

**Burke County Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2013-2016**

**Approved by local Board of Education on:** 19-AUG-13

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Burke County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). 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 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

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

**Burke County Schools Vision for local AIG program:** The Burke County Public Schools Gifted Education Program strives to be a model of exemplary education, inspiring gifted students to reach and exceed their academic and intellectual potential. Students will be prepared for the challenges of the 21st Century while contributing to their global community as productive citizens.

**Sources of funding for local AIG program (as of 2013)**

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$634695.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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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.

### **This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Information has been presented to schools (administrators, teachers, support personnel) and parents. Updates will be placed on the webpage and made available to the community-at-large and others.

Updates to Parent Handbook based on communication questions and Pathway options are available to parents.

Information and guidelines for teachers on Pathway III will be provided.

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

### **Description:** Goals:

1. Increase knowledge and understanding of the gifted child and the programs/opportunities available to students in Burke County
2. Increase ownership of all stakeholders
3. Communicate information on Pathways to all stakeholders
4. Parents will have the right to nominate their child and select a Pathway in grades 3-8.
5. PETS Nurturing Program will be utilized for students in Pre-K through 2.

Update district and school websites

Update AIG Information Stations at each school

Provide identification process written in native languages served in Burke County

Provide identification process in native languages in Burke County in an auditory format for those who speak but do not read in their native language.

Currently, we have all documents translated into Spanish. We are pursuing providing documents translated into Hmong. The auditory format for the documents in Spanish will be ready beginning September 2013. The written and auditory formats for Hmong will be ready beginning January 2014.

Screening Pool (3 of 4)

1. EOG Nomination in Reading and or Math: 97%+ on previous year's EOG Test
2. Aptitude Nomination in Reading (Verbal) and/or Math (Total Nonverbal) on BCPS 3rd grade IQ sweep or previous aptitude scores: 85%+
3. Teacher Nomination: Based on characteristics of the gifted child (Bright Child/Gifted Child)
4. Parent Nomination: Based on characteristics of the gifted child (Bright Child/Gifted Child)

Teacher nomination also includes the Exceptional Children and ESL/ELL teachers  
Three Pathways for consideration/nomination

## IDENTIFICATION CRITERIA

Students qualify by meeting one of three pathways (Teachers and Parents collaboratively determine the best pathway for students):

Pathway 1: Aptitude- 97% NPA (Total verbal for ELA or total nonverbal for math)

(or)

Achievement- 97% (Total ELA or total math) or State of North Carolina EOG-97%

Pathway 2: Multiple Criteria (3 out of 4) \*Unless the student scores 97% on Aptitude, Achievement, or NC State EOG (no other criteria will be needed for qualification)

1. Achievement-93%+ (Total Reading or Total Math)
2. Aptitude- 90%+ NPA (Total Verbal or Total Nonverbal)
3. GRS (Gifted Rating Scale)- Cumulative 90% (covers ELA and Math)
4. Motivation- T-score 65+ (covers ELA and Math)

Pathway 3: Performance Based Assessment

- Students must score 3.3+ out of 4 in content
- Students will not be scored on language mechanics

**Planned Sources of Evidence:** District and school websites, brochure, documents/auditory information in Spanish/Hmong, presentations at faculty meetings and parent information nights

### **Other Comments:**

### **Practice B**

Employs multiple criteria for AIG student identification, including 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 standardized measures that are based current theory and research.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The implementation of Pathway 2 has resulted in a comprehensive profile for each student.

Pathway 2 uses the following criteria:

Gifted Rating Scale (provides information about each student in the following areas: Intellect, Achievement, Creativity, Leadership, and Motivation)

Motivation Scale

Aptitude

Achievement

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

**Description:** The BCPS plan for identification of students as AIG requires that students qualify by

meeting one of three pathways. Students being considered will attempt only one pathway.

Nomination of Students:

- Previous school year's EOG scores
- Aptitude scores
- Teacher recommendation
- Parent nomination

Pathway 1: Intellectually Gifted

- Aptitude- 97% NPA (Total verbal for ELA or total nonverbal for math)
- (or)
- Achievement- 97% (Total ELA or total math) or State of NC EOG

Pathway 2: Multiple Criteria (3 out of 4) \*Unless the student scores 97% on Aptitude or Achievement then no other criteria will be needed for qualification on Pathway 2.

1. Achievement\*-93%+ (Total Reading or Total Math)
2. Aptitude- 90%+ NPA (Total Verbal or Total Nonverbal)
3. GRS- Cumulative 90% (ELA/ Math)
4. Motivation- T-score 65+ ELA/Math)

Pathway 3: Performance Based Assessment

- student must score 3.3+out of 4 in content
- student will not be scored on language mechanics

**Planned Sources of Evidence:** Screening Pools

Individual AIG files

School Based Committee minutes

Guidelines for teachers on Pathway III

**Other Comments:**

### **Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The use of the alternative assessment form and alternative tests and assessments that respond to traditionally under-represented populations of the gifted allowed us to increase the number of students screened and/or identified from the under-represented populations. Assessments used by the BCPS AIG Department are based on the 2012/2013 NC Governor's School and Duke TIP lists of approved assessments. Non-traditional assessments require an alternative assessment form to be completed before any non-traditional tests are administered or approved for private administration.

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

**Description:** Prior to the nomination process, teachers and parents review the Bright Child/Gifted Child document. Teachers are provided electronic and hard copy formats of the under-representation populations. The Gifted Needs Assessment Team Chairperson and AIG Specialists review and discuss the characteristics of the under-represented populations with teachers.

See Appendix

Under-represented Gifted Population Information

Achievement and Aptitude Testing for the BCPS AIG Program

Alternative Evaluation form

Alternative Test Information

AIG Child Count

Screening Pools: EOG Test, teacher, and parent referrals

Parent Nomination forms in individual AIG files

Alternative Evaluation forms in individual AIG files

Agenda: School Based Committee Chair meeting November annually

Reviews and discussions the characteristics of under-represented populations

Materials disseminated for informing all educators at each school

List of alternative tests and assessments that respond to traditionally under-represented populations of the gifted

Information includes the following:

Accountability Sheet for each school:

-Identifies current demographics

-Identifies current demographics of current AIG population

-Identifies the number nominated from each demographic category

-Identifies the number from each demographic category

-Identifies the Intellectually Gifted and areas of giftedness

**Planned Sources of Evidence:** Alternative Evaluation Forms- approval for non-traditional assessments

List of all BCPS approved Achievement and Aptitude Testing Instruments

Individual AIG files with completed Alternative Evaluation forms

**Other Comments:**

### **Practice D**

Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Copies of initial and final Screening Pools are kept at each school and are reviewed by the AIG department before testing begins. Any concerns or discrepancies are identified and

addressed before testing. Conferences with the principal and School Based Committee to address issues and/or concerns with the implementation of the process are initiated and conducted by the Director of Gifted Education.

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

**Description:** New School Based Chairpersons are supported by the AIG Specialist who guide and assist them with the process.

