

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

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

Caldwell County Schools Vision for local AIG program: The Caldwell County Schools Academically and/or Intellectually Gifted Program works to develop the maximum potential in students. Through rigor, relevance and relationships, we are committed to challenging students to excel to their highest level of success in order to be prepared for life in the 21st century.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$610368.00	\$0.00	\$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.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Caldwell County Schools' AIG Department will continue to focus on working as an effective AIG team in articulation and dissemination of clear, comprehensive and equitable screening, referral and identification processes for all grade levels (K-12) to school personnel, AIG Advisory Board members, parents/families, students, and the community-at-large in order to guarantee all stakeholders are informed of these practices in a clear and comprehensive manner.

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

Description: The Caldwell County Schools' AIG Program will continue to enhance and improve the availability and visibility of both online and written communication with AIG parents and other stakeholders. North Carolina adopted AIG standards, the current and approved AIG plan, Vision, AIG parent brochure, multiple pathways (by grade levels), service delivery options (by grade levels), Parent Rights/Due Process, and other public documents are currently posted on the internet for parents and other stakeholders. There have been many positive comments about the accessibility of AIG documents for parents. There is also an AIG Specialists' password encrypted section for updated/approved departmental documents/forms. AIG Specialists' at the elementary level provide quarterly newsletters, secure updated wikis, secure blogs and/or regularly updated school-based websites. Written information is provided for students without internet access at home. AIG Specialists at the middle grades and AIG Representatives at the high school level incorporate email updates, newsletters and other written communication and/or regularly updated websites. AIG Specialists are also highly encouraged to provide an annual update to faculty about the AIG plan including but not limited to screening, referral and identification processes across the county. An AIG brochure is printed and provided at schools for faculty/staff, administrators, parents of gifted students and other stakeholders. The Caldwell County Schools' AIG brochure is also posted online. The AIG department has worked to ensure clear, comprehensive and equitable screening referral, and identification processes for all grade levels. The updated information is provided via the Caldwell County Schools' AIG webpage. The information is also communicated during parent meetings, faculty meetings, grade-level committee meetings and AIG monthly council meetings.

Planned Sources of Evidence: 2013-2016 Caldwell County Schools' Academically or Intellectually

Gifted Plan: The AIG Plan is posted via the website and hard copies are also provided to each school board member. Copies are provided to other stakeholders as requested.

Copies of Pathways I, II, III, and IV (Multiple criteria for identification): Multiple pathways are also available to parents, administrators and other stakeholders via the AIG website.

The updated AIG parent brochure is available in hard copy format and also online via the AIG webpage. The AIG parent brochure includes information about the district AIG program including multiple criteria used for placement and other helpful information.

Functional and user-friendly websites are updated regularly at both the district and school levels which emphasize the implementation of the updated AIG plan. The district website includes information on the multiple pathways for identification, Parent Rights/Due Process statement and other relevant information.

Newsletters and/or webpages: These provide information to stakeholders. All AIG Specialists are encouraged to provide quarterly newsletters, email updates, and/or AIG webpages. These forms of communication help with disseminating relevant information to AIG parents and administrators.

Sign-in sheets at faculty and/or team meetings in which Caldwell County Schools' AIG information has been provided to staff and/or parents: AIG Specialists are encouraged to provide updated information to the school community regarding the AIG program.

A part-time AIG Specialist or high school representatives is/are provided at the high school level: Faculty representatives are encouraged to disseminate information regarding gifted services for high school students regarding Governor's School and other opportunities.

AIG Specialists' Handbook of Procedures and Forms: All AIG Forms are also available via the Caldwell County Schools' AIG webpage under password encryption. The AIG Procedures Handbook includes comprehensive guidelines and procedures for all AIG Specialists to follow in order to ensure consistency with program screening, referral, and identification procedures. A suggested timeline is also included to assist new AIG Specialists in acclimating themselves to the position and understanding their roles and duties.

Copies of translations (as requested): The AIG Department works with the English as a Second Language (ESL) staff for translation requests, as needed or requested.

Academically and/or Intellectually Gifted Review Team meetings (school-based): The AIG Review Team is comprised of faculty, staff and administration and meets to discuss identification and placement decision. These decisions are shared with parents.

AIG Advisory Board and AIG Task Force are in place. The AIG Advisory Board includes educators, AIG Specialists, school administrators, district administrators, and other stakeholders. The AIG Task Force includes the AIG specialists and other educators. Both have updates and input for the local plan.

AIG Council Meetings: Agendas, sign-in sheets, notes/handouts are archived

AIG Parent Night overviews: Handouts and sign-in sheets are archived.

A Parent Rights/Due Process statement is provided at all yearly parent DEP and/or IDEP and initial placement meetings.

Child Search Forms are provided for AIG Specialists to maintain a log of student referrals for AIG Review Team discussion.

Note: The district will be moving from NCWISE to PowerSchool during the 2013-2014 school year.

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 Caldwell County School district is committed to employing best practices for screening, referring and identifying students for gifted services and ensuring consistency across the district. This consistency is ensured through multiple pathways and available via the Caldwell County Schools' AIG Webpage. Per Article 9B, this is an essential part of the overall gifted program.

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

Description: The LEA AIG Program will continue to implement multiple criteria for equitable screening, referral and identification practices for all students. The AIG team is consistently seeking opportunities to reach out to all students in a fair and equitable manner by implementing the best search practices for gifted education. The AIG program seeks ways to search widely for potential students through input from regular educators, the AIG Specialists and/or administrators. Data is gathered from multiple sources, both objective and subjective.

The LEA AIG Department provides a yearly updated AIG Specialist Handbook which includes policies, procedures, resources and updated forms to ensure consistency with the county-wide screening, referral, identification and placement processes. This handbook is accessible to AIG Specialists in an online format.

For the screening process, the LEA AIG program will continue to implement Child Search forms in order to provide another means for reaching out to under-represented populations. A student's name is recorded on the Child Search form if he/she is nominated by a previous or current regular educator and/or administrator. The student's name is also placed on the Child Search form if he/she scores at or above the 76th percentile on an aptitude and/or achievement test in reading and/or math.

Nurturing provides the opportunity to cultivate gifted potential in young students. Students who score

at or above the 85th percentile (reading/math) and are recommended by the classroom teacher are eligible for nurturing in grades 4-5. Nurturing is available in grades K-3 on a case-by-case basis per the AIG Review Team's recommendation at the student's school. Nurturing continues into the middle grades on a case-by-case basis and may vary by school due to enrollment. Nurturing provides the opportunity for high achievers to receive gifted services while the AIG specialist is gathering multiple criteria. The nurturing program requires parental permission and classroom teacher support in grades K-5.

For the referral and identification processes, in order to develop and ensure a more comprehensive profile of each student who is in the process of identification, each specialist will implement nurturing folders to compile documents during the referral and identification processes. These folders will hold critical pieces of documentation: Parent Permission for Testing; Work Sample results; aptitude and/or achievement results (reading/math); Student observations/checklists; and AIG Review Team notes in order for a comprehensive decision to be made about placement.

The work sample process is implemented for Pathway III and is an objective process in which students have the opportunity to complete a product-based assessment in reading and open-ended problems in math. This process is especially helpful to those students who experience difficulty with standardized testing procedures. Work sample assessments are developed and scored at the district level.

Students are nurtured in reading and/or math to seek further data and cultivate for gifted potential. In grades K-3, students are recommended by their classroom teacher and are nurtured on a case-by-case basis. For grades 4-8, students are nurtured if they score 85th percentile or higher on an aptitude and/or achievement test in reading and/or math and are recommended by their classroom teacher(s). For nurturing to occur at the K-5 level, written parent permission must be provided.

An aptitude assessment (per budget), is administered county-wide to 3rd and 6th graders on a yearly basis. The LEA's AIG department also implements the Metropolitan Achievement Test, Stanford Achievement Test, Otis-Lennon School Ability Test (OLSAT), Naglieri (NNAT), Test of Non-Verbal Intelligence (TONI) and the Cognitive Abilities Test (CogAT).

A K-3 student may be placed on the Child Search form until further documentation is gathered by the AIG Specialist on a case-by-case basis and per school/AIG Review Team recommendations. All K-3 nominations will be processed and approved by the AIG Review Team and school administrator/designee. For all K-3 nominations, the AIG Review Team shall monitor the collection of classroom performance (grades of A/B); student observations/checklists (at least two); and work sample scores. Nurturing services are required for further testing. Once these indicators are in place, the AIG Specialist and AIG Review Team may recommend further testing. If a faculty member or administrator is based at the same school as the student being considered and he/she is also a parent/guardian of the student being considered for gifted services, he/she may serve on the AIG Review Team in a parent/guardian capacity only.

For Grades K-2: For Pathway I, the student must have a composite aptitude score at or above 98th percentile. For Pathway II, the student must have both a composite aptitude score at 95th percentile or above and an achievement test score of 95th percentile or above in reading and/or math. For Pathway III, the student must have three out of four criteria. These criteria include an aptitude score of 95th percentile or above and/or an achievement test score of 95th percentile or above in reading and/or math, and/or a minimum of two passing student observations/checklists, and/or student work

samples with an average score of 3.0 or better on reading and/or math.

Notes: Student referrals will originate from the AIG Review Team (AIGRT), AIG Specialist, school administrator and/or classroom teacher(s) if none is a relative of the student being referred. Retesting on aptitude or achievement is suggested if the student's performance is between 89th-94th percentiles and the score is the only criterion excluding a student from AIG services. All AIG identifications from any NC LEA will be honored. Students who enroll from outside NC must meet LEA AIG criteria. Only state approved aptitude and/or achievement test scores will be used (See Appendix). A student observation/checklist shall not be completed by a relative of the student being referred. If a faculty member or administrator is based at the same school as the student being considered and he/she is also a parent/guardian of the student being considered for gifted services, that person may only serve on the AIG Review Team in a parent/guardian capacity

3rd-8th grade referrals shall originate from the student's former/current educator/administrator, if none is a relative of the student being referred. The AIG Team shall continue to gather data which shall include two passing student observation/checklists. AIG Review Team notes, nurturing program performance, classroom performance, and/or work sample scores will be considered. Nurturing services are required for further testing. The four pathways for grades 3-8 are listed below. For Pathway 1, the student must have a composite aptitude score at or above 98th percentile. For Pathway II, the student must have a composite aptitude score at 91st percentile or above and an achievement test score of 91st percentile or above in reading and/or math and grades of an A or B. For Pathway III, the student must have three out of four criteria. These criteria include an aptitude score of 91st percentile or above and/or an achievement test score of 91st percentile or above in reading and/or math, and/or a minimum of two passing student observations/checklists, and/or student work samples with an average score of 3.0 or better on reading and/or math and/or grades of A or B in nominated subject. Aptitude scores must be composite for Pathways I and II. For Pathway III, verbal, quantitative or non-verbal sub-test scores may also be used.

For Pathway IV, the student must meet three of the following criteria. He/she must have a 95th or above percentile AND qualify for Duke Talent Identification Program (Refer to current Duke TIP qualifying information) and/or a 95th or above percentile on a Duke TIP approved achievement test in reading and/or math. In addition to either the aptitude or the achievement score, the student must also have either a grade of an A or B in nominated subject and a minimum of two passing student observation/checklists by two different teachers. For all pathways, only achievement scores in reading and/or math will be considered. For all pathways, student referrals will originate from the AIG Review Team (AIGRT), AIG Specialist, school administrator and/or classroom teacher(s). Retesting on aptitude or achievement testing is suggested if student's performance is between 85th-90th percentiles and the score is the only criterion excluding a student from AIG services. For Pathway III, subtests may be considered (verbal, non-verbal or quantitative only). All AIG identifications from NC LEAs will be honored. Students who enroll from outside NC must meet LEA AIG criteria. Only state approved aptitude and/or achievement test scores will be used(See Appendix). The pathways for grades 9-12 are listed below. Students must meet three of the four areas. He/she must have a 91st percentile or above on a student aptitude test and/or a 91st percentile or above on an End-of-Course Test in math and/or ELA and/or an A or B average in his/her nominated subject and/or a passing student observation/checklist by a minimum of two teachers. (See Appendix for further notes on grades 9-12).

Note: Once the initial identification has been made in one subject, the other subject may be added with three out of five criteria IF the three criteria support the additional subject. For example, if the

subject to be added is math, there should be scores to support math identification or vice-versa.

