

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

Approved by local Board of Education on: 24-JUN-13

LEA Superintendent's Name: Dr Dan Brigman

LEA AIG Contact Name: Jo-Nell Isenhour

Submitted to NC Department of Public Instruction on: JUNE 26, 2013, 11:13:27

Revision Submitted to NC Department of Public Instruction on: JUNE 26, 2013, 11:13:27

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

Catawba County Schools Vision for local AIG program: To discover, nurture, and develop the potential in all students, the Catawba County School System endeavors to meet the diverse cognitive and affective needs of gifted children through high quality educational experiences. These services address the unique needs of gifted students who exist within all ethnic, geographic, and socioeconomic groups. Therefore, we believe the school system, parents, and community have a shared responsibility to provide a quality education for gifted students that includes an emphasis on 21st Century Skills, enabling our gifted students to be productive citizens in a global society.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$694468.00	\$0.00	\$0.00	\$0.00

Table of Contents

<u>Standard 1: Student Identification</u>	3
<u>Standard 2: Differentiated Curriculum and Instruction</u>	10
<u>Standard 3: Personnel and Professional Development</u>	20
<u>Standard 4: Comprehensive Programming within a Total School Community</u>	27
<u>Standard 5: Partnerships</u>	38
<u>Standard 6: Program Accountability</u>	42

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 Focused Practice for 2013-2016.

Rationale: Teacher surveys indicated that only fifty-two percent of respondents responded "Usually" or "Sometimes" to the statement that Catawba County Schools (CCS) articulates and disseminates clear, comprehensive and equitable screening, referral and identification process (SRIP) for all grade levels to school personnel.

Goals: Educate parents, teachers, and administrators about the steps involved in the SRIP.

Description: The student search phase of the placement process includes all activities designed to review the general population of students to determine which students may need further assessment and/or eventual placement in the differentiated services of gifted education.

Particular attention is given to potentially gifted students from culturally diverse, economically disadvantaged or disabled populations during this process. Information collected during the search stage should lead either to a nomination to the Gifted Processes and Support (GPS) team or to a decision that the student does not require further review at this time (See Student Search/Nomination Chart).

The student search strategies include:

- A broad-based sweep of the general population annually (e.g., a review of IQ test scores or End-of-Grade tests at the 85th percentile or above; See Appendix)
- An information seeking process to request nomination from teachers and others who may have knowledge of a student's learning needs

Committee Review

Each school will form a committee (GPS team) to determine the needs of gifted students. This team will include individuals who have a background in gifted education and/or experience in working with gifted students. This committee will consist of gifted/general educators, administrators, counselor(s), media specialists, ESL teachers, EC teachers, and (as needed) AIG Consultants and school psychologists.

Each year the GPS Team Leader will submit a list of the team members to the AIG system-level consultants. Names and roles are to be included. This list should be updated as changes occur throughout the year.

The primary function of the GPS team is to review all pertinent student information gathered from

multiple sources and to make recommendations regarding needs for placement and differentiation. Information collected should be drawn from the multiple indicators of potential giftedness: student's observable behaviors, student performance, student achievement, student aptitude, student interest, and student motivation. Note that as the review process continues, the following guidelines should be used:

- Understand that within any indicator, a single criterion may reveal a need for services.
- Utilize strength-based indicators in matching the student with appropriate service options.
- Use student's demonstrated ability and/or performance as well as academic and social needs to match students with appropriate learning environments, content modifications, differentiated instructional strategies, and special program options.
- Differentiate within program options both content level and instructional strategies so students may achieve their maximum intellectual and social potential.
- Emphasize matching students with particular services.

A set of forms is included to help the GPS team compile information from the multiple indicators (see appended documents). In addition to reviewing student information and making placement recommendations, the committee is responsible for maintaining a record of the nominations, referral review, and service match decision-making process. AIG Consultants will confer with the GPS team to develop an individual program of study when required for specific students.

Needs Assessment for Program Placement

The service options match is the actual matching of the student with the appropriate service delivery options. This should be done using the criteria for placement specified for each option and the information collected about the student's needs during the student search and review process. Information must match the placement option to ensure that the student's needs are taken into account. In the instance that no appropriate service options are available to meet the student's needs, the school system will have the responsibility of designing an individualized program of study based on the student's identified needs. Students who may need an individualized program of study may include: underachieving gifted children, gifted youngsters with disabilities, students with high potential who are from culturally diverse or economically disadvantaged families, and highly gifted students. These students are likely to need a variety of service options to address their learning needs and may require an added counseling component as part of their service plans.

Additional Guidelines:

The specific criteria for providing students with differentiated services should serve as guidelines; however, they may be modified for students needing special consideration. Examples are:

- Students whose aptitude scores are within the superior range on an individualized IQ measure but does not meet other criteria for services should be re-evaluated by an AIG Consultant.
- Students who clearly demonstrate outstanding intellectual gifts but does not meet the criteria for a DEP should be identified and an IDEP should be developed to meet his/her needs.
- Students from culturally diverse and/or economically disadvantaged families whose aptitude score under-predicts their performance must be considered for appropriate services by re-evaluation and alternate assessments.
- Students with disabilities that mask or interfere with their "giftedness" (e.g., learning disabilities, emotional disabilities, sensory or physical impairments) may require an individualized program of study including both counseling and academic support. The student's DEP/IDEP should specify instructional modifications needed by gifted students in general education classes which may include

being excused from mastered skills or being offered choices of more challenging assignments.

- Students who are highly gifted or exceptionally talented in one area (e.g., science, visual or performing arts, writing, etc.) should receive support to explore and extend their opportunities to thrive.
- When a gifted student, after consultation between the GPS team and parents, is returned to the general education program, an IDEP is developed and support is provided to enable the student to reenter the gifted service options at a later date. After a semester of furlough, the GPS team will review the student's progress. A student may be moved to a more effective service delivery option, but an AIG label must not be removed except as a result of parent request. Such requests must be made in writing.
- AIG Teams may use grades to include, but not to exclude, students from eligibility if there are other indicators of exceptional potential. Once students have been identified, grades may be used as a criterion to provide additional academic support or to move students to a more effective option. Grades alone, unless parents or students request, is an insufficient criterion for exiting students from all AIG program options.
- Grades may not be used to penalize students in advanced program options. Unless a weighted grading system is used, students' academic grades should be what they would have earned in heterogeneous placements with chronological peers.

