifted education. AIG Newsletters are shared with the Board of Education.

Practice C

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

District Response: The district maintains and utilizes an AIG Advisory Committee that is representative of the diversity of our AIG population. The AIG Advisory Committee is comprised of parents, community members, AIG Facilitators, regular education, ESL, and EC representatives and other support staff. The committee assists with the development, implementation, and monitoring of the AIG Plan.

Practice D

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

District Response: AIG Facilitators disseminate information to school personnel, parents, students and community through a variety of sources such as news articles, web pages, email, automated phone messages, 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 all stakeholders via the AIG Parent Guidebook and the district's website. Materials are provided to non-English speaking families in their native language. Interpreters are available for meetings and events as needed.

Practice E

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

District Response: Collaboration among families, institutions of higher education, local businesses, and other community resources assists the advanced learner and heightens the educational process. North Carolina Virtual Public Schools, partnerships with the College of the Albemarle and with the Coastal Studies Institute, Carolina College Advising Corps, and assistance from community and business leaders contribute to the support of the AIG program and services for AIG students. The Carolina College Advising Corps provides guidance to high school students in the area of college readiness.

Ideas to Strengthen the Standard: 1. Publish and distribute the AIG Parent Guidebook both electronically and in hard copy.

2. Encourage the formation of a PAGE chapter.

Sources of Evidence: 1. AIG Parent Guidebook

2. Internship data

3. List of community guest speakers

4. Interest survey for forming a PAGE chapter

Standard 6: Program Accountability

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

Practice A

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

District Response: Each plan cycle, the district develops an AIG Plan in accordance with State Board of Education policy. A team comprised of representatives from each stakeholder group meets throughout the year to lead the development of the plan. In this process, team members review surveys and other feedback from parents, teachers, students, and community members. The team generates rich discussion through its completion of a self-assessment. The team reviews current practices, develops strategies for improvement, and identifies sources of evidence. Stakeholders are involved throughout the process. The AIG Plan is approved by the local Board of Education and sent to the Department of Public Instruction for review and feedback.

Practice B

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

District Response: The AIG Coordinator and the District Team monitors the implementation of the AIG Plan in accordance with current legislation and state policies. The AIG Facilitators ensure that the program components are implemented with fidelity. Data is regularly analyzed to ensure consistency across schools. AIG Facilitators document progress at their respective schools and report at district meetings. An interim report which assesses progress towards implementation and effectiveness is completed with stakeholder input and is sent to the Department of Public Instruction. The interim progress report is posted on the website.

Practice C

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

District Response: The district effectively monitors and uses state funds allotted for the local AIG program in accordance with State of North Carolina laws, policies, and guidelines. The Chief Financial Officer and the AIG Coordinator collaborate to ensure all funds are expended according to established guidelines. Funds are efficiently utilized to meet the goals of the program by providing resources and professional development as needed.

Practice D

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

District Response: The district maintains, analyzes, and shares all student achievement and growth data with its stakeholders. School reports cards are distributed to parents and are posted on the website. The district consistently boasts one of the highest graduation rates and one of the lowest dropout rates in the state. The district's 2015 graduation rate of 93.8 ranked third in the state, with the district placing in the top ten across the state for the past nine years.

Practice E

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: The representation, performance, and retention of underrepresented populations in the AIG program is closely monitored. The performance of all student subgroups, including culturally/ethnically diverse, economically disadvantaged, English Learners, highly gifted, and twice-exceptional is disaggregated when analyzing overall school and district performance.

Practice F

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

District Response: The personnel department maintains current data regarding the credentials of personnel serving AIG students. Five additional teachers across the district completed their coursework and earned AIG certification in the 2015-2016 school year.

Practice G

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

District Response: Regular feedback from parents, students, and staff is elicited each year regarding the implementation and effectiveness of the AIG program. Established parent meetings, Open House, email communication, etc. are used to gather feedback throughout the year. Annual student, parent, and teacher surveys with questions aligned to the standards are distributed and results are analyzed. In addition, AIG Facilitators, administrators, and other teachers of AIG students seek feedback at conferences, meetings, and parent nights.

Practice H

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

District Response: Multiple sources of data are used to review and revise the AIG program. A systematic program evaluation is conducted every three years to prepare, review, and revise the AIG Plan. Annual survey, self-assessment, and achievement results are analyzed to determine if changes are needed.

Practice I

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

District Response: Progress is monitored and evaluated during each year of the plan and results are shared at regular AIG meetings and AIG Advisory Committee meetings. The interim progress report is posted on the district website along with district report card results. Data is shared with the Board of Education, Principals, School Improvement Teams, parents, and the community.

Practice J

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

District Response: The district AIG plan is accessible via the district's AIG webpage. Procedural safeguards for resolving disagreements are outlined, in alignment with procedures followed by the school system. Written policies to safeguard the rights of AIG students and their families are available online, are distributed and reviewed annually with parents, and are used as a reference tool by each AIG Facilitator. The AIG Parent Guidebook includes an outline of AIG student rights, identification, and services (See Appendix 4).

Procedures to Resolve Disagreements Regarding AIG Identification and Services

If parents have a dispute with the application of the district's identification criteria, process or procedure, parents may take the following steps:

1. Meet with the school AIG Facilitator to seek further information and understanding.
2. Document their concern and perspective of the situation in a letter to the Coordinator of the AIG Program and request a review of the child's case.

If parents have a dispute with the AIG services within the classroom, the following steps may be taken:

1. Meet with the classroom teacher and AIG Facilitator to seek a resolution. A plan of action should

be established.

2. If this meeting and plan does not lead to resolution, parents should document their concern and perspective of the situation in a letter to the principal requesting a review. The principal will determine the need for a meeting to revise the plan.

3. If a resolution is not reached at the school level, parents should contact district personnel in writing in the following succeeding order:

a. Coordinator of the AIG Program

b. Superintendent

c. Board of Education

4. If resolution is still not achieved, parents may seek mediation, a due process hearing, or legal resolution.

Finally, the state level grievance procedure allows parents to file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes

Ideas to Strengthen the Standard: 1. Update and monitor information on the district webpage regarding identification, placement, reassessment procedures, and transfers from LEAs.

2. Increase the number of AIG Advisory Committee Meetings throughout the year to improve communication and garner stakeholder feedback and support.

Sources of Evidence: 1. District website

2. AIG Advisory Committee Meeting schedule/agendas

3. Annual data results

Glossary (optional):

Appendix (optional):

Appendix 1 AIG Process Timeline.pdf (*Appendix - Standard 1*)

Appendix 2 Dare County Schools Step by Step Referral.pdf (*Appendix - Standard 1*)

Appendix 3 AIG Decision Record-Appendix 3 DEP.pdf (*Appendix - Standard 2:4*)

Appendix 4 Dare County Schools AIG Parent Guidebook.pdf (*Appendix - Standard 6*)

AIG Glossary Dare County Schools Final.pdf (*Appendix*)