Planned Sources of Evidence: School-based Academically and/or Intellectually Review Team (AIGRT) meetings

Departmental Review Team Meetings with parents, AIG Specialists, AIG Director and/or administrators (as requested)

2013-2016 LEA Academically and/or Intellectually Gifted Plan

Copies of multiple pathways (used for identification)

AIG Advisory Board (includes administrators, directors, coordinators, parents, gifted specialists and regular educators)

AIG Census Files

AIG Nurturing Files

Child Search Forms

K-5 AIG Specialists' service notebooks (includes service logs, completed Child Search forms, nurturing lists, Child Count rosters, daily schedules, AIG Review Team notes, newsletters, and communication logs)

Confidential student Census Files

Other Comments: The LEA AIG Program implements multiple criteria for gifted identification. These criteria include student performance (grades of A/B), student observation/checklists and/or work sample products. The work sample products assess students in reading and/or math. For math identification, students are given two open-ended problems to solve. The two work sample math scores are averaged together. The average score required for math is a minimum of 3.0. For reading identification, students are assessed on their responses to a reading selection. The first response is written and the second response is product-based. Both the written portion and the product-based portion scores are averaged together. The average score required for reading is a minimum of a 3.0. Rubrics are used for the work sample assessment scoring. Anonymity of the student is maintained as he/she is identified by only his/her district identification number. The work sample assessments are scored by the AIG Director or his/her designee.

A faculty member or administrator who is based at the same school as the student under referral for AIG services and who is also a parent/guardian of the student being considered for gifted services,

may serve on the AIG Review Team in a parent/guardian capacity only. A student observation/checklist shall not be completed by a relative of the student under review for AIG placement.

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: Per Article 9B (1996), screening, identification and placement procedures shall "allow for the identification of specific educational needs and for the assignment of academically or intellectually gifted students to appropriate services." These measures shall include traditional and non-traditional measures based on current theory and research.

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

Description: The AIG Program will continue to implement a variety of traditional and non-traditional measures used to appropriately and equitably identify students (per budget allocations).

The LEA AIG Program implements multiple criteria for gifted identification. These criteria include student performance, student observations/checklists and/or work sample products. The work sample products assess students in reading and/or math. For math identification, students are given two open-ended problems to solve. The two work sample math scores are averaged together. The average score required for math is a minimum of 3.0. For reading identification, students are assessed on their responses to a reading selection. The first response is written, and the second response is product-based. Both the written portion and the product-based portion scores are averaged together. The average score required for reading is a minimum of 3.0. Rubrics are used for the work sample assessment scoring. Anonymity of the student is maintained as he/she is identified by his/her district identification number only.

The Child Search process is also essential in ensuring that students are screened appropriately. During the screening process, the student's name is mentioned to the AIG Specialist or the AIG Specialist becomes aware of the student's potential through classroom observations. The AIG Specialist at the child's school begins to gather data on the student. These data include student observations/checklists, work sample products/scores, achievement testing in reading and/or math (administered at the district level and/or by the AIG Department), student grades, aptitude testing (administered at the district level and/or by the AIG Department). At the present time, the In-View Test is administered at the county level to all third and sixth grade students.

The AIG Department also tests students individually or in small groups with aptitude measures such as the CogAT. Non-verbal measures include the Naglieri and the Test of Non-Verbal Aptitude (TONI). The achievement tests administered by the AIG Department include Metropolitan Achievement Test and/or Stanford Achievement Test.

Pathway III incorporates the Work Sample process. The Work Sample process is a non-traditional measure (for reading and/or math) which assists with identification for students who have difficulty entering the AIG Program through Pathways I and II.

The LEA AIG nurturing program is another tool implemented at the elementary level to cultivate gifted potential and search for students who are possible candidates for AIG program identification.

Students in grades K-3 are nurtured on a case-by-case basis. 4th and 5th grade students may be nurtured if they are recommended by their classroom teacher and/or administrator and the student has an aptitude and/or achievement score at or above 85th percentile in reading and/or math.

Nurturing is a fluid and flexible process, meaning students may receive gifted services as long as classroom performance remains in good standing. Parent permission is required for nurturing at the elementary level. At the middle grades' level, students who have a score at or above the 85th percentile in reading and/or math may be nurtured on a case-by-case basis.

Planned Sources of Evidence: 2013-2016 Academically and/or Intellectually Gifted Plan

Nurturing folders

Census Files with individual testing result documents, work sample results, parent permission to test, work sample results, student observations/checklists, and/or grades

Testing timeline

AIG Testing Specialist's calendar

K-5 AIG Specialists' service notebooks (includes service logs, completed Child Search Forms, nurturing lists, Child Count rosters, daily/weekly schedules, AIG Review Team notes, newsletters, and/or communication logs)

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: The Caldwell County Schools' AIG Program has worked diligently to ensure consistency in implementation of screening, referral, and identification processes within the LEA. It is imperative that the processes be consistent throughout K-12 and across the district.

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

Description: The LEA AIG team will consistently endeavor to reach students from traditionally under-

represented populations by implementing research-driven search methods such as the Gifted Rating Scale and/or Scales for Identifying Gifted Students (SIGS). These tools serve as valid and reliable tools for student observation/checklist. The LEA AIG team will also implement other instruments, as deemed appropriate.

An Alternative Evaluation Form is also available for the AIG Specialist to implement in order to guide the AIG Review Team. This tool helps the team determine if a student needs an alternative evaluation such as Test of Non-Verbal Intelligence (TONI) or Naglieri (NNAT). These non-verbal assessments are available in the AIG Department.

Planned Sources of Evidence: LEA Academically and/or Intellectually Gifted Plan

Copies of Pathways I, II, III, and IV (Multiple criteria for identification)

AIG parent brochures

Newsletters and/or webpages that provide information to stakeholders

Sign-in sheets at faculty and/or team meetings in which county AIG information has been provided to staff and/or parents

AIG Specialists' Handbook of Procedures and Forms

Copies of translations (as requested)

AIG Child Count reflective of student demographics

Screening, referral and identification trends

Samples of identification using non-traditional criteria

Documented testing accommodations

Specific program documents and descriptions

AIG Review Team notes

Lists of English Language Learners (ELL) and English As A Second Language(ESL) students
(Resource: LEA ESL Director)

Completed teacher observation/student checklist forms of students in process of identification or prospective nurturing services

Nurturing folders for each student in process of identification

Completed AIG search forms (updated quarterly)

Completed Alternative Evaluation forms

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 Caldwell County Schools' AIG Program has established a board-approved document that outlines the rights of parents/families. Informed consent is required regarding all AIG departmental administered testing and work sample administration. For AIG placement, the legal parent/guardian is invited to a conference, and consent is required for initial placement into the AIG program. When an AIG identified student transfers within the state of North Carolina, his/her AIG placement is honored. When a student transfers from out-of-state, the student must meet Caldwell County Schools' AIG multiple criteria, and all assessments must be state approved per the North Carolina Governor's School List of State-Approved Tests (See Appendix). The Caldwell County Schools' AIG team is consistently seeking opportunities to reach out to all students in a fair and equitable manner implementing the best search practices.

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

Description: The Caldwell County Schools' AIG Department Student Rights/Due Process document has been board-approved and is provided at all parent meetings concerning placement decisions, review of testing results, and annual DEP/IDEP meetings. The Due Process document is also available on the Caldwell County Schools' AIG website for review by parents, administrators and other stakeholders. The Due Process document states that the BOE "believes that students and parents have the right to an orderly, equitable solution to problems, which may arise affecting them and the school system. The student/parent shall start at the school level using established procedures to resolve matters of concern. The BOE will not consider any such matter until all administrative remedies have been exhausted. Whenever a student and/or parent believes that he or she has been adversely affected by a decision of the school-based committee regarding eligibility, placement, service delivery, or other matters related to accessing and/or benefitting from services for gifted children, due process may be requested in accordance with this policy. The purpose of this procedure is to ensure that disagreements will be resolved amicably and justly at the lowest possible level. Time limits have been established to assure prompt attention to each situation. If the student/parent does not process his or her complaint within the set time limit, it may be considered settled and not open to appeal. The appropriate procedures for each level follow." (See Appendix or Caldwell County Schools' AIG webpage for complete document). Additionally, the K-5 AIG Specialists will maintain an AIG service notebook. The AIG service notebook will include accurate records at each school location documenting updated nurturing lists,

Child Search forms to document opportunities for screening (for all students at or above the 76th percentile on aptitude and/or achievement and/or those with teacher/administrator recommendations), AIG service logs, newsletters and other communication documents, and other relevant paperwork documenting screening, placement, identification and accountable service delivery.

When a student's AIG Census File has been created and finalized and the AIG Specialist is prepared to invite the parents to conference, the AIG Specialist shall schedule a meeting with the AIG Director and/or his/her designee to audit the file. The AIG Director or his/her designee will initial the Eligibility Sheet and Initial Placement/DEP sheet that will be reviewed with parents. The AIG Director or his/her designee ensures that all documentation is present in the AIG Census File per local and state guidelines. These data shall include official evidence of achievement and/or aptitude scores, student observations/checklists (approved by district), student performance (grades of A/B), work sample results, Due Process to be reviewed with parents, Parent Permission to Test, and Parent Invitation to Conference. Once the audit has been completed by the AIG Director or his/her designee, the AIG Specialist will meet with the legal parents/guardians, and the legal parents/guardians will either consent or decline services. Once the paperwork has been signed by each member of the AIG Review Team and the parent, copies of both initialed papers, Eligibility Form and initial DEP will be sent via courier to the AIG Director. The AIG Director will then complete the online Entry Form and ensure accurate records are kept at the school and district level. The AIG Director will keep a record of all entries at the district level to ensure accurate Child Count procedures throughout the school year.

The AIG Director shall provide quarterly Child Count rosters to all AIG Specialists and high school representatives to ensure all students and AIG Census Files are accounted for within the district. The AIG Specialists initial the quarterly rosters and return those to the AIG Director. When a student transfers from another NC LEA, the AIG Director shall call for all Census File documents from previous LEA. All transfers from other NC LEAs shall be honored. When a student transfers from another state and was classified as AIG in that state, the AIG Director shall call for placement file. The AIG Director shall review the file using the NC Governor's School List of Approved Tests (see Appendix) and determine if the student meets the LEA's criteria for placement. Once the decision has been made to honor the placement, the AIG Director shall complete an Eligibility Form and send a copy to the student's AIG Specialist. The AIG Specialists shall ensure all DEPs are updated annually for all AIG students, including transfers. All DEPs for current AIG students are updated at the beginning of each school year. AIG Census Files are confidential and thus should only be compiled and updated by the AIG Specialist responsible for such file(s).

Student Census Files are audited during transition years from fifth grade to sixth grade and from eighth grade to ninth grade. A census exchange is held at the end of each school year for transition specialists to meet together and exchange files in a logical and efficient manner. The fifth, sixth, eighth and ninth grade AIG Specialists, high school counselors and/or high school representatives meet to discuss special student needs and to exchange those files.

Students are tested as requested within the AIG Department (per budget funding). Special needs/accommodations are arranged, as requested. Alternative Evaluation Forms are also available to assist the AIG Review Team in determining if non-traditional testing is needed. Non-traditional tests are implemented for students who have extenuating circumstances or those from under-represented populations. The AIG Testing Specialist and/or AIG Director in collaboration with the AIG Specialist at each site schedules the testing arrangements. All tests are scored by the AIG Director and the

score reports are sent to the AIG Specialists who then notify the parents and AIG Review Team of all district-administered testing results. The work samples are scored by the AIG Director or his/her designee. The work sample assessments are helpful for students who have difficulty meeting the criteria for Pathways I and II. Retesting may occur if there is one single criterion preventing a student from identification. Retesting is determined by the school-based AIG Review Team which is facilitated by the AIG Specialist. Student observations/checklists shall only be completed by teachers who are not a relative of the student under consideration. A teacher or administrator who is also a relative of any student under consideration for AIG placement should only serve on the AIG Review Team in the role of parent/guardian. These policies are in place to ensure fairness and equity throughout the system for students during the screening, testing, identification and placement process.

Planned Sources of Evidence: AIG K-5 service notebooks (nurturing lists, teacher referral forms, Child Search Forms, AIG service logs, newsletters and other communication documents, other relevant paperwork documenting screening, placement, identification and accountable service delivery.

Individual confidential student Census Files

Alternative Evaluation forms

Testing results from non-traditional tests

Eligibility and placement records

Annual Differentiated Education Plans (DEPs) at the beginning of each school year

Individual Differentiated Education Plans (IDEPs) as needed

Samples of Permission to Evaluate forms

LEA AIG Individualized or Group Testing Data reports (by AIG Department)

LEA AIG work sample results in language arts and/or math

Student observation/student checklist forms

Parent Invitation to Conference completed forms

AIG Student Data Sheet (to be completed during transitional year for rising 6th graders)

AIG Review Team (AIGRT) meeting notes (filed separately from AIG Census File)

Yearly accomplishments completed by all AIG students and their respective AIG Specialists

PowerSchool AIG student Child Count reports (reviewed quarterly)

AIG departmental paperwork completed to fidelity

AIG procedures followed to fidelity

Census Files monitored/updated and paperwork completed to fidelity

Other Comments: The Caldwell County Schools AIG nurturing program is designed to cultivate gifted potential and to allow the AIG Specialist the opportunity to work with the student in a direct services' option. During this time of service, the AIG Specialist shall gather relevant data concerning the student and his/her placement. The AIG Review Team will review the data and determine if testing and/or retesting is needed. All students at or above the 85th percentile on End-of-Grade reading, math or both shall be nurtured by the AIG Specialist, based on input from the classroom teacher and/or administrator.