The methods for Screening, Referral, Identification, and Placement (SRIP) have been shared with AIG teachers during professional development. Copies of the 4th generation plan were printed and disseminated to GPS Team Leaders, principals, and a copy housed in the media center of each school. While the methods for SRIP are part of the document, it is clear from survey responses that CCS needs to be more proactive in ensuring that this information is shared with all constituents.

We will do this by posting the plan on the AIG website. We will post a separate document detailing the SRIP. During the summer administrator's retreat, details for SRIP will be reiterated. The CCS AIG department will create an AIG Parent Handbook that also provides the SRIP information. Parents will receive a copy during the initial placement meeting. A Frequently Asked Questions (FAQ) web part will be added to the AIG website, and SRIP will be addressed there as well. The AIG department will conduct staff development on identification criteria and appropriate procedural guidelines.

Planned Sources of Evidence: Agenda from administrators' retreat
AIG newsletters, school and teacher-generated
AIG Parent Handbook
AIG Website
Agendas from staff development focused on criteria and procedural guidelines

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: CCS recognizes that academic and intellectual gifts manifest in diverse ways. We use a comprehensive array of criteria to ensure that a holistic yet detailed profile is created for each student.

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

Description: The AIG 2 requires information pertaining to student aptitude, student achievement and potential to achieve. The information from the AIG 1 is included on the AIG 2. Aptitude assessments utilized by CCS include the CogAT, TCS, OLSAT, and the TONI. Achievement instruments include EOGs and the KTEA. To address a student's potential to achieve, we utilize the Gifted Rating Scale, EVAAS data, ClassScape results, Lexile levels, Aimsweb information, and Quantile levels in math. Other instruments used to gather information about students include: the K-2 Assessment, parent inventories and teacher observations. For explicit details regarding Practice B, please see the attached documents: Multiple Indicators of Giftedness and Criteria for Placement.

Planned Sources of Evidence: AIG Forms
Spreadsheet detailing testing data

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Processes are in place through the initial development of the AIG pool, referrals through the Student Newcomer Center, and with the Exceptional Children's Department to ensure that special populations of students are addressed by each school's AIG Team.

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

Description: Measures of non-traditional assessment include: NNAT, TONI, and the Ravens. Measure of traditional assessment include: EOG tests, EOC tests, TCS, OLSAT, and KTEA

Planned Sources of Evidence: Spreadsheet of tests administered

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: Teachers of AIG students are all required to attend 90 hours of professional development in order to serve AIG students. During the Introduction to Gifted Education course, all teacher are taught the process which CCS has determined to be most effective with regard to SRIP. The AIG Consultants work with AIG Teams and AIG Team Leaders to ensure that the processes are implemented consistently.

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

Description: CCS has investigated various non-traditional standardized screening instruments. CCS has also ensured that teachers are educated about the characteristics of non-traditional/under-represented groups through a thirty-hour course, "Introduction to Gifted Education." We have involved the Director of ESL in discussions regarding ESL learners. We have instituted a K-3 Nurturing program and provided extensive training to the teachers involved to facilitate early identification measures. System-wide training in Ruby Payne's, A Framework for Understanding Poverty has heightened teachers' awareness of poverty and the concomitant behaviors that these children may exhibit.

Planned Sources of Evidence: AIG Headcount

Certified Ruby Payne trainers in our district

Dates of Ruby Payne training and number of those trained (Schoollink™)

Professional Achievement Certification (PAC) long-term spreadsheet

Principal's Monthly Report

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 Focused Practice for 2013-2016.

Rationale: A written policy for everything except how to address transfers from other LEAs is in place.

Goals: Create a policy for accepting transfers from other LEAs and other states.

Description: System consultants meet with GPS Team Leaders as a group and individually to ensure that the screening and identification processes are congruent with the practices detailed in the

AIG Procedures Manual. GPS Team Leaders in turn, work with teachers at their site to ensure that AIG paperwork is completed accurately and in a timely fashion. Exit-year folder audits are administered by the system-level consultants. These audits ensure conformity of paperwork from school to school and affirm that GPS Teams apply SRIP detailed in the AIG Plan.

Planned Sources of Evidence: AIG Procedures Manual (appended)
Documentation from folder audits
Documentation of meetings with GPS Team Leaders
Yearly AIG survey data
Document detailing process/policy for accepting transfers from other LEAs

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Documentation at the school level through parent meetings, DEP meetings, and system level training indicates that the procedures for informing parents of SRIP are in place. Each parent is directed to a copy of the Procedure to Resolve Disagreements located on the CCS webpage.

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

Description: CCS AIG documents pertaining to student's rights include "Permission to Evaluate," "Invitation to Conference," "Differentiated Education Plan," and "Permission to Place." These documents are readily available to AIG teachers and Team Leaders (please see the attached Procedures Manual). All AIG student placements include a document in the student's cumulative folder detailing placement dates and area(s) of service (see attached AIG 12).

In order to safeguard parents' and student's rights, we need to create the AIG Parent Handbook, clarify transfer protocols, and clearly articulate procedures to exit the program. This information needs to be provided in all representative languages.

We have a 'Procedure to Resolve Disagreements' document for parents (see attached).

Planned Sources of Evidence: AIG 3
AIG 4
AIG 5
AIG 6
Due process document (Procedure to Resolve Disagreements)
Policies regarding student transfers
Minutes from Handbook Advisory Council meetings

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Administrators and teachers are not making realistic recommendations for acceleration for K-6 students.

Seventy-eight percent of elementary and middle school students responded, "Sometimes" or "Never" to the question, "When you already know the material being taught, are you allowed to move on?" Eighty-seven percent of high school students responded, "Sometimes" or "Never" to the same question.

Survey data clearly illustrate that students feel if they attain mastery they must wait for other students to catch up. At the same time, 85.8% of high school students and 92.4% of middle school students responded, "Always" or "Usually" to the survey statement, "Challenging extra-curricular activities (clubs, competitions, etc.) are offered at my school."

Goals: Educate administrators and teachers on the indicators needed for acceleration and how to address students needs once they are moved to another grade.