After initial review/training for implementation of procedures, AIG Director visits schools to support the implementation process.

District-wide deadline for calls and nominations.

All GRS forms are reviewed by the AIG department. All screening pools are reviewed by the Gifted Department before any testing is scheduled.

**Planned Sources of Evidence:** Screening Pools

School Based Committee minutes

Agendas and presentations at meetings

School and district websites

Alert Calls from principals about the process

School Newsletters (electronic and/or hardcopies) about the process

**Other Comments:**

### **Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The BCPS AIG Parent's Handbook of Rights is given to all families whose children are considered and/or identified. A consent for evaluation is given to parents and signed (placed in AIG student file). The handbook also provides information for families who may be considering transferring.

Parents will be provided "Bright Child, Gifted Child", information on the BCPS website.

Parents of students transferring into the BCPS with a previously identified AIG student from another school system will have the opportunity to enroll in AIG classes after appropriate documentation has been provided and reviewed. The placement will be reassessed within 6 months. Should interventions be needed then the parents will be notified.

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

**Description:** The "Bright Child, Gifted Child", will be added to website.

Parents/families receive and keep updated copies of the handbook of rights.

Disagreements: documents of decisions should be sent to families for their records.

The BCPS AIG Parent's Handbook of Rights is given to all families whose children are considered and/or identified.

1. The parent/guardian has the right to be involved in the nomination process for considering his/her child for AIG identification. Parents collaborate with the child's teacher(s) to determine which pathway will be the most appropriate for their child. Sometimes this includes reviewing the child's inactive AIG folder, as well as the child's cumulative folder.
2. If a child is not identified as AIG, the School-Based Committee Chairperson is required to send information to the parent/guardian indicating no differentiation is needed, or no further assessments are needed within two weeks of receiving scored scales from the BCPS Gifted Education Office.
3. The parent has the right to request, appeal, and petition the decision(s).
4. The parent/guardian has the right to review and discuss all documents: Gifted Rating and Motivation Scales with teacher(s) who completed them, Aptitude, and Achievement results.
5. When testing is not necessary due to not meeting initial criteria that would lead to aptitude and achievement assessments, the parent/guardian may request to review and discuss documents: Gifted Rating and Motivation Scales with teacher(s) who completed them.
6. When a child has been identified as AIG, but encounters some difficulties that result in grades below a C, the parent/guardian has the right to request a conference with the teacher(s) and the School-Based Committee to determine if interventions are needed to help the child become more successful, identify appropriate interventions, and to exit the program, if necessary.

Steps are in place indicating timelines for each procedure.

Due Process Procedures:

- I. Parent/guardian requests a conference with the School- Based Committee for Gifted Children.
- II. The parent/guardian requests a conference with the school principal, if the principal is able to attend the initial School-Based committee meeting.
- III. The parent/guardian appeals the principal's decision to the Burke County Public Schools AIG Director.
- IV. The parent/guardian appeals to the Assistant or Superintendent of the Burke County Public Schools.
- V. The parent/guardian appeals the Burke County Public Schools Board of Education.
- VI. The parent/guardian petitions the administrative law judge for a contested case hearing.

A Consent for Evaluation is given to the parent/guardian indicating necessary assessments for identification, as well as the opportunity to obtain private assessments instead of LEA administered assessments. If private assessments are selected, the parent/guardian receives a copy of the acceptable assessments for BCPS AIG identification.

Students may be reassessed annually if AIG identification is not made.

When an identified student transfers to the Burke County Public Schools his or her AIG folder/data will be requested which identifies the student as AIG. Services will begin upon receiving documentation from the previous school system. A review of the student's performance will take place within 6 months of the placement. If additional interventions are needed based on the student's performance, then the parent is notified.

When a BCPS school is informed of a withdrawal, copies of the documents in the child's AIG folder will be sent to the school in the new LEA within two weeks of the withdrawal. The school will inform the new school that the student was identified as gifted.

**Planned Sources of Evidence:** Handbook of Rights  
Websites (School and district)  
Individual AIG files  
Documentation of Resolutions or Due Process actions

**Other Comments:**

**Practice F**

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 2013-2016.**

**Rationale:** Each school has an Information Station (location where AIG brochures and information is available for parents) with information about the AIG program and the identification process. It is also on the websites (district and school)  
Annual DEP Meetings (September-October)  
Meetings with parents are held after identification before the next school year  
DEP meetings for rising 9th graders (February-March)

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

**Description:** Continue annual DEP meetings (K-8)  
Maintain school and district websites  
Update information annually as needed  
DEP Power Point placed on school and district websites  
Continue annual document of teacher expectations that describes instructional practices and service available  
Continue rising 9th graders DEP meeting (Spring of 8th grade year)- includes description of course options

**Planned Sources of Evidence:** Information stations at each school include the following:  
Identification Process and forms  
Bright Child/Gifted Child document  
DEP Power Point presentation includes the following:  
Details and description of Learning Environment, Curriculum/Academic Interventions, and Special Programs available  
DEP meeting documentation of attendees  
Information on the Pre-K through 2nd Nurturing Program

**Other Comments:**

## 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.

### **This practice is a Focused Practice for 2013-2016.**

**Rationale:** We have developed a format using AIG wiki information and NAGC CCSS curriculum format. This document includes indicators for differentiation features (listed on the DEP), 21st Century Skills, and International Critical Thinking Skills. These have been completed for K-2 Math, K-3 Reading: Informational texts, and K-3 Reading: Literature.

Grades K-8

ELA- Previous adaptation was limited to vocabulary, research paper, literary analysis, analogies, and advanced literature

Math- Previous adaptation of curriculum (grades K-7) attempted to align on-grade level content with the next grade level's content

Grades 9-12

ELA- Humanities English and Social Studies- vertically aligned to prepare students for AP English and Social Studies courses

**Goals:** Continue with the format created using the AIG wiki information and NAGC CCSS curriculum to address k-12 ELA and Math with indicators for differentiation features (listed on the DEP), 21st Century Skills, and International Critical Thinking Skills.

Make these curriculum documents available for the entire district (electronic via webpage and hardcopy). It is labeled for Advanced Learners (AL). These documents would be available to parents as well as the community.

Create a resource page for additional activities from the BCPS Gifted Education Lending Library. Recently purchased Documents Based Activities in Social Studies. These are primarily used in the high school, but modifications will be made for use in grades 3-8. The BCPS Gifted Education Department will create additional document based activities for K-2. Finally, 2nd grade autobiographies are being purchased, and activities are being developed to assist with the development of leadership skills: historical analysis of three leaders in American history that will lead students to also analyze, evaluate, and develop their own leadership skills. This relates to the Gifted Rating Scales items used as part of the multiple criteria for Pathway 2 in our identification process. This skill must be developed along with the academic areas.

**Description:** Develop and disseminate curriculum documents

Elementary AIG Specialists will initiate the use of these documents for AIG teachers and other classroom teachers , grades K-5.