Nurturing groups in grades K-5 are fluid and flexible which means progress will be monitored both quarterly and annually. Students must continue to perform satisfactorily, both in the nurturing environment and in the regular classroom, in order to continue in the nurturing program. Nurturing group transitions will be directed by the AIG Specialist with the support of the regular educators, school administrator, counselor, and/or the AIG Review Team (AIGRT). The goals of the nurturing groups are to extend the learning experiences of high-performing, non-identified students beyond the regular classroom and grade-level content; to reach high-level potential within underserved populations; and to move students toward possible identification in the LEA AIG program. In grades K-2, nurturing will be deemed appropriate when student needs exceed the capability of the regular classroom setting after differentiation has been offered and documented by second semester. Nurturing at grades K-2 will be handled on a case-by-case basis and must be approved by the AIG Review Team and/or school administrator.

Consistency throughout the county AIG program will be ensured with the implementation of best research-driven resources which connect the North Carolina Standard Course of Study and gifted services. The resources are consistent throughout the county and provide best strategies for gifted education.

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: Per North Carolina Article 9B (1996), "Screening, identification and placement procedures allow for the identification of specific educational needs and for the assignment of academically and/or intellectually gifted students to appropriate services. A clear statement of the program to be offered shall include different types of services provided in a variety of settings to meet the diversity of identified academically or intellectually gifted students."

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

Description: Upon identification, the parents are invited to a conference with the AIG Specialist to review the service delivery options. Annual Differentiated Education Plans are updated and reviewed with families at the K-5 levels. The Service Delivery Options are reviewed and updated at this time, as needed. At the middle grades' level, a yearly Differentiated Education Plan update is provided. The high school DEP is provided for rising 9th graders who are AIG identified. This update is also reviewed and signed by the legal parent/guardian.

During this meeting at the elementary, middle and high school levels, the parents have the opportunity to ask questions and have those questions answered about service delivery options. The Parent Rights/Due Process is also provided during parent meetings. The AIG webpage also provides an on-line version of the AIG Plan, Parent Rights/Due Process, pathways, service delivery options, and updated AIG brochure.

Planned Sources of Evidence: Caldwell County Schools' 2013-2016 Academically or Intellectually Gifted Plan

Online AIG Specialists' Handbook of policies/procedures/forms

Confidential student Census Files

Nurturing files (maintained throughout elementary school and provided for sixth grade transition year)

Other Comments: The purpose of the nurturing folders is to ensure a comprehensive "bridge" from screening to formal identification and placement. Nurturing Files will include, but are not limited to permission for nurturing, permission to evaluate, assessment data, work sample data, student checklists, current grade reports, Individual AIG Review Team notes, EOG/EOC data, and/or observation notes (as applicable). The nurturing folder is essential for comprehensive decision-making process until formal placement documents are signed by legal parent/guardian) and the documents are moved to the official Census File. Prior to a student's entrance into the AIG Program, the AIG Director or his/her designee shall audit the Census File. Once the Census File is audited, the AIG Specialist shall meet with the legal parent/guardian. The legal parent/guardian shall accept or decline services for his/her child. Once the parent has signed consent for AIG placement, the AIG Specialist will send a copy of the Eligibility Form and the signed DEP to the AIG Director. The AIG Director shall complete the online Entry Form and send a confirmation to the AIG Specialist. The AIG Specialist is responsible for ensuring accuracy with Child Count at his/her respective schools.

Standard 2: Differentiated Curriculum and Instruction

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

Practice 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 Maintained Practice for 2013-2016.

Rationale: Per Article 9B (1996), "A clear statement of the program to be offered shall include different types of services provided in a variety of settings to meet the diversity of identified academically or intellectually gifted students." The Caldwell County Schools AIG Program recognizes the importance of nurturing leadership and competitiveness in the global economy in two areas of academics (reading and math) for relevance, rigor, and relationships.

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

Description: The Caldwell County Schools' AIG team has established and will continue to implement best research-based curriculum resources to expand and extend the North Carolina Standard Course of Study (NCSCOS) in reading and mathematics at the 3rd through 8th grade levels in order to best serve the needs of the gifted and nurturing populations. This was a focus for the past three years. During the 2013-2016 school years, the AIG Department will continue to build curriculum resources to include high school (per budget allowance). A District AIG Lending Library is available online for K-12.

Caldwell County Schools' AIG team has evaluated and updated the AIG service delivery options available for grades K-12. These services delivery options include opportunities for enrichment, acceleration and extension of North Carolina Common Core and 21st Century Skills. Enrichment options include, but are not limited to district poetry recitation contest, Google Gravity Games, Optimist Oratorical Contest, Spelling Bee, Geography Bee, SAT/ACT preparation, Battle of the Books, Model UN, Quiz Bowl, History Bowl, math competitions such as Math Counts, nominations to Duke Talent Identification Program and nominations to North Carolina Governor's School. The AIG Specialists implement wikis, blogs, webpages, emails and newsletters to communicate special programs which would be of interest to gifted students.

Academic service delivery options include cluster grouping, subject/ability grouping, resource support/consultative, resource support/direct services, flexible grouping options, individualized services, Advanced Placement/Honors self selections, subject/grade acceleration, and dual enrollment. Content modifications include but are not limited to specific learning centers, 21st century skills, multimedia instruction, menu/choice boards, independent studies, differentiated units, differentiated centers, tiered assignments, problem-solving, product options, authentic assessment, core curriculum resources, Socratic Seminars, learning contracts, learning styles, multiple intelligences, complexity/rigor, pre-assessment, higher-order thinking, critical thinking and other 21st

Century Skills, Junior Great Books, Science Olympiad, and/or advanced content.

Additionally, all AIG students in Caldwell County Schools complete a student inventory such as Multiple Intelligences and/or Learning Styles inventory. Training on these instruments is on-going. These completed inventories are implemented to plan instruction and certainly assist with projects and authentic assessments. The completed inventories are filed in the AIG Census File and are updated on a yearly basis, if needed.

The Caldwell County Schools also has a grade acceleration policy and AIG Plan guidelines for grade acceleration. For grade acceleration, the Iowa Acceleration Scale is the recommended instrument for grade acceleration purposes. The scale evaluates the total child: academically, intellectually, socially and/or emotionally. The AIG Department ensures the appropriate testing is provided once the parental permission has been secured. The AIG Specialist, AIG Review Team, and administration at the school site is critical in making the final suggestion for grade acceleration based on the needs of the individual child. Per current LEA School Board Policy, the school administrator shall make the final decision concerning grade acceleration with proper data as provided by the Iowa Acceleration Scale.

Planned Sources of Evidence: AIG Core Curriculum resources

Completed Multiple Intelligence inventory and/or Learning Styles inventory

AIG requisitions and purchase orders (from vendors that provide resources for gifted and high achieving students)

Specialists and other AIG Review Team members, in collaboration with parent/legal guardians, will create appropriate annual differentiated Education Plans (DEPs) and/or Individual Differentiated Education Plans (IDEPs) that connect to the North Carolina Standard Course of Study in reading and math

Service delivery options on DEP and/or IDEP (Confidential student AIG Census Files)

Examples of student inventories such as Learning Styles, Multiple Intelligences and other relevant student interest surveys (See confidential AIG Census Files)

DEP and/or IDEP meeting evidences which outline service delivery options and content modifications

Curriculum teaching logs and/or teacher lesson plans which shows evidence of implementing higher-order thinking and 21st Century Skills across the curriculum

Wiki samples in which students, AIG Specialists, and/or regular educators are collaborating to meet the needs of AIG students and aligning goals with the North Carolina Standard Course of Study, 21st Century Skills and/or best practices in gifted education

AIG newsletters and/or updated websites that demonstrate evidences of connections between North Carolina Standard Course of Study and gifted services

Catalog of AIG Core Curriculum materials and differentiated units/lessons that connect to the North

Carolina Standard Course of Study

Differentiated training sessions agendas and/or sign-in sheets that connect North Carolina Standard Course of Study to differentiated instruction/gifted education

2013-2016 Caldwell County Schools' AIG Plan

Portfolios of student work product/results

Wiki/Blog pages, webpages, newsletters and/or copies of email updates

Completed Iowa Acceleration Scales on students who have been considered for grade acceleration on a case-by-case basis only

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 Maintained Practice for 2013-2016.

Rationale: The Caldwell County AIG Department provides direct services to K-12 students to enrich, extend and accelerate the curriculum. The Lending Library of AIG Core Curriculum resources is available to all K-12 schools with a variety of resources that both regular educators and AIG Specialists may check out in order to expand and extend the curriculum. Each school within the county also has an on-site library of best research-driven resources for AIG specialists to share with regular educators and/or use for differentiated services.

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

Description: As the LEA AIG Department provides direct services to K-5 students to enrich, extend and accelerate the curriculum, the AIG department also continues to seek ways to ensure that the best research-based tools and resources are available to AIG Specialists and regular educators who serve gifted and/or high ability students. The online Lending Library is available with a variety of resources that both regular educators and AIG Specialists may check out in order to expand and extend the curriculum. These materials include some of the best research-driven resources available. Differentiation support sessions are provided throughout the school year both during school and after-school. K-12 AIG Specialists are provided with opportunities to collaborate and participate in relevant development for their needs at the monthly AIG Council meetings and/or AIG professional development support sessions. These sessions emphasis curriculum, best practices for gifted students and 21st century skills.

Planned Sources of Evidence: AIG Core Curriculum resources (see Appendix)

Sample DEPs which indicate service delivery options (see confidential AIG Census Files)

The AIG Specialists are provided with opportunities for book studies on the topic of creativity, differentiation support, 21st century skills and/or best strategies for gifted

Teacher/parent contact logs

AIG Specialist service logs and/or AIG lesson plans

AIG newsletters and/or updated webpages

Samples of student inventories such as multiple intelligences, learning styles and other relevant student inventories

Samples of Student Differentiated Education Plans

Copies of AIG Review Team (AIGRT) meeting notes

Catalog of AIG Core Curriculum materials and differentiated units/lessons

Samples of student work products/results

Classroom observational data (as needed)

2013-2016 LEA AIG Plan

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Caldwell County Schools' AIG Department has worked diligently during the past three-year cycle to build a best-practice resource library for each AIG Specialist at the K-5 level, traditional K-8 schools and middle schools. Since it is imperative that services be consistent throughout the elementary and middle grades due to the rigor, relevance and relationships, this endeavor was essential to connect 21st century skills, the North Carolina Standard Course of Study and the Caldwell County Schools' AIG Program. These resources help ensure that the needs of the gifted and nurturing populations are served with best practices that tie differentiation and NCSCOS in a consistent and equitable manner.

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

Description: The Caldwell County Schools AIG team will continue to coordinate, connect and support specialists, regular educators and administrators with materials through the AIG Lending Library. The North Carolina Standard Course of Study will be extended and supplemented via the

AIG resources based on best research-driven strategies and materials. These materials will serve as a medium for higher-level learning collaboration, communication, critical thinking and problem solving.

Additionally, the Caldwell County Schools' AIG Program has selected and is implementing a variety of research-based supplemental resources that augment curriculum and instruction, and these materials are on site at all the elementary and middle schools. The AIG program has selected a large number of resources from the College of William and Mary and other vendors that focus on best research-driven strategies for connecting gifted education with the North Carolina Standard Course of Study. The AIG department will continue to develop the selection of additional resources for high school during the 2013-2016 cycle (per budget allocations). All AIG resources are research-based and connect to the North Carolina Standard Course of Study.

The AIG Department provides on-going after-school differentiation support training and other training opportunities throughout the school year. Consultants who have gifted endorsement are also contracted to provide additional training (per budget allocations). These trainings support teachers in differentiating instruction and expanding and extending the NC Standard Course of Study. The AIG Director also works with new teachers to provide differentiation training for them, as well. This training is coordinated by the district-based mentors and Associate Superintendent for Human Resources.

The AIG Department reimburses regular educators who pursue licensure through a state approved and accredited institution of higher education (per budget allocations). Once the regular educator has completed a course or courses, he/she submits proof of payment and final course grades of an A/B. The AIG Department also provides reimbursement for summer training for Advanced Placement teachers at the high school level.