Description: CCS offers different levels of advanced instruction to meet students' academic needs. To address those needs of students who perform or demonstrate the potential to perform at substantially high levels of accomplishment, there is a need for a systematic differentiation of curriculum and instruction in the regular classroom.

Differentiation of instruction begins in the K-3 grades and is promoted through the K-3 Nurturing Program. Differentiation continues in grades 4-12 and is implemented within the articulated service delivery models (Service Delivery Grid).

With regard to grouping, in grades 4-6 in the elementary school, students are either cluster grouped or ability grouped depending on the needs at a particular site. Regardless of the manner of delivery, all AIG students are served by a teacher who has attained a PAC or is in pursuit of it.

In grades 7-8 all AIG students are ability grouped. They too are served by trained AIG teachers. Seventh grade students are offered pre-algebra as an advanced math, while AIG 8th grade students have the opportunity to enroll in Algebra I.

At the high school, honors teachers differentiate the curriculum while adhering to the NC Essential

Standards. The differentiation that occurs in honors courses follows DPI's rubric. AP teachers provide instruction in college level courses.

All AIG students K-12 are challenged to excel in the area of academic achievement through higher order questioning, opportunities to engage with content that is more abstract, more in-depth, and more complex to better develop their academic/intellectual skills.

All AIG teachers must have 90 hours of high quality professional development. Three 30-hour courses provide a strong foundation on which teachers may build. While 60 course hours are devoted to differentiation and teaching/learning strategies in gifted education, it is apparent that not all teachers are using the tools provided in their courses.

We will be providing high quality professional development on curricular enrichment and acceleration. We will continue to update the professional libraries at each school with resources that support enrichment and acceleration.

The service delivery grids K-12 (attached document) detail the service options for Pathway 2 and Pathway 3 thus encompassing the enrichment, extension, and acceleration options available to students.

Planned Sources of Evidence: Attendance sheets from AIG Differentiation Courses

High school curriculum guide

Learning styles inventories

Student interest surveys

Administrator feedback

- Advanced Placement course listings
- Administrative observation of teachers
- Book clubs
- Contests/competition data
- Duke TIP (4th/5th grades and 7th grade)
- Schools of Choice: Early College, North Carolina Virtual Public School (NCVPS), Huskins Bill Courses, and High School Scholars Academy (HSSA) at Lenoir Rhyne University
- Yearly student survey results
- Yearly teacher survey results

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: Teacher responses to the survey statement, "The methods of differentiation I use for identified AIG students in my class" include: acceleration, compacting, contracts, cross-grade regrouping, and tiered assignments.

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

Description: In "New Directions in Gifted Education," Treffinger (1989) identifies four levels of programming for gifted education, ALL, MANY, SOME, and FEW, which he believes should be available in every school system. The model developed by Treffinger highlights the need for greater collaboration between "gifted" and "regular" education as we work to help students reach their potential. It describes increasing levels of differentiation provided to meet student needs, ranging from what all students should have to what only a few are likely to need. In developing a comprehensive program of services for highly able and gifted students, each of the following levels should be considered:

Services for All

The gifted program can be no stronger than the regular program. For this reason, it is important that services in the regular program be designed to motivate and stretch all learners to reach their maximum potential, that is, to provide a challenging curriculum that develops the abilities, skills, and talents of all students. In the past, some activities and learning experiences that would have benefited all students were reserved for the "gifted students." At this service level, gifted potential can be recognized and nurtured. As teachers become more aware of the characteristics of gifted behavior, they are better able to recognize this potential in their students.

Pathway One (Many)

Within any school population there are many students who occasionally need differentiation. These students may show "giftedness" only in one area through the display of certain talents and/or specific abilities. It is within this category that we also may find underachieving gifted students. They may be under-motivated to pursue general school tasks and yet highly motivated in a particular area of interest.

They may show ability in one academic area and not in another. They may not perform well on tests and tasks requiring written responses, and yet may do well in discussion groups and on special projects. They may lack experiences or appropriate role models, and they may exhibit low self-esteem.

Gifted students from culturally diverse families, from economically disadvantaged homes, and/or with disabilities may also need the differentiation provided in this pathway. These students need opportunities to develop their talents as well as their academic skills, since their talents can often become the vehicles through which they increase self-esteem and gain acceptance and recognition. As more teachers become involved in talent development, they are able to recognize signs of giftedness in these students and help them use their talents to enhance their academic performance.

Another group of students falling into Pathway One are those often referred to as "teacher pleasers" or "overachievers." These students work hard, earn good grades, are self-motivated, and in general do well in school. A large percentage of students currently receiving services in gifted programs may be from this group. Rather than argue over whether these students are or are not "gifted," it seems more important that school systems address their needs through appropriate programming.

Pathway Two (Some)

Some students show outstanding ability in a number of academic areas and need a strongly differentiated program that provides challenging opportunities where they can pursue curriculum in more depth and at a faster pace. In the past, resource programs have been used to try to offer these students appropriate challenges. This group that requires substantial differentiation has often been neglected. When the needs of highly capable students are overlooked, they may become bored, unstimulated, and begin settling for mediocre performance. Extensive efforts must be made to identify economically disadvantaged and culturally diverse students for Pathway Two programs.

Pathway Three (Few)

A few students need a highly differentiated program that might involve radical acceleration of content and grade. For students capable of working three or more years beyond their grade placement, services must be designed with transitions across grade levels, often spanning several grades. Because of their differences, they may also require counseling to help them deal with their own uniqueness. Pathway Three students are present in all cultural groups, genders, and across all economic strata.

The pathways reflect the need for different levels of services for gifted learners. No one "program" can address these diverse needs. By providing opportunities in different pathways, students receive challenging and interesting educational experiences that will best prepare them for their futures. Attention to both the need for talent development and academic development is essential.

Planned Sources of Evidence: Documentation of meetings where student's service delivery is discussed
Service Delivery Grids

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: A priority of the District Strategic Plan is "To provide enriched learning environments conducive to meeting the needs of every student."

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

Description: The AIG department provides supplemental resources that are aligned with the District Strategic Plan and are congruent with the recommendations of NAGC. Print resources are placed in the professional library at each school and a variety of support mechanisms including systemic staff development are in place to help teachers access the content in the resources.