AIG Specialists will utilize technology to reach more students in grades K-8.  
Obtain feedback from AIG and regular classroom teachers as to the appropriateness for specific grade levels and the effectiveness.  
Review documents used for high school so that modifications can be made for lower grades.  
Example: 5th grade study of the Dust Bowl can use the high school DBQ activities with modifications made.  
Evaluate effectiveness of leadership unit for grade 2. Create leadership unit for grades 3-8.  
Continue use of concept based units, problem based units, and Socratic inquiry activities/questions.

**Planned Sources of Evidence:** New NCSCOC/CCSS activities created for Advanced Learners  
Leadership units  
DBQ units purchased  
Modification of DBQ units  
List of materials used for vocabulary, research paper, literary analysis, analogies, and advanced literature

**Other Comments:**

**Practice B**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Previously, pre and post assessments had been created and used by the Elementary AIG Specialists/Facilitators based on the New NCSCOS. Various textbooks were used by each grade level. Some teachers used the assessments provided by the textbook vendors. Some teachers created their own. With the new curriculum in effect, there is a need for new assessments.

BCPS has currently made progress to purchase materials for district-wide use to provide consistency. (vocabulary, novels, and supplementary materials).

The Elementary AIG Specialists/Facilitators will analyze and evaluate available assessments to determine their usefulness, appropriateness, and effectiveness. Interest inventories have been created for use with students as well as information from the GRS used in the Pathway 2 multiple criteria, to create learning profiles for each student.

**Goals:** Continue analysis and evaluation of current assessments, interest inventories, and learning profiles. Revise as needed based on the New SCOS/ ES and any new trends for gifted students. Create new assessments and inventories with input from AIG teachers.

**Description:** The AIG Specialists will meet regularly with AIG teachers in their schools. They will collaborate with the teachers concerning assessment data, resources, technology opportunities, and trainings.  
Materials will be provided to assist teachers with differentiation for their students.

**Planned Sources of Evidence:** Pre and post tests

Teacher documentation

Student test data and assessments

**Other Comments:**

**Practice C**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Concept based and problem solving learning activities based on the New SCOS will continue to be developed at all levels.

The AIG department will provide materials and trainings to support the teachers.

The AIG Director will follow up with SBC persons, principals, and AIG Specialists to support the process.

**Goals:** Continue to develop activities aligned with the New SCOS and assess their effectiveness.

Continue to review materials and establish trainings to meet the growing AIG needs of the staff and students.

Continue to develop effective means of communicating with stakeholders.

**Description:** Identify the most appropriate and most effective materials.

Identify concepts for each grade level to continue advancing concept based units.

**Planned Sources of Evidence:** Resource materials for facilitators and teacher use provided at the school level.

Sample units

On-line learning activities provided by the AIG Specialists.

**Other Comments:**

**Practice D**

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 Maintained Practice for 2013-2016.**

**Rationale:** Provide materials at the school level to support and foster the development of 21st

century content and skills.

Work with teachers and AIG Specialists on on-line activities for students, planning and collaboration between teachers and AIG Specialist, and provide real-world learning for students.

Identify concepts for all levels based on the New SCOS.

Provide students the opportunity for extended learning beyond the classroom through accelerated classes at the STEAM Academy, Project Lead the Way, summer enrichment camps, and engineering camps. Educational field trips for advanced learners, academically gifted, and highly motivated student will be provided.

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

**Description:** Identify the most appropriate and most effective materials

Survey students, teachers, and parents/families

Identify concepts for each grade level's concepts based units

Identify the best instructional practice for use of materials

**Planned Sources of Evidence:** List of resources

Examples of resources used

Sample units, BCPS created

Completion of on-line learning opportunities for staff and students

Visits to the STEAM Academy

Student participation in camps and educational trips

**Other Comments:**

### **Practice E**

Uses on-going assessment to differentiate classroom curriculum and instruction.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Continue to infuse 21st century learning and skills in to the curriculum through the use of more technology.

Students and staff will develop lessons that utilize a high level of critical thinking skills.

Teachers, AIG Specialists, and students will work together with current technology.

Specialists will collaborate with teachers through technology.

**Goals:** To advance students' critical thinking skills, global awareness, problem-solving, and communication skills through the use of technology.

Increase communication between teachers and specialists through the means of technology. Allow for more collaboration and meaningful planning.

**Description:** Continue to train staff on the latest technology opportunities.

Provide students with individual devices for on-line classroom learning.

Collaborate with principals about technology needs, issues, and scheduling.

Provide opportunities for AIG students to develop additional skills for the 21st century.

**Planned Sources of Evidence:** Assessment Data

Utilization of technology and local resources

Documentation of trainings and activities

**Other Comments:**

**Practice F**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Pre and Post tests are developed at the school level.

Support AIG teachers in the process when pre and post testing AIG students.

Identify needs that the teachers may have in developing pre and post tests.

**Goals:** Develop on-going pre and post assessments to be used consistently throughout the district

Determine effectiveness of assessments for ELA and math.

**Description:** ELA

Review textbook Resources (Pre and Post Assessments)

Vocabulary, reading skills, and grammar

Teacher made Pre and Post Assessments

Determine effectiveness (teacher feedback)

Review Envisions Math and Accelerated Math Resources (pre and post assessments)

AIG Specialists supports the teachers development of ELA pre and post tests to help determine each student's needs.

Utilize data from the interest and learning profiles to determine students learning style.

**Planned Sources of Evidence:** Resource of pre and post assessments (hard copy and electronic format)

Flexible grouping documentation

**Other Comments:**

**Practice G**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Continue to nurture the development of students in the lower grades.

Provide teachers with resources to assist in the student development.

AIG specialists support the teachers growth in the process.

Provide strategies concerning differentiation for students in the lower grades that are correlated with

the New SCOS.

Provide curriculum materials and on-line resources for teachers.

**Goals:** To nurture the potential and increase the young (K-2) AIG Population

To nurture the potential and increase the under-represented AIG Population

To build knowledge and skills that may lead to future identification

To provide guidance and support in their development (K-12)

To encourage enrollment in rigorous classes

To address their academic and intellectual abilities

To provide assistance with weaknesses to develop coping/problem solving skills

To provide guidance and support for their social and emotional development K-12

**Description:** Survey/Interview teachers

School-Based Chair meeting discussions (feedback from K-3 teachers, administrators, and parents)

Teachers identify students who possess or demonstrate introverted or extroverted tendencies during the nomination and identification processes. This information is shared with the principal or school personnel responsible for placement: affects grouping and placement of the AIG students for large

and/or small group instruction. When changes are noted by the teacher, the Gifted Education School-Based Chairperson, AIG Specialists, and the AIG Director are notified. Changes are made if

necessary, based on a meeting with the teacher(s) and parent/guardian.