Caldwell County Schools' AIG Department promotes 21st century learning for regular educators and AIG Specialists. Training is provided at the district level on I-Pads, I-Pad applications, Smart Boards, Smart Pens and other technologically related opportunities. Oftentimes, the training is facilitated by an AIG Specialist, AIG Director and/or other district personnel. Collaboration is key throughout the district to ensure optimal professional development opportunities. The AIG Director collects sign-in sheets, agendas and other handouts and presents information for all district training so educators may receive appropriate continuing education credits.

Planned Sources of Evidence: Inventory of AIG research-based supplemental resources

Inventory of AIG online district Lending Library materials and differentiated units/lessons

K-12 AIG service logs and/or lesson plans

2013-2016 Caldwell County AIG Plan

Reimbursement paperwork from regular educators who are pursuing licensure through a state approved and accredited institution of higher education

Communication pertaining to licensure programs throughout the state

034 Budget

Professional Development handouts, sign-in sheets and/or agendas

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: The Caldwell County School System recognizes the need to prepare gifted learners for the 21st Century. As an AIG team, we will continue to focus on the connections between the North Carolina Standard Course of Study, best practices for gifted students, and 21st Century Skills.

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

Description: During the school year, the AIG Specialists are invited to attend numerous professional development opportunities that integrate 21st century learning, North Carolina Standard Course of Study and best practices for gifted students. During these sessions the focus is on critical thinking, problem solving, communication and collaboration. The specialists are also involved in book studies throughout the academic year that focus on 21st century skills. For example, this past year we read and discussed the book, *Curiosito*.

The AIG Director is a member of county-level committees such as the Renaissance Learning Team which focuses on best practices in media literacy.

AIG students are also encouraged to participate in enrichment opportunities such as the Oratorical Contest in which students focus on content related to social justice, civic responsibility and/or self-direction. During the previous school year, the middle grades' topic was "Voice". AIG students are also encouraged to participate in other enrichment opportunities which focus on leadership skills, ethics, accountability, adaptability, productivity, responsibility, people skills, and social responsibility.

Some of these enrichment opportunities include Student Council, Junior/Senior Beta Clubs and other organizations that promote leadership, global/civic awareness and community service/awareness.

AIG Specialists regularly communicate with parents of gifted students and high achievers via webpages, wikis, blogs, electronic newsletters and emails. Hard copies are provided for students who have no internet access at home.

Gifted consultants are invited to present (per budget allowance) on best practices in gifted education, brain research, the effects of media on students, and other relevant topics. These consultants work with regular educators and gifted specialists.

During monthly trainings, AIG Specialists are involved in 21st century training that revolves around communication, collaboration, creativity and/or critical thinking. The AIG Specialists have recently received several opportunities for Smart Board and/or Smart Pen trainings. The AIG Specialists are encouraged to utilize Google Documents and innovative strategies. A recent training was led by one of the AIG Specialists and focused on the integration of Smart Boards, VGA adapters and I-Pads. The AIG Department is committed to providing updated technologies for the specialists to use in the classroom to enhance learning. These technologies include but are not limited to Smart Boards, Smart Pens, new personal computers, and I-Pads. Training is on-going. A district AIG Wiki is maintained by the AIG Director for AIG Specialists to post ideas, questions and/or requests for gifted resources.

The AIG team at both the school-level and district-level value collaboration as an imperative 21st century skill. Collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students is needed, to develop and implement differentiated curriculum and instruction. The AIG Review Team is key at the school site. The AIG Director works with teams at both the school and district levels. These teams include the Response to Instruction Team (RTI), the district-level Educational Program Services (EPS) Team, AIG Council, AIG Advisory Board, AIG Task Force and other committees as deemed necessary for the needs of gifted students.

Caldwell County Schools' AIG Department also promotes 21st century learning for regular educators and AIG Specialists. Training is provided at the district level on I-Pads, I-Pad applications, Smart Boards, Smart Pens and other technologically-related opportunities. Oftentimes, the training is facilitated by an AIG Specialist, AIG Director and/or other district personnel. Collaboration is key throughout the district to ensure optimal professional development opportunities. The AIG Director collects sign-in sheets, agendas and other handouts and presents information for all district training so that educators may receive appropriate continuing education credits.

Planned Sources of Evidence: 2013-2016 AIG Plan

Licensure reimbursement artifacts

Agendas/sign-in for professional development

Agendas/notes from school/district team meetings

Digital communications

Logs for Patterson Science Center

Rosters/Grades for AIG students who participate in the North Carolina Virtual

PowerSchool data (from North Carolina Virtual High School)

Contracts from outside gifted consultants

034 Budget (for technology purchases)

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice is essential as 21st century learners need opportunities for on-going assessment in order to augment classroom differentiation in the content areas.

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

Description: The AIG Department provides opportunities for after-school differentiation support sessions for regular educators which focus on rubrics, tiered assignments, authentic project assessments, and other topics imperative to the assessment of gifted students.

The AIG Director provides differentiated support to new teachers to the system by facilitating differentiation support sessions. Formative, summative and authentic assessments are emphasized.

Curriculum compacting is encouraged in differentiation support sessions as teachers are urged to pre-assess prior to unit implementation. At the middle school level, highly gifted students are encouraged to compact their curriculum by serving as a resident expert in a topic of their choice that relates back to the North Carolina Standard Course of Study.

Student inventories are encouraged for all gifted students. These assessments are administered both with paper/pencil and/or electronically. Multiple Intelligences and/or Learning Styles are implemented in the gifted classroom.

Planned Sources of Evidence: AIG Core Curriculum resources

Lending Library inventory

Catalog of AIG Core Curriculum materials and differentiated units/lessons

Examples of student work products/results

2013-2016 Caldwell County Schools' AIG Plan

Assignment and Project Rubrics

PowerSchool data

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Caldwell County Schools' AIG Program recognizes the need to create affective curricular and instructional practices which support the social and emotional needs of AIG students. These needs are especially evident in the highly-intellectually gifted students (Pathway I), but all AIG students benefit from an emphasis on their social and emotional needs.

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

Description: The Caldwell County Schools' AIG Department has many opportunities in place to support the social and emotional needs of gifted students in the district. During the annual DEP meeting, parents, AIG Specialists and other members of the school-based AIG Review Team will offer suggestions to parents about dealing with the specific needs of his/her child. In many situations, these students are highly gifted, but we recognize that all gifted students have social and emotional needs. Therefore, the Individual Differentiated Education Plan (IDEP) is optional and offers the opportunity for the AIG Specialists, parents and other stakeholders to outline in narrative format the specific social/emotional needs of the AIG student. This optional IDEP is in addition to the standard DEP and focuses on the strengths, rationale for differentiation, instructional objectives, social/emotional objectives and description of service options.

The AIG Review Team is in place at each school to assist with collaborating with all stakeholders (such as counselors, English as a Second Language (ESL) interpreters, regular educators, Exceptional Children's teachers, and other stakeholders). These stakeholders know the specific students who are under review for social/emotional issues. Follow-up meetings are provided as needed.

Since 2010, the Caldwell County Schools' AIG Department offers a yearly Parent Evening Event. The AIG Director or his/her designee provides information to gifted and nurturing parents specific to

meeting the social and emotional needs of gifted. This annual event is successful and has proven beneficial in meeting needs and providing a forum for parents to ask questions related to the social/emotional needs of their gifted or high achieving student(s).

A yearly AIG Census File Exchange is planned and conducted by the AIG Director. The Census File exchange is an opportunity for AIG Specialists during the transition years to have critical conversations about individual social/emotional needs of students. These conversations remain confidential but are helpful in ensuring the transition from elementary, middle and high school is as smooth and effective as possible for each student.

Planned Sources of Evidence: Parent Evening Event presentation handouts, agenda and/or sign-in, plus/deltas

Samples of Individual Differentiated Education Plan (IDEPs)

2013-2016 Caldwell County Schools' AIG Plan

AIG Review Team (AIGRT) notes

Communication logs with parents and school stakeholders

Census File exchange sign-in and/or Census File exchange other documentation

Copy of invitations to annual Parent Evening Events

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 Maintained Practice for 2013-2016.

Rationale: The Caldwell County Schools' AIG Program values the opportunity to cultivate and develop the potential of young (K-5) students through purposeful and intentional strategies and differentiated curriculum and instruction. Approximately ninety-five percent of the students identified for gifted services at the elementary level have been nurtured. Nurturing or cultivating for gifted potential has been practiced in Caldwell County Schools since 2007-2008.

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

Description: The AIG Program provides the opportunity for high achieving students to be nurtured at the 3-5 levels and K-2 on a case-by-case basis in reading and/or math. Students who are nominated for nurturing are recommended by a classroom teacher and/or have scored at/above the 85th percentile on an aptitude and/or achievement test (reading and/or math). During nurturing, gifted potential is cultivated, and the student is provided differentiated and higher-order thinking in the AIG

classroom. Students at the elementary level are usually served through direct services and/or clustering; however co-teaching and/or consultative services are available on a case-by-case basis. At the elementary level, the nurturing program is fluid and flexible. This means if a student fails to perform in the AIG nurturing setting and/or the regular classroom, the child may need to return to the regular classroom until he/she is able to function at an appropriate level in the regular classroom setting. Parental permission is required for nurturing at the elementary level. Nurturing at the middle school is handled at the school site on a case-by-case basis.

Planned Sources of Evidence: 2013-2016 Caldwell County Schools' AIG Plan

AIG service notebooks

AIG Child Search forms

AIG Review Team (AIGRT) notes

Gifted/nurturing student class schedules

Nurturing permission forms (with legal parental consent)

Classroom observation notes

AIG service logs

AIG service schedules

AIG newsletters

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 Maintained Practice for 2013-2016.

Rationale: Caldwell County Schools' AIG Program embraces collaboration as an effective strategy in meeting the needs of the gifted and high-performing students. Collaboration is an effective and imperative 21st Century Skill. This practice is essential as collaboration is the key to effectively serving the needs of students. Collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students ensures student needs are met. In some situations, gifted students are twice-exceptional. In some cases, they are also served by the English as a Second Language (ESL) Program. Therefore, it is important that all

stakeholders involved in the education of the gifted student be involved in planning and providing service delivery options that are best-suited for the individual child.

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

Description: Additional resources and other stakeholders may be utilized during the annual parent meetings and/or updates. These resources will ensure that the proper service delivery options are available for the student, including students who are twice-exceptional and served by other programs/services.

At the school-based AIG Review Team meetings, other school personnel are sometimes called upon to speak for the benefit of the student or to share additional information that may help with his/her placement for gifted services.

At the district level, the AIG Director collaborates with other professionals to ensure appropriate service delivery for all AIG students. The AIG Director is a member of several district-level teams/initiatives.

The AIG Program is housed at the Education Center/Central Office so he/she is able to collaborate and utilize district resources as effectively as possible.

The AIG Director also attends regional Coordinator/Director meetings and state-level AIG meetings.

Planned Sources of Evidence: 2013-2016 AIG Plan

Regional Coordinators'/Directors' meeting agendas/handouts/notes

Annual Differentiated Education Plans and/or Individualized Differentiated Education Plans (DEPs/IDEPs)

AIG Review Team notes

District-level meeting agendas/handouts/notes

Classroom observational data (as needed)

Interviews with related school personnel (as needed)

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 Maintained Practice for 2013-2016.

Rationale: Caldwell County Schools' AIG Department will continue to emphasize the importance that gifted services are being implemented appropriately on an annual basis and that programming meets the identified needs of K-12 AIG students.

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

Description: The LEA AIG service delivery options have been modified to meet the needs of the gifted learners at the K-12 levels. Appropriate student services will be ensured through annual DEP meetings and/or updates and AIG Review Team (AIGRT) meetings. During transitional years, elementary (5th grade) and middle grades' (6th grade) AIG Specialists meet to formally transfer Census Files to receiving schools. AIG Census File exchange forms are filed at the sending school, receiving school and in the AIG office. A part-time AIG Specialist and/or AIG representatives serve(s) at the high school level and ensure compliance at the 9-12 levels. At the high school level, courses are self-selected. There are three traditional high schools, a high school Career Center and an Early College High School. The two special high schools serve gifted students who apply and are accepted. AIG students also participate in Duke Talent Identification Program and North Carolina Governor's School. Courses are also offered through the North Carolina Virtual Public School. An annual Differentiated Education Plan (DEP) is reviewed by all parents in grades K-8. The high school DEP indicates the options available and is on file at the high school level. An annual Individualized Differentiated Education Plan (IDEP) is also filed, as needed. The IDEP outlines specific needs of the gifted learner in a narrative format.

Planned Sources of Evidence: AIG Core Curriculum resources (Grades K-8)

Online Lending Library resources (Grades K-12)

Signed Differentiated Education Plans (DEPs) and Individualized Differentiation Education Plans (IDEPs) on file in students' confidential Census Files

Samples of Census File exchange forms

Samples of annual reviews

AIG Review Team notes

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: Per Article 9B (1996), an AIG licensed educator shall be employed to guide, plan, develop, implement, revise and monitor the local AIG program.