Resources supplied by the AIG department include, but are not limited to:

- Activating and Engaging Habits of Mind, Arthur Costa and Bena Kallick

- Assessing and Reporting on the Habits of Mind, Arthur Costa and Bena Kallick
- Brain Matters: Translating Research into Classroom Practice, Patricia Wolfe
- A Celebration of Neurons: An Educator's Guide to the Human Brain, Robert Sylwester
- Developing Minds: A Resource Book for Teaching Thinking, Arthur Costa
- Differentiated Assessment for Middle and High School Classrooms, Deborah Blaz
- The Differentiated Classroom, Carol Ann Tomlinson
- Differentiated Literacy Coaching: Scaffolding for Student and Teacher Success, Mary Catherine Moran
- Differentiated Literacy Strategies for Student Growth and Achievement in Grades 7-12, Gayle Gregory and Lin Kuzmich
- Discovering and Exploring Habits of Mind, Arthur Costa and Bena Kallick
- How the Gifted Brain Learns, Dr. David Sousa
- How People Learn: Brain, Mind, Experience, and School, National Research Council
- How to Differentiate Instruction in Mixed-Ability Classrooms, Carol Ann Tomlinson
- Integrating and Sustaining Habits of Mind, Arthur Costa and Bena Kallick
- Literature Circles, Harvey Daniels
- A Nation Deceived: How Schools Hold Back America's Brightest Students, Volume 1, The Templeton National Report on Acceleration
- The Owner's Manual for the Brain, Pierce J. Howard
- Powerful Learning, Ron Brandt
- Smart in the Middle Grades: Classrooms that Work for Bright Middle Schoolers, Carol Ann Tomlinson and Kristina Doubet
- Teaching with the Brain in Mind, Eric Jensen
- Thinking Maps: A Language for Learning, David Hyerle and Chris Yeager
- Transforming Classroom Grading, Robert J. Marzano
- Teaching to the Top: Understanding and Meeting the Needs of Gifted Middle Schoolers, Susan Rakow

Planned Sources of Evidence: AIG purchase orders

Destiny-Live search

Schoollink ™

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 guiding mission of the North Carolina State Board of Education includes the statement that "...students will graduate prepared for life in the 21st Century." CCS District Strategic Plan is aligned with the State BOE mission and has listed as one of its priorities, "To incorporate 21st Century skills into the curriculum."

STEM initiatives throughout the system are a mainstay of the development of the 21st century learner in CCS. A Golden Leaf grant in STEM has provided SEPuP kits and hands-on training for teachers. The grant has also funded many robotics and Lego competitions.

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

Description: The following initiatives and practices are on-going in Catawba County Schools "to incorporate 21st Century skills into the curriculum":

- Beginning Teachers Institute – Through a one-week induction program, novice teachers are exposed to the requisite skills students must have to be 21st Century literate
- Blogs and Wikis – Internet sites created by teachers and administrators to afford students and/or teachers the opportunity to discuss topics of importance
- Global Positioning Systems (GPS) – Devices used to enhance math, science and social studies skills and promote higher order thinking
- Inspiration/Kidspiration – Computer software that provides graphic organizers for students in elementary, middle and high schools
- Interactive Technology – Such tools as white boards and SchoolPads are used by students and teachers to manipulate and organize information
- Instructional Technology Facilitators – These specialists team with teachers in developing technology-rich lesson plans
- K-12 Technology Plan – A multi-year, district-wide plan to ensure a comprehensive approach to technology infusion throughout the curriculum
- SharePoint – The district web portal provides a gateway for information sharing
- Thinking Maps – Computer software that provides graphic organizers for use by students in Grades 3-12
- Visiting International Faculty (VIF) – An international program that supplies highly qualified teachers from other countries to teach in the United States for a period of three years. Students have the opportunity to expand their global connections with these instructors

Planned Sources of Evidence: Attendance sheets from yearly technology conference
Completion of staff development evaluation sheets
Curriculum coaches' schedules
Instructional lesson plans
Online course syllabi
Purchase orders
Schoollink ™

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: All teachers in CCS have had multiple trainings (NCFALCON and NCDPI specialist provided) in formative assessment and administrators discuss how formative assessment is used in classrooms as part of the teacher evaluation process.

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

Description: CCS believes that on-going assessment to differentiate classroom curriculum and instruction is vital in meeting the needs of students of varying abilities. In order to ensure that our teachers are well versed in strategies to facilitate assessment at all stages of the learning process, curriculum specialists provide specific staff development in formative assessment. They also provide intensive instruction regarding the creation and appropriate application of rubrics as a means of setting the stage for specific differentiation strategies.

Planned Sources of Evidence: ClassScape reports

Curriculum specialists' schedules

PLATO reports

Schoollink™ documentation

Study Island reports

Scott Foresman benchmarking

USA Test Prep reports

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: In the 5th Generation AIG survey, 85.6% of teachers answered "Strongly Agree" or "Agree" to the statement, " My school 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."

The survey results indicate a need for more training in the social and emotional needs of the gifted

learner.

Goals: To provide more explicit training in the characteristics and needs of gifted students and how to address the social and emotional needs of gifted learners.

Description: In many ways, gifted children have the same social and emotional needs other children have, but their needs are often intensified by the characteristics that make them gifted. If we fail to understand their needs, if their needs are not met, gifted children can be at risk for academic underachievement, social isolation, and depression. Retrieved from http://giftedkids.about.com/od/socialandemotionalissues/Social_and_Emotional_Issues.htm.

Issues such as asynchronous development, advanced verbal and reasoning ability, perfectionism, and emotional sensitivity are addressed in the PAC course, "Introduction to Gifted Education." During this course teachers, counselors, and administrators learn not only to identify the characteristics that define gifted children, but to also see how those very characteristics can hurt them in social situations and as they progress through emotional milestones. Strategies for supporting AIG students in this arena are also provided in the introductory course.

Each GPS team constituency requires the presence of a guidance counselor. A counselor trained in dealing with the special needs of AIG provides an invaluable resource to the GPS team, parents of gifted learners, the student, and school administration.

CCS' AIG Department has held training specifically on the social and emotional needs of gifted students for all the guidance counselors in the system.

Also the particular needs of gifted learners are addressed very thoroughly in the 30 hour "Introduction to Gifted Education" that all AIG teachers are required to take. Areas that are stressed in the course include perfectionism and underachievement.