BCPS AIG PROGRAM: BITS (Bright Ideas and Thinking Strategies)

NURTURING the YOUNG and the UNDER-REPRESENTED POPULATIONS:

K-3 CULTURALLY and/or ECONOMICALLY DISADVANTAGED

The nomination process for young and underrepresented populations of potentially gifted students begins with the sharing of characteristics of the populations with teachers. BCPS identifies and serves AIG students in grades 3-12. The BCPS ELL and Twice Exceptional AIG populations continue to grow. Alternative assessments for identification are available based on grade levels and need.

Background Underrepresented Population:

On the national, state, and local levels, the minority populations have been underrepresented in the gifted programs. Currently the BCPS enrollment report shows 24% minorities.

BCPS AIG data

Previous years and Original Pilot Program-(1996-1998) = 3-5% minorities

First Generation: (1998-2001) = Averaged 5.7 % minorities

Second Generation: (2001-2004) = Averaged 7 % minorities

Third Generation: (2004-2007) = Averaged 8 % minorities

Fourth Generation: (2007-2010) = Averaged 9-11% minorities (2007-2008 & 2008-2009)

09-2010 began with 15.245% minority AIG students

April 1, 2010 12.3% minority AIG students

Fifth Generation: (2010-2013) = 13%+ minorities

Procedure

September 2010 Elementary Gifted Education Needs Assessment Team Chairpersons and Teachers: Identify the students (culturally and/or economically disadvantaged) for nurturing by reviewing the check list and information provided by the AIG Specialist.

Criteria: Culturally Disadvantaged: Ethnicity provided

Economically Disadvantaged

Used the Alternative Assessment form

Building Thinking Skills – Verbal and nonverbal reasoning activities to improve students' vocabulary, reading, writing, math, logic, and figural-spatial skills, as well as visual and auditory processing (Skills: observe, recognize, and describe characteristics; distinguish similarities and differences; identify and complete sequences, classifications, and analogies)

K-1 -- Beginning Building Thinking Skills

2- 3 -- Building Thinking Skills, Book 1

4-6 -- Building Thinking Skills, Book 2, if needed

Four special problems of general conduct which highly gifted children face, which beset them in early years and may lead to habits subversive of fine leadership: (1) to find enough hard and interesting work at school; (2) to keep from becoming negativistic toward authority; (3) to keep from becoming hermits; (4) to avoid the formation of habits of trickery or deception

Purpose: To increase the under-represented AIG Population

To address their academic and intellectual abilities

To provide assistance with weaknesses to develop coping/problem solving skills

To provide guidance and support for their social and emotional development K-12

Background:

On the national, state, and local levels, the highly gifted populations have been under-represented in the gifted programs. They are often overlooked because of nonconformist attitudes and idiosyncrasies; even with a high IQ, the other behaviors may mask the ability.

**Planned Sources of Evidence:** Child count  
Screening, referrals, and identification trends  
Alternative assessments  
K-3 Nurturing plan  
Intellectually gifted plan

**Other Comments:**

### **Practice H**

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 Focused Practice for 2013-2016.**

**Rationale:** AIG Director will communicate with EC Director, and other staff concerning differentiated curriculum and instruction.

AIG Specialists will be cross-trained to help provide schools with support

Technology will be utilized in the communication process for staff at the central office level and school level.

Materials and on-line resources will be researched.

Additional training will be provided for teachers.

AIG Specialists will meet with Instructional Coaches.

**Goals:** To nurture the potential and increase the young (Pre-K-2) AIG Population

To nurture the potential and increase the underrepresented AIG Population  
To build knowledge and skills that may lead to future identification  
To provide guidance and support in their development (K-12)  
To encourage enrollment in rigorous classes  
To address their academic and intellectual abilities  
To provide assistance with weaknesses to develop coping/problem solving skills  
To provide guidance and support for their social and emotional development K-12

**Description:** Review and revise K-3 plans that were created May 2008

Survey/Interview teachers

School-Based Chair meeting discussions (feedback from K-3 teachers, administrators, and parents)

**Planned Sources of Evidence:** Child count

Screening, referrals, and identification trends

Alternative assessments

K-3 Nurturing plan

**Other Comments:**

### **Practice I**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** AIG Specialists will continue to collaborate with teachers to develop differentiated curriculum and instruction.

In order to increase communication and collaboration, technology will be utilized by the staff to reach more professionals/ groups in a more timely manner. (Face-Time, Skype.....)

AIG department will communicate with SBC to support development of DEP for students, and assist with questions and/or concerns.

AIG Specialists will provide materials, lesson plans, and support to Pre-K through 2nd grade teachers on the Nurturing Program.

**Goals:** Continue to increase communication and understanding of AIG students' individual needs.

Ensure that DEP is appropriate for each student.

Review document annually with all stakeholders.

**Description:** DEP review

Collaboration among stakeholders

Feedback from stakeholders concerning the process

**Planned Sources of Evidence:** Student DEPs

Annual DEP meetings

Meeting log documentation

**Other Comments:**

### **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.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** BCPS requires that the AIG Director possess the following:

- Experience working with and supervising AIG teachers
- Experience supervising AIG program at the school level and at multi-levels
- Masters Degree in School Administration
- Teaching experience that includes gifted students
- Experience working with parents of AIG students
- Experience and knowledge of curriculum
- Knowledge of the operations of schools, schedules, timelines, and growing needs regarding AIG program at the school level.

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

**Description:** Seek input from principals about their specific needs/ issues pertaining to meeting their gifted students' needs.

Provide trainings for teachers and support during this process.

Seek feedback from stakeholders to address program needs at the school level

Increase communication by utilizing technology available to the schools and through system-wide resources

**Planned Sources of Evidence:** Principal Feedback

Increased communication among all stakeholders

Completion of trainings for teachers of AIG students

Increased use of technology and local resources

**Other Comments:**

#### **Practice B**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Balanced student contacts-AIG specialists will be cross trained to support AIG students at all levels.

Utilization of technology to collaborate more effectively and frequently with teachers.

AIG Specialists will be provided additional technology training and opportunities to work with teachers and students through the use of technology.

Participation in Parent-Teacher conferences as needed

**Goals:** Provide equity and equality district-wide

Equity and equality of services (time allotted) through technology and on-line services

Equity and equality of collaboration (time allotted) with teachers every week through on-line services

Ensure continuous progress of AIG students

Collaborate with teachers weekly county-wide

Scheduled time for collaboration as AIG Specialists and with the AIG Director

**Description:** Provide support for AIG students and teachers with more frequent access to AIG specialist through technology and on-line learning.

Provide access to materials to address student and teacher needs

Technology will play a greater role in the development and delivery of instruction for AIG students.

**Planned Sources of Evidence:** Restructuring of the delivery of services to meet more students' needs through empowered AIG teachers, technology, and trainings

Documentation of collaboration with teachers and services/ support to students

Specialist lesson plans

Plans and service for K-3 Nurturing Program

Plans and service for Intellectually/Highly Gifted

Feedback from stakeholders

(teachers, students, parents, and community)

**Other Comments:**

### **Practice C**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Feedback from principals and teachers indicate training is needed at the local level for teachers of AIG students.