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

Description: Full-time AIG Director will guide, plan, develop, implement, revise and monitor AIG program.

Planned Sources of Evidence: District AIG Director's position description and credentials

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 Maintained Practice for 2013-2016.

Rationale: Per Article 9B (1996) the LEA AIG program "academically and/or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational programs."

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

Description: Caldwell County Schools' AIG program shall ensure consistency throughout the LEA. Best research-driven curriculum resources (which align to the NCSCOS) are provided at the K-8 level and a county-wide Lending Library is also provided for K-12. The Lending Library resources continue to be updated, and materials are available for check-out by the AIG Specialists and/or regular educators. The AIG team will continue to communicate with parents, teachers, students, and the community-at-large. Communication updates will be in the form of quarterly newsletters, emails

and/or school AIG websites. Programs such as Duke Talent Identification Program will be consistent throughout the LEA. Frequent AIG Council meetings will continue on a regular basis and will provide the opportunity for elementary, middle, and high school specialists and/or representatives to meet and exchange ideas and/or participate in professional development opportunities on subjects related to the needs of gifted students. Student inventories shall drive instruction and ensure that students in K-12 have the opportunity to tap into individual gifts and talents. Governor's School nominations shall continue at the high school level (per budget allowance). Identification/instruction or performance-based placement of a student in a program option that provides differentiated instruction should be based on assessment of a student's academic and affective needs. The process shall be structured to match diverse student needs and multiple program options. The emphasis for placement should be to match students with particular services. Program options should appropriately differentiate both content level and instructional strategies so that students may achieve their maximum intellectual and social potential. This differentiated educational approach that involves extended thinking, applied thinking and conceptual thinking builds upon and extends beyond the North Carolina Standard Course of Study. The matching placement of students with the appropriate learning environment(s), content modification(s), and differentiated instructional strategies, including modified assessment and special program options, will be determined by the student's demonstrated abilities and/or performance as well as by academic and social needs. There is a direct relationship between general education and program options for students with gifted potential. The purpose of gifted program options is to provide for the academic and social needs of identified students that cannot be met in general education" (Guidelines Governing Local Plans for Gifted Education, 2004, p. 10).

Planned Sources of Evidence: Inventory of research-driven curriculum materials that align with NCSCOS

Online Lending Library

Samples of newsletter and/or websites

Lists of Duke TIP candidates

Samples of student inventories

Sign-in sheets, agendas from K-12 AIG Council meetings, professional development opportunities, after-school differentiation support sessions, and/or Parent Evening Event informational packets

Agendas/packets from county-side professional development opportunities

K-12 Service logs/lesson plans/curriculum maps

Daily AIG schedules

High School AP/Honors' course instructor schedules (as needed for program evaluation)

Stakeholder surveys and/or questionnaires

Program brochures

Site visits and documentation by AIG Director

Part-time high school specialist/representatives' schedules

AIG high school course selection reports

On-going communication logs

North Carolina Virtual Public School data

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 Maintained Practice for 2013-2016.

Rationale: Per NC Article 9B (1996) "Professional development clearly matches the goals and objectives of the current LEA AIG Plan, the needs of the staff providing services to academically or intellectually gifted students, the service delivery options offered and the curricular differentiated modifications."

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

Description: "The local plan shall include professional development clearly matched to the goals and objectives of the plan, the needs of the staff providing services to academically and/or intellectually gifted students, the services offered and the curricular modifications" (Guidelines Governing Local Plans for Gifted Education, 2004, p. 16). LEA opportunities are on-going centered around 21st century skills (technology, collaboration, critical thinking) and the North Carolina Standard Course of Study. Within the AIG Department, professional development is on-going. AIG Council meetings and professional development revolve around best practices in supporting the NCSCOS, 21st century skills, and higher-order thinking.

Planned Sources of Evidence: Differentiation support with regular educators/artifacts

Professional development opportunities/calendar

Documented professional development participation

Agendas/sign-in sheets/handouts of documented professional development participation

Stakeholder post-evaluation for professional development opportunities (Plus/Delta stakeholder input)

Calendars/agendas/packets from frequent AIG Council meetings and other professional development opportunities

Contracts from professional development providers

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: The LEA AIG Department realizes the importance in supporting regular educators who are working toward AIG endorsement. The AIG Department shall continue to reimburse regular educators who are seeking AIG licensure through a state accredited institution, and provide a receipt of payment and grades of A/B (per budget allocations) during fall and spring semesters only.

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

Description: LEA AIG team will communicate all known opportunities for NC and/or local certification in AIG K-12 licensure and will disseminate this information to school-based representatives. AIG Specialists and/or school administrators will forward information to regular education teachers. A county-wide needs assessment will be implemented to determine the professional development needs of the school community-at-large. Differentiation opportunities will be provided after-school and throughout the year as opportunities arise. The Lending Library will continue to be a catalyst to disseminate resource materials to AIG specialists and/or regular educators.

The middle grades' math options are based on LEA criteria. At the four K-8 schools in the district, grades 6-8 are served through consultative services and/or co-teaching. Services at the middle grades level are provided through direct services, consultative services and/or co-teaching. An AIG Specialist is provided at each elementary, K-8 and middle school with an AIG Specialist and/or AIG representatives at the high school level.

Planned Sources of Evidence: Documentation concerning communication of AIG licensure opportunities

AIG licensure applications and reimbursement artifacts

O34 funds used to reimburse AIG licensure (per budget allowance)

Sign-In sheets, agendas, and/or handouts from differentiation support sessions and/or county-wide professional development opportunities

Lending Library inventory on file in AIG office and online via AIG website

AIG Specialists' job descriptions

LEA list of state licensed AIG personnel

Documented gifted professional development participation

AIG student class assignments/class rosters

Samples of Differentiated Education Plans (DEPs) and/or Individualized Education Plans (IDEPs)

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Based on Article 9B (1996), the LEA AIG program aligns professional development with the needs of the stakeholders.

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

Description: AIG professional development is aligned with the needs of the stakeholders and professional development is on-going (per budget allocations). Even though this is a maintained practice, the AIG Department will continue to expand the professional development opportunities for regular educators who are in need of differentiation support training. Stakeholders will be provided the opportunity to provide input concerning on-going professional development opportunities. The AIG Department will continue to build and develop opportunities for enriching professional development opportunities for both regular educators and AIG specialists.

Planned Sources of Evidence: Schedule, agenda, sign-in sheets of district and school-wide professional development opportunities aligned with AIG program goals

Stakeholder input (surveys, questionnaires, needs assessment, post-professional development Plus/Deltas)

District-wide participant documentation

District and/or stakeholder continuing education credit for professional development

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 Maintained Practice for 2013-2016.

Rationale: Per NC Article 9B (1996), professional development should "clearly match the needs of the staff providing services to the gifted." It is imperative that professional development opportunities align with state and/or national teaching standards, including 21st century skills and content at advanced levels.

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

Description: The LEA AIG program makes every effort to tap into the resources and support offered by the National Association for Gifted Children. The National Association for Gifted Children (NAGC) is an organization of parents, teachers, educators, other professionals, and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences. NAGC supports and develops policies and practices that encourage and respond to the diverse expressions of gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups. NAGC supports and engages in research and development, staff development, advocacy, communication, and collaboration with other organizations and agencies who strive to improve the quality of education for all students. The LEA AIG Department will continue to provide service delivery options that infuse 21st century skills into the LEA AIG Program.

Planned Sources of Evidence: Documented alignment with and use of National Association for Gifted Children resources.

Related professional development programs, schedules and presentations as they relate to differentiation support and serving the needs of the gifted academically, intellectually, socially and/or emotionally.

North Carolina Association of Gifted and Talented conference artifacts/website information

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: This practice is essential as professionals in gifted education need time to collaborate and plan together as 21st century teachers. It is imperative that opportunities are, not only planned for AIG Specialists to meet together, but that AIG Specialists are provided the opportunity to plan for curriculum and teaching. Opportunities should be provided for AIG Specialists and teachers to

implement and/or refine applications of their professional development learning.

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

Description: Monthly AIG Council meetings (K-8) and AIG Professional Development meetings (K-5) are scheduled for specialists to meet in professional learning groups. These professional development opportunities and council meetings provide opportunities for professional development on 21st century skills. Technology training opportunities are also provided throughout the school year for both groups such as Smart Board, I-Pad updated applications, I-Pad trainings, and/or other technology trainings. Opportunities are also provided for AIG Specialists to attend the North Carolina Association of Gifted and Talented Conference in the spring of each year (per budget allowance). Consultants are also provided at least once per year to focus on differentiation support for regular educators, AIG specialists, and algebra teachers (per budget allowance).

Planned Sources of Evidence: Council meeting agendas, notes, handouts, and/or sign-in sheets

AIG professional development agendas, notes, handouts, and/or sign-in sheets

AIG training agendas, notes, handouts, and/or sign-in sheets

Consultant contracts from gifted providers

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 Maintained Practice for 2013-2016.

Rationale: The LEA AIG Program will continue to focus on this particular practice to ensure the delivery of AIG programs and services are as comprehensive as possible. The LEA AIG Department will continue to strive to ensure, to the best of the department's ability, that programs and services shall enhance the development of students' academic, intellectual, social and emotional needs.

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

Description: Caldwell County AIG Team has evaluated and updated the AIG service delivery options available to gifted students (K-12). The team has also established and will implement research-driven resources to expand and extend the NC Standard Course of Study (SCOS) at the 3rd through 5th grade levels. During the 2010-2013 school years, resources were collected to support the new NC Standard Course of Study and drive the gifted services at the K-5 level. A mini-lending Library was provided at all middle schools and K-8 schools, as well. A Lending Library is also provided for grades K-12 with additional research-driven resources. These resources provide support and ensure consistency throughout the LEA and are utilized for gifted students and also high-ability students who are served through the nurturing program. In addition to AIG Specialists, the Lending Library will continue to be a catalyst to disseminate resource materials to regular educators. The Lending Library is now available via the AIG website. These resources connect and support the NCSCOS and are used by AIG Specialists and regular educators. The items may be requested via an online form.

Frequent AIG Council meetings are scheduled periodically throughout the school year to provide the opportunity for elementary, middle and high school specialists/representatives to meet and exchange ideas and/or participate in professional development. Elementary professional development opportunities are woven in the calendar and are provided on a monthly or bi-monthly basis. K-12 AIG Specialists are also provided with professional development opportunities led by a consultant for gifted students (per budget allowance).

The AIG team will continue to create and/or update annual Differentiated Education Plans (DEP) and/or Individual Differentiated Education Plans (IDEP). The Gifted Review Team will also ensure that AIG students are neither entered nor exited from the AIG program and/or placed on consultative services without the legal parent or guardian permission and/or the AIG Director. A legal parent/guardian signature is also required for entries and exits on an updated Differentiated Education Plan (DEP). Parent, teacher and/or student communication will be consistent throughout the school year via quarterly newsletters and/or updated webpages. The AIG Director manages the

entrance and exits of all gifted students. Prior to all entrances into the LEA gifted program, an audit of the individual Census Files is scheduled by the AIG Specialist and the AIG Director. The AIG Director will visit the site and/or meet with the AIG Specialists to perform the audit on the individual files. Once the files have been approved by the AIG Director, the AIG Specialist meets with the legal parent/guardian. The AIG Director oversees all entrances and exits to ensure that compliance is maintained.

Annual Reviews monitor student progress on a yearly basis. The Annual Review allows the specialist and other team members the opportunity to evaluate the AIG students' grades, achievement and classroom performance. Recommendations are made for the student to continue direct services or move to consultative services.

AIG Review Team (AIGRT) notes document the involvement of other stakeholders within the school in meeting the gifted education needs of each student. The AIG Specialist serves as the chairperson of the AIGRT. He/she implements the AIGRT Meeting Report which includes a brief report of each meeting and any recommended follow-up actions per student needs. The AIG Review Team meeting report also records all school stakeholders who were in attendance at the meeting (such as the school counselor, nurse, social worker and/or other stakeholders within the school). These notes are dated and signed by all stakeholders and filed.

The DEP is updated annually, and copies are provided for the parents and other team members. The Individual Differentiated Education Plan (IDEP) is updated as needed. The IDEP specifically addresses the student's social/emotional and/or specific intellectual needs not addressed by the DEP.

Planned Sources of Evidence: Updated service delivery options (K-12): These options include but are not limited to cluster grouping, subject/ability grouping, resource support/consultative, resource support/direct services, in-class flexible grouping, flexible skills grouping, block grouping, individualized services, Advanced Placement/Honors courses, subject acceleration, grade acceleration, dual enrollment, early admissions and/or early graduation.

Samples of Annual Reviews: Annual Reviews monitor student progress on a yearly basis. The Annual Review allows the specialist and other team members the opportunity to evaluate the AIG students' grades, achievement and classroom performance. Recommendations are made for the student to continue direct services or move to consultative services.