Planned Sources of Evidence: Individual school parent night agendas
PAC spreadsheet
Counselor Sign in Sheet

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: In the most recent AIG surveys elementary school teachers were asked to respond to the following question, "If you teach K-3, how are you differentiating for your brightest learners?" Their answers included: acceleration, compacting, contracts, cross-grade regrouping, and tiered assignments. Their responses indicated a comprehensive understanding of the conceptual framework

of differentiated instruction.

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

Description: In the K-3 grades, teachers and principals are asked to informally identify bright students and are encouraged to cluster group these students with a teacher who has received gifted training. This teacher provides a nurturing environment where young children can build a strong academic foundation. Opportunities should abound for challenge, enrichment, and critical and creative hands-on learning. Referrals may come from school personnel such as the classroom teacher, the media specialist, the counselor, the principal, or from day care teachers, More At Four programs, Parents As Teachers programs, parents, or the student. AIG consultants are available to work with teachers as they provide enriching and challenging academic experiences and resources for these children. In addition to cluster grouping, some primary students may require AIG testing to determine if they should be formally identified as an AIG student. Such identification might necessitate cross-grade subject advancement or grade acceleration to ensure that academic needs are met. (See Pathway Three on K-3 AIG Service Delivery Grid.) The school is asked to work closely with the AIG Consultants in determining how student needs can best be met. It is Catawba County Schools' belief that potential giftedness can be found among every socio-economic group and within diverse populations of students.

Planned Sources of Evidence: Agendas from K-3 Nurturing meetings
K-3 class lists
Purchase orders for K-3 resources

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: Based on the constituency of the AIG Leadership Team (see Standard 5, indicator c) and the constituency of school-based leadership teams, it is evident that stakeholders from EC, ESL, and the Technology Departments are key members of each group.

We have welcomed the contributions of other departments. Nevertheless, we feel that more in-depth training with regard to the relationship between gifted education and each area would facilitate more substantive input from constituents.

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

Description: At the system level, constituents of the AIG Leadership Team examine survey results, anecdotal responses, feedback from teachers and students to determine if the service options continue to meet the needs of AIG students. This same process is in place at the school level. EC or

ESL personnel who are on GPS teams provide insight as to service option matches and appropriate services for their student populations. Members of the Technology Department keep the site team abreast of technological resources that would enhance the services provided to AIG students.

Planned Sources of Evidence: AIG Leadership Team agendas

AIG Leadership Team meeting minutes

GPS team constituency lists

GPS team agendas and notes

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: The Program Service Options and the Service Delivery Plan are based on the research provided by Donald Treffinger in *New Directions in Gifted Education*. The service options and service delivery arrays are examined every year by the district level consultants based on feedback from teachers, administrators, and parents.

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

Description: The Service Delivery Options section describes the array of differentiated services available at grade clusters - elementary school (K-3 and 4-6), middle school (7-8), and high school (9-12). Service delivery options at the high school are based on prerequisite courses and student self-selection. The needs of highly-able and gifted students vary widely; therefore, the service delivery options address student strengths. These options are shown in four planning grids, two for elementary, one for middle, and one for high school with columns indicating pathways, grouping options, learning environment, criteria, content modification, special programs, and interest/talent development.

Planned Sources of Evidence: AIG placement documentation

Service delivery grids

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: Two consultant are employed solely to lead the AIG department.

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

Description: Two system level specialists function in a variety of roles to ensure program fidelity to the AIG plan. Roles and responsibilities for these positions include, but are not limited to:

- Administers individual aptitude/achievement tests
- Assists middle schools with identification of students eligible for advanced math and language arts classes
- Assists with implementation and evaluation of AIG Plan
- Assists with implementation of technology into the AIG program/curriculum/classroom
- Attends national, state, and regional AIG meetings as appropriate
- Coordinates efforts to increase SAT scores and works with 7th grade TIP students to prepare for the SAT
- Collects and analyzes data on high school course of study selections, pathway participation, graduation plans and dropouts
- Consults with teacher/administrators regarding AIG Plan, GPS team responsibilities, identification, and planning for students
- Develops/oversees and/or conducts enrichment opportunities for AIG students, parent sessions, and professional development opportunities for district staff
- Disaggregates data concerning AIG students
- Disseminates information regarding AIG Plan and current research to all constituent groups as appropriate
- Ensures that school-based scheduling is congruent with the AIG Plan and best practices in gifted education
- Ensures the implementation of K-3 nurturing services
- Meets with parents to resolve disagreements
- Monitors AIG student course selection (Grades 9-12)
- Observes students to assist with programming and placement issues
- Oversees Governor's School Program

- Pursues grant opportunities
- Reports to the Assistant Superintendent for Curriculum and Instruction
- Serves on AIG Leadership District Team
- Serves on district level committees as needed
- Reviews AIG folders and initial placement of students
- Serves on Administrative Placement Committee, AIG Steering Committee, and Leadership Team
- Serves as testing coordinator for Advanced Placement exams and compiles data for AP classes/Honors classes
- Serves as LEA liaison with HSSA at Lenoir-Rhyne University

Planned Sources of Evidence: Job description on file with CCS Human Resource Department

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: The AIG Department articulates a year-long plan that details the tasks and directives that need to occur in order to ensure program fidelity. Monthly department meetings occur. During these meetings, program goals are revisited to ensure that all activities are directly related to achieving program goals.

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

Description: As a core foundational piece to system-wide excellence, Catawba County Schools strives to equip its educators with exemplary professional learning experiences that permeate all aspects of child development and curriculum. Catawba County Schools employs a consultative service model to meet the needs of gifted learners in grades K-12.

Catawba County Schools personnel register for AIG Local Endorsement courses through the AIG Department. Upon successful completion of an AIG course, credit is posted directly in the Human Resources Management System (HRMS). For other staff development activities, personnel register online using Schoollink™. This web based program allows teachers to register and evaluate in-service from any Internet access point. Multiple reports can be generated from this system including, but not limited to, participant rosters, descriptions of professional learning, and evaluations. In addition, Schoollink™ assists Catawba County Schools in conforming to ESEA's high quality staff development requirements.

The roles of teachers of gifted students are detailed in the Roles and Responsibilities document (see attached) including differentiation, assessment, and support for the social and emotional needs of gifted learners.