Professional Development

Teachers may participate in locally approved BCPS Gifted Education Professional Development.

Teachers are encouraged to obtain state licensure in Gifted Education. Committee recommends using funds (\$10,000.00) for scholarships for teachers to obtain AIG licensure from NC's list of IHE approved to offer such courses. Since 2010-2011 school-year to the present, 15 teachers have obtained licensure of will be finished by December 2013.

There continues to be a need for on-going training at the local level to support teachers.

**Goals:** Increase knowledge and skills of teachers, counselors, and administrators.  
Improve equity and equality of the program district-wide.  
Increase the number of teachers trained to teach AIG students  
Increase the knowledge of EC personnel to address the needs of twice exceptional students  
Increase the knowledge of counselors to provide support to AIG students  
Increase knowledge of administrators (AIG student needs and teacher expectations)

**Description:** Provide supports for AIG teachers and information on teaching gifted students  
Seek feedback from classroom teachers, counselors, and administrators  
Support classroom teachers and principal by visiting schools regularly  
Determine needs: individual and groups and provide professional development  
Principals determine priority of needs for those who will be teaching AIG students  
Establish a collaboration with IHE to offer for licensure courses  
BCPS ongoing professional development will be offered annually for teachers and principals. This may include the following:

- Characteristics of the gifted learner
  - Critical, creative, and productive thinking
  - Differentiation for the gifted learner
  - Social and Emotional needs/Special populations
  - Concept Based and Problem Based Units/Socratic Inquiry/21st Century Skills for the gifted learner
  - Obtain dates and times that teachers will be implementing the intervention strategies on DEPs
  - Determine individual and group needs based on subject areas and grade levels
  - Provide professional development annually to establish minimum professional development standards for  
all personnel involved in AIG program and services.
- \* Teachers and principals would be informed about sessions and when the session(s) would be offered.

A professional development file will be kept for each teacher documenting training.

**Planned Sources of Evidence:** Documentation of teachers' AIG Professional Development Log  
Professional Development opportunities list  
Feedback, data, and analysis  
Documentation of needs  
Schedule of professional development sessions and attendance  
Documentation of collaboration with IHE  
List of teachers obtaining training from colleges and universities as well as those already having training and licensure.

**Other Comments:**

**Practice D**

Places AIG students in general education 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 2013-2016.**

**Rationale:** Provide on-going professional development at the district level for AIG teachers and principals. Many schools have licensed AIG teachers however there is a continuous need to provide training for teachers of AIG students.

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

**Description:** Administrators review list of current teachers with training  
Identify licensed and locally endorsed teachers at each school  
Principals prioritize AIG trained teachers at each grade level based on strength.  
Principals recommend teachers for training or teachers may elect to attend training.

**Planned Sources of Evidence:** List of Gifted teachers  
Principals prioritized list of teachers  
Some administrators may request some special training at their schools  
class assignments

**Other Comments:**

**Practice E**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Seek feedback from teachers concerning DEP and questions/concerns. Offer support with the process and increase communication as needed.  
Documents will be collected  
Professional development will be offered to support teachers of AIG students across the county.

**Goals:** Collect information from AIG Specialists  
Seek information and input from teachers (needs)  
Organize and schedule sessions

**Description:** Collect data and documents  
Organize needs assessment  
Identify teachers for training as well as teachers who can provide appropriate modeling for other teachers

**Planned Sources of Evidence:** Documentation and analysis of teacher needs  
Identification of teachers for training  
Identify teachers with specific strengths to work with teachers who have related weaknesses  
Documentation of participants in trainings

**Other Comments:**

### **Practice F**

Aligns professional development opportunities with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Identify needs as a district and for individual teachers in reference to 21st Century skills. Review content for rigor (continue to align information)

Our efforts include national gifted standards as well. We will be able to address issues identified by principals for teachers at various stages. Special emphasis is being placed on 21st Century skills. Novels and materials are being reviewed for cultural diversity and content appropriateness. Materials have been purchased that address global awareness as well as civic and economic literacies. The Elementary AIG Specialists have begun modifying lessons and activities to include discussions related to the above awareness and literacies. DBQ projects have also been purchased for use by specialists with teachers and students.

**Goals:** Identify strengths and weaknesses  
Organize and schedule professional development to address the needs  
Continue to seek feedback from AIG teachers

**Description:** Collect, organize, and analyze data  
Determine needs  
Contact instructors to provide training  
Include BCPS teachers who have demonstrated mastery of the district, state, and national standards  
Schedule professional development sessions

**Planned Sources of Evidence:** Data collection and analysis  
Needs list  
Instructors  
Scheduled sessions and attendees

**Other Comments:**

### **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 Maintained Practice for 2013-2016.**

**Rationale:** Teachers and specialists have produced units that have been shared. Other teachers have modified units created by others to meet the needs of AIG students. Some teachers have purchased units and modified them for use with AIG students.

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

**Description:** With Share Point we will be able to update the novel moodles as well as post units for perusal by BCPS teachers

Collect and share sample model units. Provide names of the teachers who made the modifications so that others teachers may communicate with them to share ideas and ask questions.

**Planned Sources of Evidence:** Documentation of meetings and agendas  
Samples of resources produced: Technology applications and hard copy documents

**Other Comments:**

## **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 2013-2016.**

**Rationale:** Increase students services through technology available in the school system.  
Review and analysis of student profiles is needed (GRS forms rates the following areas: Academics, intellect, creativity, leadership, and motivation. Reviewing these areas will assist with intellectual and social/emotional needs of students  
Review DEPs and IDEPs along with accommodation plans for AIG students.

**Goals:** Identify and address trends(positive and negative)  
AIG Elementary Specialists will review and analyze GRS forms  
Identify appropriate curriculum and instruction for various content and for students  
AIG Specialists will meet and plan with Instructional Coaches

As the number of identified Intellectually Gifted continues to grow, more local training and support needs to be available to teachers who are are teaching gifted students.  
Collaboration as to how the intellectual and social and emotional needs of the twice exceptional child, especially in the area of the Autism Spectrum/Asperger's Syndrome, where our numbers appear to be growing as well.

**Description:** Identify issues and trends by school and grade level (GRS analysis)  
Identify curriculum needs based on data  
Provide data to BCPS educators and stakeholders  
Identify curriculum components to be used to address these needs  
Evaluate curriculum components and materials available in AIG Lending Library  
Locate current research to address the needs

**Planned Sources of Evidence:** Data Analysis  
Curriculum evaluation  
Instructional evaluation of components  
Research documents to address needs listed on webpages (school and district)

### **Other Comments:**

### **Practice B**

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

resources of the LEA.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Programs and services are aligned to either English Language Arts or Math.

Specific materials list exists for each area

A list of materials for loan is also available. Elementary AIG Specialists make recommendations to teachers as well as model and share the curriculum and instruction with teachers. Previously, some teachers and/or principals purchased the items. Recently we began purchasing materials district wide to ensure district consistency.