The Lending Library Inventory: All AIG Lending Library resources are now available online via the AIG website. These resources connect and support the NCSCOS and are used by K-12 AIG Specialists and regular educators. The items may be requested via an online form.

Inventory of all research-based core curriculum resources: These resources are currently being implemented to directly align with the NCSCOS.

Census File Exchange Documentation: At the end of each school year, for students moving from fifth grade to the traditional middle school, fifth and sixth-grade teachers meet to exchange files. At this meeting, they share critical academic, intellectual, social and/or emotional needs of students.

AIG Review Team (AIGRT) Notes: AIG Review Team (AIGRT) notes document the involvement of

other stakeholders within the school in meeting the gifted education needs of each student. The AIG Specialist serves as the chairperson of the AIGRT. He/she implements the AIGRT Meeting Report which includes a brief report of each meeting and any recommended follow-up actions per student needs. The AIGRT Meeting Report also records all school stakeholders who were in attendance at the meeting (such as the school counselor, nurse, social worker and/or other stakeholders within the school). These notes are dated and signed by all stakeholders in attendance at the meeting (such as the school counselor, nurse, social worker and/or other stakeholders within the school).
Samples of Differentiated Education Plans (DEPs): The DEP is updated annually and copies are provided for the parents and other team members. The DEP provides service delivery options and content modifications specific to each identified student.

Samples of the Individualized Differentiated Education Plans (IDEPs): The IDEP is an optional document for any gifted student and provides the opportunity for documenting additional needs and/or services for the individual gifted child. The IDEP specifically addresses the student's social/emotional and/or specific intellectual needs not addressed by the DEP.

Samples of AIG newsletters and/or copies of AIG webpages: These newsletters/webpages provide parents, students, educators, administrators, and other stakeholders with pertinent information specific to curriculum, special programs, differentiation support, and other information for teaching or parenting gifted students as it relates to students' academic, intellectual, social and/or emotional well-being.

Program service notebooks (K-5) and/or lesson plans (K-12)

Agendas, notes and sign-in sheets for all county-level AIG Council meetings: The AIG Council is comprised of all AIG Specialists and/or school/grade level representatives.

Agendas, notes and sign-in sheets for all district-level Advisory Board meetings: The AIG Advisory Board is comprised of teachers, school-based administrators and central office administrators who meet annually to review the comprehensive AIG program.

Other Comments: Parent Evening Events: Agenda, contracts, handouts, and parent sign-in documents are archived. The annual Parent Evening Event presents significant issues and tips for dealing with the social/emotional needs of the gifted child. The targeted audience is parents and teachers of gifted and nurtured.

Content modifications include but are not limited to curriculum compacting, learning centers, 21st century skills, multimedia instruction, menu-choice boards, independent studies, differentiated units/centers, tiered assignments, problem-solving, product options, authentic assessment, NCSCOS curriculum resources, acceleration, Socratic Seminars, learning contracts, inquiry, learning styles, multiple intelligences, complexity/rigor, pre-assessment, higher-order skills and advanced content.

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: Per Article 9B (1996), the LEA AIG program "shall include different types of services provided in a variety of settings to meet the diversity of identified academically or intellectually gifted students."

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

Description: Since the needs of high achieving/advanced students and highly gifted students vary widely, the program service delivery options shall reflect this diversity. The program service delivery options shall apply to the vast majority of academically and/or intellectually gifted students and should be listed on the Differentiated Education Plans (DEPs). (Guidelines Governing Local Plans for Gifted Education, 2004, p. 13).

The AIG Director serves at the district-level and is a member/collaborator of various district teams: Responsiveness to Instruction (RTI), Educational Program Services (EPS), mid-month and end-of-month principals' meetings.

The AIG Director collaborates with English as a Second Language (ESL) faculty/staff and other support staff such as Exceptional Children's faculty/staff for twice-exceptional students.

Planned Sources of Evidence: After-School Differentiation Support Training: Sessions are provided for regular educators. Sign-in sheets, agendas, and/or handouts will be collected.

NC State 034 funds matched to AIG services (refer to budget)

Samples of Differentiated Education Plans (DEPs) and Individualized Differentiated Education Plans (IDEPs): The DEP is updated annually and copies are provided for the parents and other team members. The DEP provides service delivery options and content modifications specific to each identified student. The IDEP is updated, as needed. The IDEP specifically addresses the student's social/emotional and/or specific intellectual needs not addressed by the DEP. The IDEP is a document that is available for all identified students.

Samples of Annual Reviews: Annual Reviews monitor student progress on a yearly basis. The Annual Review allows the specialist and other team members the opportunity to evaluate the AIG students' grades, achievement and classroom performance. Recommendations are made for the student to continue direct services or move to consultative services.

Online Lending Library inventory and curriculum resources

Samples of AIG newsletters and/or copies of AIG webpages with information specific to curriculum; special programs; differentiation support and/or other support information for teaching or parenting gifted students as it relates to their academic, intellectual, social and/or emotional well-being.

Notes/Agendas from district-level meetings: The AIG Director meets bi-weekly with district administrators and attends monthly district-level Principals' meetings. The AIG Director is housed at the Education Center (central office) and meets/plans regularly with district-level stakeholders. The AIG Director also attends county-level Board of Education meetings and/or administrative retreats (per Associate Superintendent of Educational Program Services).

Communication Logs: Documents meetings and/or conversations with other specialists, administrators, teachers, parents, and other school/district stakeholders.

District Professional Development Training: These trainings are planned on protected teacher workdays and align with NC Standard Course of Study and higher-order thinking.

Samples of AIG newsletters and/or copies of AIG webpages: These newsletters/webpages provide parents, students and other stakeholders with pertinent information specific to curriculum, special programs, differentiation support, and other information for teaching or parenting gifted students as it relates to students' academic, intellectual, social and/or emotional well-being.

Other Comments: Updated service delivery options (K-12): Service delivery options include but are not limited to cluster grouping, subject/ability grouping, resource support/consultative, resource support/direct services, in-class flexible grouping, flexible skills grouping, block grouping, individualized services, Advanced Placement/Honors courses, subject acceleration, grade acceleration, dual enrollment, early admissions and/or early graduation.

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: Per Article 9B (1996), the LEA AIG program "shall include different types of services provided in a variety of settings to meet the diversity of identified academically or intellectually gifted students."

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

Description: Since the needs of high achieving/advanced students and highly gifted students vary widely, the program service delivery options shall reflect this diversity. The program service delivery options apply to the vast majority of academically and/or intellectually gifted students should be listed in the Differentiated Education Plans(DEPs)" (Guidelines Governing Local Plans for Gifted Education, 2004, p. 13).

Planned Sources of Evidence: Updated service delivery options (K-12)

Samples of Differentiated Instruction Plans (DEPs) and/or Individualized Differentiated Instruction Plans (IDEPs)

AIG Census File audit reports

AIG service notebooks for K-5 which includes: service logs, newsletters, communication with stakeholders, Child Search forms, daily/weekly schedules

Grade level, cross grade level, multi-disciplinary collaborative planning calendar/notes

Online Lending Library inventory

Catalog of K-5 AIG Core Curriculum resources

Samples of AIG newsletters and/or copies of AIG webpages with information specific to curriculum; special programs; differentiation support; other information for teaching or parenting gifted students as it relates to their academic, intellectual, social and/or emotional well-being

2013-2016 LEA AIG Plan

AIG student instructional schedules, as needed for program evaluation

Policies and procedures for acceleration and grouping with academic/intellectual peer

Individual student testing reports

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: Per Article 9B (1996), "A plan to involve the school community, parents, and representatives of the local community in the ongoing implementation of the local plan, monitoring of the local plan and integration of educational services for academically or intellectually gifted students into the total school program."

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

Description: An AIG Advisory Board is in place to inform representative stakeholders of updates relevant to the total LEA AIG program. The AIG Advisory Board is comprised of administrators, instructional facilitators, AIG Specialists, district coordinators/directors, regular educators, parents and other stakeholders. The district website also includes the current LEA AIG Plan and parent brochure. These items are instrumental in ensuring that all stakeholders have access to the board approved plan, multiple criteria, Article 9B, Due Process and/or service delivery options. Program updates are also presented in newsletter or website format for parents, students and other stakeholders of the gifted. These DEP/IDEP updates are provided on a quarterly basis throughout the school year. Annual DEP/IDEP meetings with parents and/or DEP/IDEP updates are provided on an annual basis.

Planned Sources of Evidence: Agendas/minutes from district-level collaborative planning meetings such as Educational Program Services (EPS), Responsiveness to Instruction (RTI), Board of Education meetings, and/or principal meetings

Stakeholder input (Surveys and/or questionnaires)

Plus/Delta input from AIG Advisory Board meetings

District and/or school-wide websites

AIG newsletters and/or website updates

Parent Rights/Due Process

Samples of Differentiated Education Plans (DEPs) and/or Individualized Differentiated Education Plans (IDEPs)

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: It is imperative that academically or intellectually gifted student needs are met and that AIG Specialists and regular educators are providing services to academically or intellectually gifted students. The services and curricular modifications must be consistently monitored by the LEA AIG Department.

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

Description: As part of the on-going communication among and between teachers and schools to ensure an effective continuation of K-12 services, regular educators, school counselors, and/or administrators are involved in the process of updating annual Differentiated Education Plans (DEPs). An AIG Review Team is organized at each school site on a case-by-case basis for K-12. The AIG Review Team is comprised of support service personnel, regular educators, AIG Specialists and/or AIG representatives, administrators/designee, and other essential stakeholders. The AIG Review Team ensures appropriate delivery of services. At the elementary level (K-5), core curriculum resources are provided which were chosen based on their connection to NC Standard Course of Study and connections to higher-order thinking. Service delivery options are in place to ensure that gifted students have opportunities for services that match their needs at the K-12 levels. An annual Census File exchange is held at the close of the academic school year to ensure continuation of K-12 services during transitional years (5th-6th and 8th-9th).

Planned Sources of Evidence: Curriculum resources and/or online Lending Library resources

Communication logs/documents

Annual reviews

Differentiated Education Plans (DEPs) and/or Individualized Differentiated Education Plans (IDEPs)

Updated service delivery options (K-12)

Newsletters and other parent/stakeholder communication

K-5 AIG service notebooks

K-12 lesson plans for gifted students

K-12 curriculum maps

AIG professional development opportunities/sign-ins/agendas/notes

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: It is imperative to ensure collaboration and involvement from regular educators, exceptional children's teachers, other specialists, instructional staff, parents/families and administrators in order to ensure LEA AIG program support and to provide differentiated programming and services.

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

Description: The LEA AIG team provides quarterly newsletter and/or email/website updates about gifted program services at each site. In preparation for the annual parent DEP/IDEP meetings and/or updates, the AIG Specialists seek the input of other school personnel in matching program delivery to the specific needs of each individual student. The AIG Director is involved with on-going district level meetings such as Educational Program Services (EPS); principals; AIG Advisory Board meetings, AIG Council meetings, Board of Education meetings, and other relevant stakeholder meetings to ensure program communication and fidelity.

Planned Sources of Evidence: Agendas/minutes from meetings with related personnel

Stakeholder input (surveys and/or questionnaires)

Differentiated Education Plans (DEPs) and/or Individualized Differentiated Education Plans (IDEPs)

Websites and/or AIG newsletters

EVAAS Roster Verification documents

PowerSchool documents

Samples of AIG Review Team notes

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 Maintained Practice for 2013-2016.

Rationale: Article 9B (1996) states that services shall meet the needs of the gifted learners. This includes academic, intellectual, social and emotional needs. It is imperative that all stakeholders be involved in the education of the gifted and collaborate in order to address the social and emotional needs of the gifted students.

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

Description: An annual meeting shall be held for parents and other stakeholders in which information, resources and/or materials will be shared to assist with meeting the needs of the gifted and high ability students.

Collaboration and connections are made with other faculty/staff including student support services. Other stakeholders include nurses, counselors and/or social workers. Administrators and educators are also part of the AIG Review Team. These teams are facilitated by the AIG Specialist and are in place for collegial decisions and conversations.

Planned Sources of Evidence: Parent Evening Event: Handouts and/or sign-in sheet

AIG Review Team notes/agendas

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 Maintained Practice for 2013-2016.

Rationale: In order to ensure equity, it is imperative that a process for accelerative instructional and placement options be in place. This procedure, along with the Iowa Acceleration Scale, ensures that an appropriate body-of-evidence has been collected and will lead to a more effective decision based on multiple criteria.