Planned Sources of Evidence: AIG Consultants' online calendars
AIG PAC documentation
Schoollink™

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: CCS provides services to AIG students through the consultative model. In order to best serve students, appropriate staff development has to be provided and all stakeholders need to know their roles. Since the passage of Article 9B, CCS has included in its AIG plan specific roles for all personnel involved in AIG programs and services. The roles and responsibilities have been updated as needed.

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

Description: Catawba County Schools will continue to provide on-going training leading to the AIG Professional Achievement Certificate (PAC) in gifted education. These classes prepare teachers to understand the characteristics and nature of gifted students and promote greater knowledge and confidence in using a variety of instructional strategies to appropriately differentiate the learning experiences for the students.

Professional learning opportunities are scheduled throughout the year for district personnel in the area of gifted education. Topics include:

- Appropriate use of multiple sources of data in identification
- Brain-based learning
- Content modifications such as layered curriculum, scaffolding, tiered assignments, curriculum compacting, etc.
- Different characteristics and intellectual/social/emotional needs of gifted children
- Differentiation of content, process, and instruction in program options
- Enhancement of the Standard Course of Study leading to challenge and rigor
- Instruction on appropriate assessments and their use
- Intervention strategies for gifted students
- Recognition of traits and needs of at-risk and underachieving gifted students
- Research on cultural and socio-economic differences and strengths
- Thinking Maps and other content-related strategies
- Training concerning recognition and nurturing gifts and potential in K-3 children
- Training pertaining to district AIG goals and procedures

- Trends and research relating to best practices in gifted education

Planned Sources of Evidence: AIG teachers' lesson plans

AIG PAC documentation

Schoollink ™

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: Each year principals submit a list of classrooms where AIG students are served. This list is compared to the licensure/PAC information. If there is a disconnect between the two, then affected teachers are given priority enrollment into AIG courses.

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

Description: System-level AIG Consultants maintain documentation that details the licensure and PAC status of any teacher who serves AIG students. Regular updates to this document are provided to administrators to supply needed information when making student assignment choices. During yearly administrative retreats, principals are reminded that the CCS BOE requires that all AIG teachers have licensure, achieve PAC status, or are in pursuit of either.

Planned Sources of Evidence: AIG Licensure/PAC/Renewal credits document

Licensure/PAC spreadsheet

Program personnel responsibilities document

School level class rosters

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: The rationale for the Professional Development Plan is four-fold. First, it guides Catawba County Schools into focused, purposeful, embedded professional learning opportunities. Second, it addresses the state requirements of 30 hours (3.0 CEUs) in reading each renewal cycle for teachers in grades K-8. Third, it addresses the state requirement of 30 hours (3.0 CEUs) in academic content and/or pedagogy for all certified staff. Fourth, it affords administrators and the prospective administrative cadre the opportunity to obtain the state-required 50 hours (5.0 CEUs) in Teacher Recruitment and Retention each renewal cycle. It is the ultimate goal of Catawba County Schools to

foster a Professional Development Plan that addresses the needs of our constituents within the collegial confines of our district, thus ensuring the caliber of instruction and congruence with the vision and mission of the District. Finally, this document serves to underscore the imperative nature of life-long learning for educators. As the challenges of competing in a global society, meeting the myriad requirements of the federal ESEA legislation, and addressing the growing testing demands of the North Carolina ABCs of Accountability continue, the face of this document will change to meet the needs of the District.

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

Description: In 2003 the NC SBOE adopted the NC Professional Development Standards in an effort to create systemic change within the public schools. According to Hayes Mizell, the National Staff Development Council's first Distinguished Senior Fellow, "The standards point the way to a more fulfilling professional life. They represent a road map to high quality staff development. They provide directions to that destination, but they don't dictate the mode of transport, its speed, or how many rest stops drivers will make along the way." Mizell continues, "The standards are necessary because for too long the professional development practices of too many school systems and schools have led nowhere. Over time, these unproductive experiences have disappointed or even alienated educators and eroded staff development's credibility and core constituents – the teachers and administrators who depend on it for professional renewal."

Professional development offerings are divided into the following broad categories: Catawba County Requisites, Pedagogical Skills, and courses that are a direct correlate to the District Strategic Plan (e.g. Student Achievement, 21st Century Skills, Technology, Diversity, Teacher Retention/Employee Support, and Safety). The Curriculum and Instruction Department maintains a list of trainers with a proven record of offering robust professional development. The list of trainers will be continuously updated based on identified needs and recognition of talent within the District.

Administrators throughout the District require on-going professional development relative to testing and accountability. It is imperative for those in leadership positions to understand the framework, design, and implications of testing programs in order to use data to make informed decisions.

It is an expectation that district and school-based administrators have in-depth knowledge of the Catawba County Requisites. A sound background in instructional practices and curriculum ensures that schools operate programs to fidelity within a climate and culture of continuous improvement.

The pedagogical aspects of lesson planning in the Professional Development Plan are steeped in the early work of Dr. Madeline Hunter's research on effective teacher training, Dr. Robert Marzano's work on classroom instruction, Dr. Benjamin Bloom's work – and subsequent work by Dr. Lauren Anderson -- on higher order thinking, the NCDPI's impetus on 21st Century Skills, Dr. Grant Wiggins' and Dr. Jay McTighe's on-going work surrounding essential questions in Teaching by Design, and the countless individuals in the field of brain research. Furthermore, the work of Mike Rutherford and his Learning Centered Schools' model serves as the compilation vehicle to ensure that all the above-mentioned components form a comprehensive compendium of skills for lesson design.

Offerings under the "Instructional Presentation" category focus on strategies to meet the unique academic needs and learning modalities of individual students. They include, but are not limited to:

- Academically/Intellectually Gifted;
- Active engagement;
- Alternate learning environments;
- Advanced Placement issues;
- Co-Teaching practices;
- Differentiation;
- Graphic organizers;
- Honors Blueprint;
- Honors and Advanced Placement courses;
- Inclusive practices;
- Mental models;
- Project-based learning;
- SLOP;
- Virtual Learning Environments.