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

**Description:** Continue to evaluate effectiveness of materials

Designate materials for specific grade levels, subjects, and student interests as well as any cross-grade level content.

**Planned Sources of Evidence:** Array of services

Materials purchased with state AIG funds (Code 034 budget)

List of resources available and used by teachers and specialists

List of technology components used

Teacher expectations list of curriculum and strategies

**Other Comments:**

**Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Many programs used in BCPS are modified for individual AIG students (multiple software resources) as well as on-line courses. Concept Based and Problem Based learning was shared with all BCPS educators.

The NCSCOC and CCSS require the implementation of document based activities. DBQ projects were purchased for high school use as well as modifications made to address grades 3-8.

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

**Description:** Continue to evaluate effectiveness of use with AIG students

Determine which units are more successful

Determine focused concepts for each grade level

This practice is in a constant state of change and has required us to update knowledge and training. The instructional practices and tools listed above are used district-wide and are part of the AIG

program in an effort to be connected to total program. Teachers and principals have expressed a need for local training on differentiation and concept mapping to support the curriculum practices for AIG students in the classroom. Some teachers have requested AIG Share Sessions to learn and gain additional ideas from other AIG teachers.

**Planned Sources of Evidence:** DEPs and IDEPs

AIG student profiles  
Cross-grade level content  
Grouping practices  
Collaboration across grade levels  
Teacher expectations for curriculum and instruction  
Materials list  
DBQ project

**Other Comments:**

**Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** AIG Director attends administrator's meetings and informs principals of any updates, answers questions, accepts feedback about the program. School-Based Chairpersons for Gifted Education (Gifted Needs Assessment Team Chairpersons) present AIG information at faculty meetings or as necessary when new information is shared. AIG Specialist support the classroom teachers with trainings, and researched based information concerning the gifted student.

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

**Description:** Continue delivery of information  
Survey for additional information needed or issue.

**Planned Sources of Evidence:** Agenda for meetings (faculty, AIG teachers, support staff, and administrators)  
Information from stakeholders  
Websites: district and school

**Other Comments:**

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** AIG Director presents AIG information at administrator's meetings. School-Based Chairpersons for Gifted Education (Gifted Needs Assessment Team Chairpersons) present AIG information at faculty meeting or as necessary when new information is shared. AIG Specialists will assist with sharing information with schools.

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

**Description:** Continue sharing of information

Survey needs

Will begin better sharing of information via Share Point

Updates on webpages (district and school)

AIG Specialists will work with the teachers and Instructional Coaches at the schools.

**Planned Sources of Evidence:** DEPs- consistent service across district

Agendas

DEP meeting information

DEP meeting information for transition from K-3 to grades 4-5 to grades 6-8 and to grades 9-12

Survey results

**Other Comments:**

**Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Time is provided at the schools and district level for collaboration. More time will be available now that Common Core State Standards have been fully implemented.

More consistency of meetings.

Most collaboration occurs at the individual schools based on need. Evaluation of this collaboration has indicated some across district needs, but most are driven by school needs.

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

**Description:** More consistency of collaboration: Monthly or bi-monthly

Improved sharing of topics and issues is needed

Use of Share Point will provide a more consistent avenue for collaboration

Survey of needs for collaboration

**Planned Sources of Evidence:** Survey results and actions

Agendas

Webpages: district and schools

Sign-in sheets from meetings

**Other Comments:**

**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 Focused Practice for 2013-2016.**

**Rationale:** There is a need for district-wide sessions.

The Interim Report, February 2012, indicated that the implementation status was in progress. The school counseling personnel has been in a constant state of change with the state funding. Some email and articles have been sent, and small meetings have occurred.

**Goals:** Identify social and emotional needs to be addressed

Establish informational and sharing sessions for counselors, classroom teachers, AIG specialists, parents/families, and other stakeholders as separate groups.

Establish informational sessions for groups to meet together:

Consider student groups:

K-5, 6-8, 9-12

**Description:** Survey needs of students and each stakeholder group

Establish priority of topics

Schedule sessions:

Workdays

Afternoons

Evenings

Weekends

**Planned Sources of Evidence:** Surveys, data, and analysis

Topics

Meetings and agendas

Feedback

Topics and issues for sessions 2011-2012

Topics, agendas, and summaries as well as links for more info on district and school websites

**Other Comments:**

**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 Focused Practice for 2013-2016.**

**Rationale:** The process for acceleration follows the "Guidelines for Developing an Academic Acceleration Policy", November 2009, created by the Institute for Research and Policy on Acceleration (IRPA), National Association for Gifted Children (NAGC), and Council of State Directors of Programs for the Gifted (CSDPG). This document is available online: [www.nagc.org](http://www.nagc.org) or [www.accelerationinstitute.org](http://www.accelerationinstitute.org).

**Goals:** All types of acceleration is based on demonstrated need with documentation of achievement results

Explore ways to address the following:

Content-Based Acceleration-to provide students with advanced content, skills, or understandings before the expected age or grade level.

Grade-Based Acceleration- to provide the opportunity for students to shorten the number of years a student spends in the K-12 system. This is done on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities.

Examples- Whole Grade acceleration (Grade skipping), Early Entrance to school, grade telescoping

**Description:** Survey administrators, teachers, parents, and students

Determine needs

Interview administrators, teachers, parents, and students involved in previous acceleration

Determine additional needs from interviews/experiences

Develop and disseminate information (hard copy, district and school websites)

**Planned Sources of Evidence:** Surveys, data, and analysis

Documentation of implementation

Implementation of information from "Guidelines for Developing an Academic Acceleration Policy", November 2009, created by the Institute for Research and Policy on Acceleration (IRPA), National Association for Gifted Children (NAGC), and Council of State Directors of Programs for the Gifted (CSDPG).

**Other Comments:**

### **Practice I**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** BCPS currently identifies and serves AIG students in grades K-12, but the number of identified K-3 AIG students is low compared to other grades. The BCPS ELL and Twice Exceptional populations continue to grow.

Initial implementation of K-3 Nurturing program: October 2012

Initial implementation of Intellectually/Highly Gifted student contacts

Implementation of program utilizing specialist and technology to meet a greater number of AIG students across the system.

**Goals:** To nurture the potential and increase the young (K-3) AIG Population

To nurture the potential and increase the underrepresented AIG Population

To build knowledge and skills that may lead to future identification

To provide guidance and support in their development (K-12)

To encourage enrollment in rigorous classes

To address their academic and intellectual abilities

To provide assistance with weaknesses to develop coping/problem solving skills

To provide guidance and support for their social and emotional development K-12

Revise plan for meeting the needs of the Intellectually/Highly Gifted , English Language Learners, and the twice-exceptional learners.

**Description:** Review and revise K-3 plans that were created May 2008

Survey/Interview teachers

School-Based Chair meeting discussions (feedback from K-3 teachers, administrators, and parents)

Revise plan for meeting the needs of the Intellectually/Highly Gifted , English Language Learners, and the twice-exceptional learners.