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

Description: For grade acceleration, the Iowa Acceleration Scale is the recommended instrument for grade acceleration purposes. The scale evaluates the total child: academically, intellectually, socially and/or emotionally. The AIG Department ensures the appropriate testing is provided once the parental permission has been secured. The AIG Specialist, AIG Review Team, and administration at the school site are critical in making the final suggestion for grade acceleration based on the needs of the individual child. Per current LEA School Board Policy, the school administrator shall make the final decision concerning grade acceleration with proper data as provided by the Iowa Acceleration Scale.

Planned Sources of Evidence: Samples of documentation in which the Iowa Acceleration Scale was implemented for grade acceleration policy

AIG Review Team notes

AIG individual achievement and/or aptitude testing results

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 Maintained Practice for 2013-2016.

Rationale: Per Article 9B (1996), the LEA AIG program shall include varying types of intentional services "in a variety of settings to meet the diversity of identified academically or intellectually gifted students."

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

Description: The LEA AIG Program seeks to ensure consistency throughout the program by providing a variety of service delivery options for grades K-12. The options are provided on the Differentiated Education Plan and are re-visited and/or updated on an annual basis. The options shall serve as a tool for ensuring appropriate services according to the needs of the child, including

traditionally under-represented gifted populations. The LEA AIG program also continues to maintain a nurturing program at the 3rd-8th grade levels. For grades K-2, the nurturing program is based on the input from regular educators, AIG specialist(s), counselors, and/or administration at each school site. All students in grades 3-5 at or above the 85th percentile are nurtured in reading, math or both by the AIG Specialist. Multiple criteria will be used to place students in flexible nurturing groups in grades 3-5. Students in grades 6-8 shall be nominated for nurturing in reading, math or both. All nurturing schedules shall be approved by the school-based administrator and/or AIG Director. The goals of the nurturing groups are to extend the learning experiences of high-performing, non-identified students beyond the regular classroom and grade-level content; to reach high-level potential within underserved populations; and/or to move students toward possible identification in the LEA AIG program.

Planned Sources of Evidence: Lesson plans and/or service delivery logs

Nurturing student lists

Child Search forms

Individual and group testing data

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: In order to meet the academic, intellectual, social and/or emotional needs of the gifted, the LEA AIG program encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

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

Description: Extra-curricular programs and events are communicated to AIG Specialists at AIG Council meetings and/or emails and then forwarded on to parents, regular educators, and/or other stakeholders. The AIG newsletters and/or email/website updates also assist in this endeavor.

AIG webpages are provided at the district level and via individual schools. The AIG webpages are updated frequently with information that is pertinent to the gifted program.

An AIG Brochure is provided on an annual basis with updates about the status of the LEA AIG Program.

Planned Sources of Evidence: AIG Council meeting agendas, handouts, and/or notes

Flyers announcing future events and/or opportunities

Samples of AIG newsletters and/or websites

District and/or school-level communication regarding extra-curricular opportunities such as Science Olympiad, Spelling Bee, Oratorical Contest, Geography Bee, Google Gravity Games, Drama Club, Math Counts, Model UN, Odyssey of the Mind, SALT (Science, Arts, Library, and Technology) Block enrichment activities, Arts program activities, 4-H, Girl Scouts, Boy Scouts, Patterson Science Center, Recitation Contest, Robotics, After-School interest clubs, and/or Honor's Chorus.

Duke TIP brochures and information regarding the programs for 4th-7th grades

Duke TIP lists sent to district at the end of each year

Newspaper articles highlighting student and/or AIG Specialists' accomplishments

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 Maintained Practice for 2013-2016.

Rationale: Per Article 9B (1996), "A clear statement of the program to be offered that includes different types of services provided in a variety of settings to meet the diversity of identified academically or intellectually gifted students."

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

Description: The LEA AIG Department currently has an Advisory Board which is comprised of parents, administrators, coordinators, directors, regular educators and AIG specialists. This team is an integral part of the program and will continue to assist in evaluating the operations of the program. The department, in collaboration with the Advisory Board, AIG Task Force, and AIG Specialists, has established an AIG plan in which AIG services are comprehensive and appropriate service delivery options are available for all students. These services and opportunities include those which will strengthen students academically, intellectually, socially and/or emotionally.

Planned Sources of Evidence: 2013-2016 service delivery options for K-12

2013-2016 LEA AIG Plan

Parent brochures

Agendas from annual Parent Evening Events

Agendas/minutes/presentations from AIG Advisory Board meetings

Agendas/minutes/presentations from AIG Council meetings

Minutes/notes from AIG Review Team meetings with parents and other stakeholders

Other Comments: The Parent Evening Events are well-received and focus on the social and emotional needs of the gifted and are open to the public. Parents, faculty, administrators, students, school board members and other stakeholders have attended these events. The presenter allows an opportunity for questions and many parents and students participate in the open forum.

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: The AIG Department will continue to work on providing information either personally or virtually to all stakeholders regarding the local AIG program, the local AIG plan and/or brochure, related websites dealing with AIG information/support and policies relating to gifted education.

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

Description: Parent, faculty and/or student communication will be consistent throughout the school year via quarterly newsletters and/or updated webpages. Parent brochures will also be updated and electronically available to stakeholders. AIG Specialists, along with other members of the AIG Review Team (AIGRT), will update Differentiated Education Plans (DEPs) and/or Individual Education Plans (IDEPs) with parents, regular educators, Exceptional Children's educators and/or administrators. AIG Advisory Board meetings will be on-going and are critical to the updates and communications with stakeholders throughout the school year. Other stakeholder opportunities will include LEA Board of Education meetings, district meetings, administrator meetings, Parent Evening Events and other on-going district opportunities for collaboration.

Planned Sources of Evidence: Samples of newsletters and/or websites

Copies of students' DEPs/IDEPs

LEA AIG Plan

LEA AIG brochure

Agendas/Minutes/Presentations from local Board of Education meetings/AIG Advisory Meetings/District meetings and AIG Council meetings

Agendas/Presentations from Parent Evening Events

Agendas/Presentations from all school faculty updates/team sessions

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: Per Article 9B (1996), the LEA AIG Department shall have a plan in place to "involve the school community, parents, and representatives of the local community in the ongoing

implementation of the local plan, monitoring of the local plan and integration of educational services for academically or intellectually gifted students into the total school program."

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

Description: An AIG Advisory Board is in place to ensure the development, implementation and monitoring of the local AIG program and plan. The AIG website and school-based websites and/or AIG newsletters provide information regarding the development, implementation and monitoring of the local AIG program and LEA AIG Board of Education approved plan.

Planned Sources of Evidence: AIG Advisory Board minutes and sign-in documentation

Other agendas and presentation handouts

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: Because the LEA AIG Department believes communication with stakeholders is imperative, the AIG Department makes every effort to communicate the opportunities available to AIG students on an ongoing basis.

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

Description: Documents shall be available in the students' native language as requested. The LEA AIG Department utilizes the resources within the LEA such as the interpreters and English as a Second Language staff and/or ESL Director as needed to assist with translation of documents or translation during phone calls and/or formal meetings.

Planned Sources of Evidence: Meeting notes and/or documentation of translations/translators, as needed

Samples of translated documents

Samples of newsletters and/or websites in which information regarding student opportunities have been communicated

AIG Review Team notes (when translator is utilized)

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 Maintained Practice for 2013-2016.

Rationale: The LEA AIG Department realizes the importance of forming 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.

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

Description: During the last plan cycle, the AIG Department realized the great need to provide community outreach to parents, students, educators and other stakeholders concerning the social and emotional needs of gifted learners and issues that arise within the family and classroom because of those needs. Therefore, we began providing an annual Parent Evening Event which revolves around the social and emotional needs of gifted and high-ability students. The AIG Department usually provides a gifted consultant who serves as the presenter and an opportunity is provided for parents of gifted and high-ability students to network and ask questions that are relevant to their unique situation. Gifted specialists and the AIG Director are present, as well, to answer questions and/or serve as a source of information and support for parents, students, educators, other stakeholders. The annual Parent Evening Event has been widely received in the school district and community.

Planned Sources of Evidence: Parent Evening Event flyers

Website announcements about the Parent Evening Event

Contracts with gifted consultants who are knowledgeable about the social and emotional needs of gifted and high-ability learners

Parent Evening Event sign-in sheets

Parent Evening Event handouts/PowerPoint

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: Article 9B provides a state definition for Academically and/or Intellectually Gifted (AIG) students and requires local education agencies (LEA) to develop three-year AIG local plans with specific components, to be approved by local school boards and subsequently sent to the State Board of Education and the Department of Public Instruction (DPI) for review and comment. This document satisfies that requirement and serves as an evaluation tool and guiding force for gifted services in Caldwell County Schools.

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

Description: The written and electronically submitted 2013-2016 LEA AIG Plan has been developed with stakeholder input and describes the local AIG program in accordance with state legislation, guidelines and policy. This re-visioning process of the sixth generation plan ensures accountability, uniformity and evaluation across the board.

The NC Definition of Giftedness states that "Academically and/or Intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience or environment. Academically and/or intellectually gifted students exhibit high performance capability in intellectual areas and/or specific academic fields. Academically and/or intellectually gifted students require differentiated education services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata and in all areas of human endeavor" (Guidelines Governing Local Plans for Gifted Education, 2004).

Planned Sources of Evidence: 2013-2016 LEA Board of Education approved Academically or Intellectually Gifted (AIG) Plan

School Board meeting agenda/minutes (from June 10, 2013)

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 Maintained Practice for 2013-2016.

Rationale: Caldwell County Schools' AIG program will consistently monitor 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 is imperative due to the fact that, based on Article 9B, the LEA is to revise and submit a plan on a three-year cycle. The plan is adopted by the local Board of Education and evaluation occurs throughout the three-year cycle.

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

Description: Article 9B provides a state definition for Academically and/or Intellectually Gifted (AIG) students and requires local education agencies (LEA) to develop three-year AIG local plans with specific components, to be approved by local school boards and subsequently submitted to the State Board of Education and the Department of Public Instruction (DPI) for review and comment

Planned Sources of Evidence: 2013-2016 LEA Board of Education approved Academically or Intellectually Gifted (AIG) Plan

AIG Census File audits

AIG K-5 service notebooks

Documented implementation of AIG Core Curriculum resources for K-8 to ensure consistency across the LEA.

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: Per NC State law, the LEA will use and monitor state funds allotted for the local AIG program. Funding is four percent across the state. The LEA AIG program, at this time, receives no federal or local monies.

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

Description: The LEA AIG budget varies from year-to-year based on the specific needs of the gifted population at that point in time which aligns with the six NC State Board of Education program standards. The budget supports the expenses of the LEA AIG Program. The budget should "connect closely with the program's goals and objectives, activities, timeline, evaluation scheme and the personnel needed to implement these components-the budget is a key management tool for

achieving the program's intended results" (Purcell & Eckert, 2006).

As a communication tool, the budget conveys to stakeholders how efficiently, effectively and economically funds are both encumbered and, ultimately, expended to accomplish each program standard: 1) Student Identification; 2) Differentiated Curriculum and Instruction; 3) Personnel and Professional Development; 4) Comprehensive Programming within Total School Community; 5) Partnerships; and 6) Program Accountability.

Planned Sources of Evidence: Annual Academically and/or Intellectually Gifted (AIG) budget statement(s) (034 funds)

Contracts for professional development

Inventory of curriculum resource materials/Lending Library

AIG Specialists' schedules

Quarterly Child Count reports

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: The LEA AIG program realizes the importance of ensuring appropriate service delivery and program evaluation.

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

Description: The LEA will move to PowerSchool for the 2013-2016 school year. The AIG Director serves on district teams. These teams include Educational Program Services (EPS), Responsiveness to Instruction (RTI) and monthly K-12 principal meetings. The AIG Director also attends mid-month and end-of-month principal meetings. The mid-month principal meetings focus on specific areas such as elementary, middle, and high school. At these meetings, teams focus on curriculum and testing/accountability. Data are shared, analyzed and reported. The information is then provided for AIG Specialists at respective schools. Monthly AIG council meetings (K-12) and elementary professional development meetings focus on issues that are presented at district-level meetings. A yearly Annual Review is conducted for each K-8 gifted student. This review includes information on testing/accountability, achievement in classroom and other critical factors related to the information on testing/accountability. Annual DEP meetings are conducted (grades K-6) and annual updates are provided for middle grades. Service delivery options are modified each year based on the child's specific needs in K-8. At the high school level, Advanced Placement and/or

college courses are offered and self-selected at either one of the traditional high schools, the Career Center Middle College or the Early College.

Planned Sources of Evidence: Updated End-of-Grade and/or End-of-Course data

PowerSchool data

Individual DEPs and/or IDEPs (in AIG Census Files)

Quarterly attendance/drop-out data

Quarterly Child Count reports

Census File audits (ongoing)

EVAAS Data/Roster Verification

District-level meetings: Agendas, handouts and/or notes on related topics

Interviews with appropriate school personnel/stakeholders

Annual reviews in AIG Census Files

AIG service logs/lesson plans

Child Search Forms (assists with under-represented populations)

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: The representation and retention of under-represented populations in the LEA AIG program is an integral part of program evaluation. The traditionally under-represented populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, high-gifted and twice-exceptional.