Planned Sources of Evidence: AIG PAC spreadsheet
CCS Professional Development Plan
Curriculum & Instruction agendas where professional learning is a primary topic
Schoollink TM

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: Priority 2 of the CCS District Strategic Plan is to incorporate 21st Century skills into the curriculum. The rationale for this priority is based on several avenues of research. The Partnership for 21st Century Skills indicates, "Providing face-to-face professional staff development through workplace experiences exposes teachers to methods for implementing 21st Century skills such as problem-solving, innovation, invention, self-reliance, logical thinking and technological literacy." The Partnership also notes that learning environments "must break through the silos that separate learning from the real world."

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

Description: CCS expects that strategies to promote critical thinking and problem solving skills will be implemented in all schools. This expectation is based on the fact that it is one of the ten Principles and Standards for School Mathematics adopted by the National Council Teachers of Mathematics 2000. The Partnership for 21st Century Skills and Metiri eGauge stress that students must develop the ability "to access, manage, integrate, evaluate, and create information in order to function in a knowledge society."

Planned Sources of Evidence: AP summer institute attendance documentation
CCS annual technology conference attendance documentation
CCS master Professional Development Plan
Schoollink ™
Sign in sheets from the training on the NC Teacher Evaluation Process

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 Focused Practice for 2013-2016.

Rationale: Sixty-six percent of teachers surveyed responded "Local PAC" or "State Licensure" to the question, "Please indicate your highest level of AIG training."

Goals: 1. Increase the number of K-3 teachers with the local AIG PAC by 10% each school year.
2. Increase the number of elementary schools with K-3 nurturing programs by 10% each year.
3. Develop AIG courses specifically designed for teachers in K-3 nurturing situations.

Description: Quarterly K-3 Nurturing sessions provide the opportunity for teachers to share their experiences with our youngest, bright students. However, our K-3 Nurturing Program has not been implemented in all elementary schools. Moreover, implementation of the program is not consistent school-to-school.

Annual sharing sessions occur mostly in grades 4-6 and rarely in the high school arena.

At least semi-annual sharing sessions need to be implemented K-8 for at least reading and math. Semi-annual sharing sessions need to be schedule by subject area for honors and AP course teachers.

Planned Sources of Evidence: AIG PAC spreadsheet
PLC attendance rosters

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: Seventy-six percent of AP/Honors teachers responded "Strongly Agree" or "Agree" to the following survey statement: "My school 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. Eighty-six percent of elementary and middle school teachers responded "Strongly Agree" or "Agree" to the same statement. Seventy-two percent of AIG parents responded "Always" or "Usually" to the following survey statement: "The AIG services/programs at my child's school meet the social and emotional needs of gifted learners." Additionally, 75.77% of the parents responded "Always" or "Usually" to: "The AIG services/programs at my child's school meet the intellectual needs of gifted learners."

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

Description: The AIG Department has made a concerted effort to bring in consultants who are well-versed in each of these domains. Information nights for parents have included such topics as: Brain-Smart Foods that Maximize Learning, Secrets to Parenting Intelligent Kids Intelligently, Addressing the Social and Emotional Needs of Your Gifted Child, and What Does IQ Really Mean? Dr. Marcia Tate has worked with AIG teachers for the past three years on brain-based strategies. Lee Ann Nickleson has conducted professional learning workshops for teachers on Deeper Learning. Opportunities for participation in Battle of the Books, Odyssey of the Mind, Science Olympiads, Knowledge Master and Envirothon afford students the opportunity to extend classroom instruction while practicing the nuances of group dynamics.

Planned Sources of Evidence: Agendas from Parent Nights

Staff Development Logs

Service Delivery Options Grid

Student DEPs

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Catawba County Schools AIG Service Delivery Model articulates a full continuum of services for K-12 students.

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

Description: High school students have the opportunity to acquire college credit through UNC-G ischool, Dual Enrollment, Challenger Early College High School and the Lenoir-Rhyne University Scholars Academy. Middle and high school principals are actively engaged in vertical alignment conversations, specifically as they relate to realigning high school courses at the middle school level. Historically, middle schools have offered Algebra I in 8th grade. Beginning in the 2009-2010 school year, two middle schools, River Bend and Maiden Middle, offered foreign language for high school credit, either through North Carolina Virtual Public School or as an on-campus course. Plans to extend middle school offerings in science and mathematics are in development. Opportunities for scheduling constructs afford for creative venues for delivering more robust, challenging courses for high school credit.

K-3 Nurturing Programs ensure that students have the opportunity for enrichment and growth from their enrollment in kindergarten until formal identification processes take place in 4th grade.

Planned Sources of Evidence: Individual student schedules
Minutes from parent conferences relative to subject/grade acceleration/advancement
Agendas from Principal Job Alike meetings
Agendas from K-3 Nurturing meetings
Rosters from online courses
NC WISE enrollment information from Challenger and Lenoir-Rhyne University's Scholars Academy
Catawba County Schools' High School Curriculum Guide

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Examination of the District Strategic Plan and the AIG 5th Generation Plan provides a comprehensive delineation of AIG programs and services.

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

Description: In the elementary setting, K-3 students are flexibly grouped. In grades 4-6, students are clustered and flexibly grouped for language arts and mathematics. The middle school configuration includes clustering for language arts and mathematics. Additionally, students experience opportunities for self-selection through exploratory courses and increasingly through courses for high school credit. High school placement is solely through self-selection. Regardless of

the grade level and grouping configuration, all AIG students experience opportunities for enrichment and/or acceleration. These opportunities may be through such co-curricular activities as Science Olympiads and Algebra I competitions or through challenging course content.

All elementary and middle schools are revising their daily schedules based on best practices recommended by Dr. Lynn Cannady. These revisions reflect that schools are building enrichment time into their daily schedules.

Planned Sources of Evidence: Catawba County Schools High School Curriculum Guide
Catawba County Schools Master Staff Development Plan
Enrollment numbers for AP/Honors courses
Enrollment numbers for middle students enrolled in high school courses
Individual school schedules
Purchase orders from PAC recipients
Yearly assessment of the District Strategic Plan

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 Focused Practice for 2013-2016.

Rationale: Twenty-nine percent of elementary and middle school teachers and 29.73% of high school teachers responded "Strongly Agree" to the following statement: "CCS 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." While the "Agree" category was high for both groups of respondents, the AIG Leadership Team believes that the "Strongly Agree" category should be fortified. Additionally, open-ended comments on the most recent survey indicate a lack of comprehensive knowledge relative to the delivery of services. Examination of some elementary and middle school schedules has initiated Central Office concern about the efficacy of some placement decisions.