See Appendix for K-3 Nurture and The Intellectually/Highly Gifted

Plans for ELL and Twice -exceptional will mirror plans for the Intellectually/Highly Gifted in that services will be based on the needs of individual and/or small groups of identified students rather than on assumed characteristics.

**Planned Sources of Evidence:** Child count

screening, referrals, and identification trends

Alternative assessments

K-3 Nurturing plan- Plans and contact numbers for each school as well as a breakdown of ethnicity

Intellectually gifted plan- Plans and contact numbers for each school as well as a breakdown of areas of identification as Intellectually/highly gifted

**Other Comments:**

### **Practice J**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** BCPS offers a variety of extra-curricular activities: Spelling Bee, Speech and Essay Contests, Science Olympiad, Odyssey of the Mind, NC International Science and Engineering Fair, Elementary and Middle School Math Counts, Robotics.

At each DEP meeting, it is constantly stressed districtwide that AIG students can not be required to participate in specific competitions based on their AIG label. Each school identifies which programs

are available at the school.

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

**Description:** Survey stakeholders about needed activities/interests

Continue offering activities

Collect data on all extra-curricular activities available

**Planned Sources of Evidence:** DEPs- indicate activities available and offered at each school

Student participation

Survey of stakeholders

**Other Comments:**

## 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 academic, intellectual, social and emotional needs of AIG students.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Parent and family involvement is strong. The involvement with the community is weak, but there is strong support from the community. Very little collaboration with community agencies exists.

**Goals:** Establish a Partnership Committee for collaboration with community agencies.

Identify agencies

Survey agencies about knowledge of the academic, intellectual, social and emotional needs of AIG students

Identify areas where information is needed

Provide information to agencies about all related topics webpage, newsletters, and informational/discussions groups.

**Description:** Establish a Partnership Committee for collaboration with community agencies.

Identify agencies

Develop survey for agencies about knowledge of the academic, intellectual, social and emotional needs of AIG students

Identify areas where information is needed

Provide information to agencies about all related topics webpage, newsletters, and informational/discussions groups.

**Planned Sources of Evidence:** Partnership Committee members

Identify agencies

Surveys

Identify areas where information is needed

Guest speakers, current articles/publications, webpage, newsletters, and informational/discussions groups

**Other Comments:**

### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Currently information is shared with educators, students, and parents/families annually at DEP meetings. School newsletters and webpages are also available. Information needs to be shared with other stakeholders of the community.

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

**Description:** Survey stakeholders  
Update district and school webpages  
Create PSAs (Public Service Announcements): radio, television (cable), and news articles

**Planned Sources of Evidence:** Webpage: District and Schools  
Brochures and other documents  
Surveys  
PSAs

**Other Comments:**

### **Practice C**

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Previous involvement reflected the diversity of AIG students and community. Planning committees reflect the diversity of the AIG students and community  
Implementation  
Previous involvement included only educators  
Monitoring  
Previous involvement only included the Gifted Education and Exceptional Children's Departments  
The BCPS Advisory Board is in the process of getting new active members.

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

**Description:** Establish committees  
Determine purpose and goals of committees  
Establish timelines for completion of tasks  
Establish meeting dates for committees  
Establish mechanisms to obtain and share information

- Communication
- Technology
- Professional Development
- Implementation and Monitoring
- Curriculum/Instruction
- Acceleration

- Affective/Social and emotional needs
- Partnerships
- Diversity
- Extra-curricular events

**Planned Sources of Evidence:** Invitations to serve on committees

Committee members: names, affiliations, and ethnicities

Meeting Agendas

Surveys: Students, parents, educators, and community

Documentation of goals, tasks, and accomplishments for each committee

**Other Comments:**

**Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Previous communication was only given in English at all fall DEP meetings with parents, students, and educators. Translators were available.

Established collaboration with ESL Department

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

**Description:** Brochure and letters have been translated into Spanish.

In the process of getting translations into Hmong.

Because many families speak their native languages but do not read in their languages, plans are in place to have the information provided in auditory format for both Spanish and Hmong

Update district and school webpages to include sections for news and events

Update brochures and other information in native languages

Create and update PSA

Update district and school newsletters

**Planned Sources of Evidence:** District and school websites

Brochures

Emails

Translated documents into native languages (written and auditory formats)

PSA (Public Service Announcements)

Quarterly district and school newsletters.

**Other Comments:**

**Practice E**

Forms partnerships with parents/families, institutions of higher education, local businesses and

industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** We are currently seeking partnerships and building working relationships with institutes of higher education.

Partnerships with local businesses will be established with Partnership committee.

**Goals:** Partnership Committee in the developmental stage

Identify local businesses/industries for partnerships

Determine form/type of partnership needed and/or desired

Survey business for support

**Description:** Partnership committee

Identify local businesses/industries for partnerships

Determine form/type of partnership needed and/or desired

Survey business for support

**Planned Sources of Evidence:** Partnership committee members

List of local businesses and industries

List of participating local businesses and industries

Meeting agendas

Surveys

Emails

**Other Comments:**

## **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 SBE 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 2013-2016.**

**Rationale:** The AIG Plan will be submitted for the BCPS Board's review on August 12, and approval on August 19. Once the plan is approved it will be sent to DPI. The plan was delayed due to the retirement of the previous AIG Coordinator.

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

**Description:** The AIG Plan addresses all of the components of the new NC AIG standards that were revised and adopted by NC SBE December 2012.

The plan has been developed with input from a variety of stakeholders representing the diversity of the BCPS schools. Input was obtained via surveys, emails, small group discussions, and phone calls that began December 2011 in preparation for the Local Academically or Intellectually Gifted (AIG) Plan Interim Report to NCDPI February 2012.

**Planned Sources of Evidence:** BCPS AIG Plan (Hard copy and availability on BCPS website including a link on school websites)

**Other Comments:**

### **Practice B**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Problem areas were addressed on an as needed basis. The current use of AIG Specialists limits the impact on classroom instruction due to the lack of time. More trainings at the local level to help teachers meet students' academic, intellectual, social, and emotional needs of gifted learners is needed at all levels. The use of technology within the system is being reviewed as well as the delivery system for AIG Specialists in an effort to reach more students at all levels. (ex: on-line learning, AIG Specialists support instruction through technology, teacher training, and support)

**Goals:** Support instruction and schools' needs and services by frequent visits to the schools to meet with principal and teachers, visit student classrooms, and review student performance.