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

Description: Beginning with the 2007 school year, Child Search Forms were implemented. Once a student is mentioned to the AIG Specialist as a potential candidate, that student is placed on the Child Search form. All students who score at or above the 76th percentile on a state approved and

county-level administered reading and/or math assessment tool, the students are screened for possible individual testing and the AIG Specialist continues the data collection process. The AIG Department provides individual testing, as needed.

PowerSchool data should also be a helpful addition for gathering data on individual students. Data will also be consistently monitored to check for the representation and retention of under-represented populations in the LEA AIG Program.

The AIG Review Team is based at each school and meets on potential students. The AIG Review Team determines if additional individual testing is needed. Work Samples are standardized in the LEA. For example, this means that all students at each grade level are provided the same work sample on respective grade levels. The scoring is conducted by another AIG Specialist or the AIG Director and no identifying information is provided on the work sample, other than the student's district code. The final score is determined by implementing a scoring rubric specific to reading or math. The LEA AIG Department utilizes multiple pathways for student identification.

All students in the screening process will be monitored periodically throughout the school year to ensure the accuracy of the yearly Child Count process. A variety of assessment instruments are implemented for which to search and screen students for possible gifted identification and to make every attempt possible to provide the opportunity for all populations of students to be referred, assessed, identified and placed for gifted services in a fair and equitable manner. Traditionally under-represented populations are more likely to enter the program under Pathway III and are more likely to have completed a work sample. Work Samples were described in detail under Standard I. The AIG Specialist(s), along with the AIG Review Team at each school, will determine the best avenue for each individual situation.

Planned Sources of Evidence: PowerSchool data (monitored on a quarterly basis)

Annual Child Count documentation

LEA Academically and/or Intellectually Gifted entries/exits

Data regarding referral and identification trends based on demographics

Retention data (relating to gifted program)

Agendas, minutes, presentations at related meetings and/or work sessions

Surveys and/or feedback from related stakeholders

Evaluation instruments and evaluation data

Annual reports and/or policy revisions

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: According to 9B (1996), "Academically or intellectually gifted students exhibit high performance capability in intellectual areas and/or specific academic fields. AIG students require differentiated education services beyond those ordinarily provided by the regular educational program." Given this mandate, it is essential that educators who serve the gifted have the proper credentials to do so in an effective manner.

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

Description: The administration of Caldwell County Schools makes every attempt to seek and secure qualified candidates to best meet the needs of the gifted students of Caldwell County Schools. Reimbursement is provided (per budget allowance) for regular educators who pursue gifted licensure. The educators, pursuing gifted licensure, must be enrolled in an accredited licensure program and submit appropriate documents to be reimbursed. The AIG Director and all AIG Specialists are AIG certified.

Planned Sources of Evidence: Associate Superintendent for Human Resources: Licensure data/reports

Budget 034 Purchase Orders

Licensure reimbursement documents

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 Maintained Practice for 2013-2016.

Rationale: The LEA AIG Advisory Board shall meet frequently over the three year period to receive updates and provide input on the implementation of the LEA AIG Plan.

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

Description: The LEA AIG Advisory Board shall meet frequently over the three year period to receive updates and provide input on the implementation of the LEA AIG Plan. The members of the LEA AIG Advisory Board vary from year-to-year but, continue to provide a diverse representation of parents, administrators, regular educators, AIG Specialists, directors, coordinators and other stakeholders.

Planned Sources of Evidence: Agendas, minutes, presentations at related stakeholder meetings and/or work sessions

Documentation to AIG Advisory Board members and/or other stakeholders

Surveys and/or feedback from related stakeholders

Sign-In sheets from work sessions for AIG Advisory Board and/or AIG Task Force

Plus/Delta feedback forms from work sessions/meetings

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: Because stakeholder feedback is imperative to reflect and guide the gifted program, Caldwell County Schools' AIG Program will continue to seek stakeholder input in innovative ways.

Goals: Integrate PowerSchool data

Integrate electronic survey applications such as Survey Monkey

Expand the current electronic AIG brochure to include pertinent data such as stakeholder feedback, student growth, and student retention information

Implement the LEA Blackboard resource to include more options for parent communication

Continue to utilize newsletters and/or websites to provide ongoing communication for families and other stakeholders

Description: The LEA AIG Team plans to continue to improve on this practice as we hope to reach a greater number of stakeholders in numerous roles and from a variety of perspectives. We will continue to build this practice and hope that the innovative PowerSchool will provide the opportunity to electronically gather data from parents and other stakeholders.

Planned Sources of Evidence: Data from questionnaires, surveys, and/or focus groups with related stakeholders

Data gathered from focused questions at annual DEP/IDEP meetings, as requested for program evaluation

Transition Surveys (sampling of students and parents)

PowerSchool data

Electronic data such as Survey Monkey

Implementation of Blackboard for cell phone/landline communication

Communication logs

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: Per Article 9B (1996), "each local board of education shall develop a local plan designed to identify and establish a procedure for providing appropriate educational services to each academically or intellectually gifted student." It is imperative to gather data from AIG Specialists, Advisory Board members, and other stakeholders.

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

Description: An LEA AIG Advisory Board is in place, and during the scheduled meetings, a "State of the Gifted in Caldwell" is presented. Feedback from this group is on-going throughout the three year plan implementation period.

An AIG Revision Task Force is also in place to assist with revising the 2013-2016 Plan. The AIG Task Force met throughout the 2012-2013 school year. The Task Force was also divided into committee groups and these groups were each responsible for a standard. The committees met and then reported the commendations/recommendations to the entire Task Force. The AIG Task Force made final commendations/ recommendations once the committee reports were finalized. The AIG Task Force also utilized the NCDPI commendations/recommendations from 2010-2013 plan review. Once all standards were presented to the AIG Task Force, the Task Force made collaborative decisions about revisions for the 2013-2016 AIG Plan.

Planned Sources of Evidence: NCDPI comments for previous AIG Plan

AIG Task Force sign-in sheets, agendas, notes from committee meetings

Advisory Board sign-in sheets, agendas, notes from committee meetings

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: The LEA AIG Team realizes the importance of including all school, district and community stakeholders in the implementation, monitoring, and evaluating the local AIG program and planning to ensure that all programs and services are effective in meeting the academic, intellectual, social and emotional needs of gifted learners.

Goals: Integrate PowerSchool data

Integrate electronic survey applications such as Survey Monkey

Expand the current electronic AIG brochure to include pertinent data such as stakeholder feedback, student growth and student retention information

Implement the LEA Blackboard resource to include more options for parent communication

Continue to utilize newsletters and/or websites to provide ongoing communication for families and other stakeholders

Description: As the LEA utilizes PowerSchool, the AIG Task Force decided to expand this practice in a couple ways. The AIG Team will continue to work toward electronic submission of surveys for 21st century purposes. Since we live in a digital world, the AIG Department needs to ensure that feedback is elicited in a user-friendly and digital manner utilizing either Survey Monkey or another electronic tool.

Once the data is gathered electronically, the LEA AIG Department will also continue to seek ways to disseminate these data to the public. One venue is via the Caldwell County's AIG Brochure. At the current time, the brochure is updated annually and provides basic information about the multiple criteria and other pertinent information about the gifted program. The AIG Brochure is also provided via the AIG website. However, the brochure could be expanded to include pertinent data, such as drop out data, student achievement/progress and survey results. We would continue to provide electronic copies and hard copies, as well.

Planned Sources of Evidence: LEA AIG brochure (hard copies and electronic copies)

Electronic survey results

PowerSchool data

LEA AIG End-of-Grade and End-of-Course data

Various modes of communication: AIG brochure, newsletters, websites, and/or media

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: Per Article 9B (1996), "A procedure to resolve disagreements between parents or guardians and the local school administrative unit shall be in place when a child is not identified as an academically or intellectually gifted student or concerning the appropriateness of services offered to the academically or intellectually gifted student."

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

Description: Due Process procedures are articulated and disseminated to parents and provided via the AIG website. The Caldwell County Schools' AIG Department Parent Rights/Due Process document has been board-approved and is provided at all parent meetings concerning placement decisions, review of testing results, and annual DEP/IDEP meetings. The Parent Rights/Due Process document is also available on the Caldwell County Schools' AIG website for review by parents, administrators and other stakeholders. The Parent Rights/Due Process document states that the BOE "believes that students and parents have the right to an orderly, equitable solution to problems, which may arise affecting them and the school system. The student/parent shall start at the school level using established procedures to resolve matters of concern. The BOE will not consider any such matter until all administrative remedies have been exhausted. Whenever a student and/or parent believes that he or she has been adversely affected by a decision of the school-based committee regarding eligibility, placement, service delivery, or other matters related to accessing and/or benefiting from services for gifted children, due process may be requested in accordance with this policy. The purpose of this procedure is to ensure that disagreements will be resolved amicably and justly at the lowest possible level. Time limits have been established to assure prompt attention to each situation. If the student/parent does not process his or her complaint within the set time limit, it may be considered settled and not open to appeal. The appropriate procedures for each level follow." (See Appendix or Caldwell County Schools' AIG Webpage for complete document).

Planned Sources of Evidence: Parent Rights/Due Process document (included in Appendix)

Other Comments:

Glossary (optional):

Achievement: Each year, students are administered state End-of-Grade or End-of-Course Achievement Tests. Individual and/or group achievement testing is also administered through the AIG department on a case-by-case basis as recommended by the AIG Specialist in collaboration with the AIG Review Team and/or AIG Director. Since AIG students are served in reading and/or math, those are the only two specific sub-tests that are used for identification.

Aptitude: Indicator of a student's overall abilities in reasoning and problem solving. LEA aptitude testing is provided for all 3rd and 6th graders. For Pathway III, sub-test scores may be used: verbal, quantitative, or non-verbal. Individual aptitude testing is also administered through the AIG department on a case-by-case basis as recommended by the AIG Specialist in collaboration with the AIG Review Team and/or AIG Director. Pathway IV, for grades 3-8, must adhere to all Duke TIP guidelines (see Duke TIP website at www.tip.duke.edu).

Core Curriculum resources: AIG Core Curriculum resources provide the best research-driven strategies for gifted and are implemented for all K-8 services to ensure consistency throughout the district. A Lending Library is available for grades K-12.

Differentiated Education Plans (DEPs): The educational plan which outlines the program service options(s) appropriate for students identified for the gifted program. The DEPs are updated annually in grades K-8. For high school, the DEP update is provided to families during the spring semester of eighth grade. At the high school level, courses and services vary from school to school and are self-selected.

Direct Services: Grades 3-5 AIG students who have been identified and are placed in the LEA AIG program are grouped for math and/or reading and served by an AIG licensed specialist.

Grade Acceleration: The decision for grade acceleration is based on multiple criteria and is handled on a special case-by-case basis. The Iowa Acceleration Scale is implemented as a resource and allows the AIG Review Team and administrator to reach a decision from multiple criteria. The principal and AIG Review Team will review the data collected from the IAS and make the decision for grade acceleration. Grade acceleration is only recommended on a case-by-case basis.

Individual Differentiated Education Plans (IDEPs): An optional narrative plan developed for gifted students in order to meet specific individual social/emotional needs.

Iowa Acceleration Scale: A valid and reliable resource for grade acceleration. The IAS is an objective tool to assist schools in making effective decisions regarding grade acceleration. The IAS provides an analysis of the major factors to be considered in making such a decision. The IAS guides the discussion and decision about acceleration.

Multiple Criteria: May include aptitude and/or achievement scores, performance-based assessments, classroom performance and/or student checklists.

Nurturing: In order to cultivate gifted potential and provide equal opportunity for under-represented populations, students in grades 3-5 may be grouped for math and/or reading based on multiple criteria. If a student scores an 85% or higher on the NC End-of-Grade Test in reading and/or math

and is recommended by his/her regular classroom teacher, he/she may receive nurturing services. These groups are fluid and flexible and student performance is assessed quarterly.

Student Observation/Checklist: Indicator of a student's need for differentiation based on observable behavior and a student's commitment to pursue learning. Formal and informal observation tools are used for this indicator.

Work Samples: These been developed at the district-level for reading and math. Work Samples are consistent across the district and are scored at the district level. The only identifying information for work samples is the student's school identification number to ensure unbiased scoring.

Appendix (optional):

Approved Tests.jpg (*Appendix*)

Due Process.doc (*Appendix*)

Pathways.Grades 3-8.2013.doc (*Appendix*)

Pathways.Grades K-2.2013.doc (*Appendix*)

Pathways.Grades.9-12.2013.doc (*Appendix*)

AIG Local Plan Approval Document.June10.2013.pdf (*Local Board Approval Document*)