Gather and disaggregate data

Identify and report patterns/trends

Conduct teacher, parent, and student surveys and interviews

**Description:** Obtain schedule for AIG classes

Visit all AIG classes as frequently as possible

Obtain documentation (timeline) from AIG teachers of when specific components of DEP (strategies/interventions) will be implemented)

Support strategies/interventions implemented (especially pre and post results and analysis)

Collect and disaggregate EOG and EOC scores (previous scores and growth). Analyze data to determine needs (teachers and students)

Conduct Parent/Teacher/Student surveys and interviews

Collect school population data for screening (population nominated compared to school population)

**Planned Sources of Evidence:** Reports of checks and audits (visits, timelines, implementation of strategies/interventions)

Pattern/Trend reports

(Population: nominations K-8)

Numbers and Issues related to the Intellectually Gifted learner

Pattern/Trend reports (surveys/interviews)

Documentation: AIG Elementary Specialists' plans and notes.

**Other Comments:**

### **Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** State fund allotments for the BCPS AIG program

- Funds used for AIG purposes

- Monthly monitoring of budget

Annual Budget

Salaries/benefits/Stipends

Professional Development- workshops, conferences, AIG licensure through NC IHE

Instructional Supplies

Technology

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

**Description:** Continue monitoring use of funds

Keep hard copies due use of the AS 400 system

Continue analysis of expenditures

**Planned Sources of Evidence:** Annual Budget

Use of PRC034 for materials, personnel, and professional development

B-1 and other purchase orders kept and reviewed annually

Emails: requests for transfer of funds within the PRC 034 budget

**Other Comments:**

**Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Previous years' data kept on CD. Collecting of new data. Trends from previous years will drive curriculum adaptations. Continue collection and analysis of data.

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

**Description:** -Continue data collection and analysis based on data from Power School

-Test Performance goals were established using baseline data by grade level and tests for previous years

-Use 2013 tests results, which will be available possibly October/November 2013, to establish new baseline data to

determine new Test Performance goals

-New data will be obtained from state mandated tests (NCSCOS and CCSS)

-Data available from Power School and other NC Public Schools data sources

-Analyze data for trends (positive and negative)

-Investigate potential behaviors and issues that might lead to drop-out of AIG students

-Review interventions attempted/implemented prior to senior year

-Develop new AIG curriculum (NCSCOS and CCSS)

-Continue annual June collection of drop-out data from each high school

**Planned Sources of Evidence:** Previous years' EOG data

Documents shared with principals

Drop-out data

List of interventions

Interviews with those who dropped out

**Other Comments:**

**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 Maintained Practice for 2013-2016.**

**Rationale:** Monitoring of the representation and retention of under-represented populations occurs several times annually:

beginning of school year, mid year, end of year, and between each grading period.

Intervention strategies are employed and monitored each grading period for all students who make a C or below in all AIG ELA and Math classes.

The Elementary AIG Specialists share the transition needs with each school's staff.

2-3 Nurture

Numbers increase for ELL

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

**Description:** Continue annual spring BCPS AIG Accountability documentation:

Ethnicity/Race: School's population, AIG population, Nominations, Identifications

Intellectually Gifted document

Continue all analysis, interventions, and evaluations

Information to all staff

ELL nomination

EC nomination

2-3 Nurture

Five-year document

trends

Collaboration with ELL Department

**Planned Sources of Evidence:** BCPS Accountability Document

Population analysis: numbers and percentages in various categories

Interventions used and effectiveness

Screening pools and identification data

Five -year analysis of each school's population change in relation to AIG population (identified/nominated)

**Other Comments:**

**Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** A list of of all BCPS employees with AIG licensure and/or locally approved professional development is maintained. Lists are broken down by school/location. Teachers working on licensure are listed with the projected date of completion. This list is updated annually as teachers complete licensure and is made available to principals.

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

**Description:** Continue documentation

Identify current professional development needs based on the differentiation features of DEPs and needs of teachers

**Planned Sources of Evidence:** List of employees licensed and locally approved professional development

Records for those obtaining licensure at IHE since 2008 (Purchase orders with courses and IHE listed)

USE of PRC 034 for licensure

Documentation of professional development offered and attendees (hardcopies and local activities/SEA System)

**Other Comments:**

### **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 2013-2016.**

**Rationale:** The BCPS AIG Advisory board is in the process of getting new active members. This change is normally done at the end of the school year with transition to middle school and transition to high school. Many changes in the committee and roles of committee members changed, especially with families transferring in and out of the system. Our overall ADM continues to decrease annually along with AIG student transfers and withdrawals  
A new advisory group will be identified for 2013-2016

**Goals:** Establish an advisory group representative of current community, parents/families of AIG students, AIG teachers, and other professional staff.  
Identify and publish goals, purpose, and actions

**Description:** Teachers and principals will nominate parents to serve  
Invite members to serve  
Identify goals and purpose of committee  
(Distinguish as an advisory committee not an advocacy committee)  
Establish meeting dates  
Establish mechanism to determine agenda items

**Planned Sources of Evidence:** Invitation to serve  
Member names, affiliations, ethnicities  
Meeting Agendas

Documentation of recommendations and actions as a result of recommendations  
Surveys

**Other Comments:**

**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 2013-2016.**

**Rationale:** An on-line survey needs to be developed for parents, students, community members, teachers, and principals that allow for feedback on the effectiveness of the local AIG program.

**Goals:** Feedback from all stakeholders should be reviewed so the AIG program can grow with the students' needs and 21st century goals.

**Description:** On-line surveys posted on BCPS website that allows for easy access.

**Planned Sources of Evidence:** Information obtained from the surveys

**Other Comments:**

**Practice I**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The plan is annually reviewed at the end of each school year. When potential revision is needed, it is based on survey data from students, parents/families, and educators. In the past, EOG data sometimes indicated needs for revision when trends were discovered.

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

**Description:** Continue review and revisions. With the infusion the CCSS, new data may emerge from state tests that dictates review and revision.

Update surveys

Use data from Power School and other NC sources of information, most of which will be available October/November 2013.

Identify any trends

Identify ways to address issues from trends.

**Planned Sources of Evidence:** AIG plan reviews  
Survey data

Data from state testing (Power School and other NC sources of information)  
Specific revision data and rationale for change

**Other Comments:**

**Practice J**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Continue to report data to BCPS staff

More information needs to be made available to the public not just parents/families, teachers, administrators, and BCPS Board of Education

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

**Description:** Develop a news page for websites

Publish information through our Communication Director

Publish data via PSA (Cable and radio)

**Planned Sources of Evidence:** BCPS AIG Annual Report

Website: district and schools

News articles

**Other Comments:**

**Practice K**

Protects the rights of all AIG students through policies, procedures, and practices.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** A copy of The Parents' Handbook of Rights is given to every parent/guardian of identified AIG students and those considered for AIG identification.

Documentation of all complaints/issues are kept and reviewed annually for trends.

Follow-up meetings or calls are conducted for all complaints/issues.

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

**Description:** Publish Parent's Handbook of Rights on websites (district and school)

Continue hard copies of handbook of rights

Review process for complaints and due process annually with all faculty and staff

**Planned Sources of Evidence:** Copy of Handbook of Rights

Website (district and schools)

Documentation of complaints and resolutions

**Other Comments:**

**Glossary (optional):**

**Appendix (optional):**

AIG Let.doc (*Local Board Approval Document*)