Goals: 1. The AIG department will develop a comprehensive website with information relative to all aspects of gifted education.
2. AIG newsletters will have a designated section specifically for addressing service and delivery.
3. The AIG Parent Handbook will have a section dedicated to the Early Admission to kindergarten process.

Description: Catawba County Schools utilized Treffinger's (1989) identification of four levels of gifted education programming in the development of our Service Delivery Model. Services for "All" reflect the importance of ongoing collaboration between regular and gifted education. "Pathway One" is designated for those gifted students who will thrive best through differentiation and cluster grouping for core reading and/or mathematics. "Pathway Two" is designed for students who demonstrate

outstanding ability in a number of academic subject areas. These students need significant differentiation, and in some instances, acceleration. "Pathway Three" is for students of extraordinary ability who require significant acceleration and possibly grade advancement.

Articulation of the Service Delivery Model is accomplished through online access to the current AIG plan, via discussion during principals' and GPS team leaders' meetings, and through the annual AIG Leadership Team's meeting. Additionally, the Catawba County Schools Board of Education reviews the Service Delivery Model as an integral part of the AIG plan approval process. Teachers enrolled in the Introduction to Gifted Education class discuss the CCS Model as an essential component of the course's curriculum. During 2009, elementary principals received a comprehensive document delineating the protocol for identifying pre-kindergartners for early kindergarten admission. To ensure consistency of identification processes, all parent inquiries related to this issue were screened by the Assistant Superintendent for Curriculum and Instruction. Nevertheless, the frequency of teachers' concerns and discussion during the February 2010 Leadership Team meeting indicate that additional focus must be given to this practice.

Planned Sources of Evidence: AIG Parent Handbook
AIG Leadership Team meeting agendas
Faculty/Staff presentations
Newsletters
Presentation to the CCS Board of Education
Website

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 Focused Practice for 2013-2016.

Rationale: District level AIG consultants and program supervisor have identified vertical articulation as an area for strengthening as part of the baseline sources used for needs analysis. Each high school, middle school and elementary school in a particular zone is known as the "feeder area." Per CCS Board of Education policy, each feeder area must meet on a regular basis. As a result of those feeder meetings, vertical articulation has been identified as a primary concern throughout the District. Analysis of trend data has also indicated gaps in specific skill sets from one grade continuum to the next.

Goals: 1. An AIG representative will attend feeder area meetings when vertical articulation is the topic.
2. Based on vertical articulation conferences, the AIG department will provide curricular extensions at each grade level to enrich AIG instruction.
3. Develop a curriculum alignment committee to synthesize the work of district feeder areas. AIG representatives will be an integral part of that committee.

Description: One of the priorities under the new District Strategic Plan is universal access to preschool. Through this initiative, additional preschool classrooms have opened. In addition, discussions between preschool and K-6 have developed, and preschool is now included in CCS monthly Elementary Job Alikes.

District level communication relative to K-12 services is a multi-faceted process. Through year-long meetings with K-8 teachers, the LEA restructured its Approved Reading List to delineate book titles that had congruency with North Carolina Standard Course of Study (soon to be Essential Standards). Books that were chronologically appropriate but not congruent to grade-level content were placed on a Vertical List. Procedures for the addition of titles were revamped to emphasize the addition of culturally diverse offerings and nonfiction.

For the past three years, CCS has engaged in on-going conversations relative to systemic change at the high school level. The High School Reform initiative has specifically examined the transition from middle to high school. Superintendent Markley gave a directive in 2009 that all high schools would have a transition component. One of the primary concerns relative to this transition is service delivery for the AIG students. Parents have expressed a concern that gifted children will experience boredom if required to take Freshman Success as opposed to taking a more rigorous course. As a result, administrators are examining scheduling options to ensure that our brightest students are not held back in their academic endeavors.

In that same vein, middle and high school administrators are in the process of articulating what high school courses will be offered at the middle school level, either via North Carolina Virtual Public School or through direct instruction. In turn, high schools are examining the possibility of offering more advanced courses in all core content areas.

North Carolina's revision of the mathematics curriculum, now termed the Essential Standards, has led to the development of a Math Reform Committee. The mission of this cadre of teachers, principals, curriculum specialists and Central Office administrators is to investigate the efficacy of teaching Integrated Math as opposed to teaching Algebra I, Geometry, and Algebra II. This on-going dialogue ensures that all constituents have a voice in the process. Part of this discussion is to develop an appropriate sequence of higher level mathematics courses to meet the needs of gifted math students.

Planned Sources of Evidence: Catawba County Schools High School Curriculum Guide

End-of-year notes to teachers in the next grade level

Feeder Area Meetings/parent nights

Math placement recommendations (elementary to middle school; middle to high school recommendations)

Orientation tours and programs

Transitional meetings (pre-kindergarten to kindergarten; elementary to middle school; middle to high school)

Updated CCS Approved Book List

Vertical alignment meeting agendas

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: The AIG Leadership Team is comprised of AIG-certified teachers, regular education teachers, district curriculum specialists, school counselors, administrators, Exceptional Children's representatives, students, parents, community members, and ESL staff members. AIG consultants' reviews of students' folders at the exit grade indicate the comprehensive nature of differentiated programs afforded our gifted students. Nevertheless, further collaboration between and among constituents is necessitated for program sustainability.

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

Description: Catawba County Schools' commitment to collaboration and involvement becomes apparent when one examines the district's Master Staff Development Plan. There is a resounding belief that robust professional development opportunities transcend the boundaries of regular education, ESL, EC or AIG. For instance, our LEA has made a multi-year commitment to Learning Centered Schools, a training program focusing on sound pedagogy, the primary principles of learning, and the coaching skills essential to building teacher efficacy.

Catawba County Schools' AIG Service Delivery Model delineates the types of differentiation available at each Service Tier. In addition, the DEP outlines differentiation as a type of content modification. District-wide enrichment opportunities include, but are not limited to: Governor's School, Apprenticeships, CTE Leadership Conference, National Beta Club, North Carolina Academic Scholars Program, College Night, Quiz Bowl competition, mathematics competitions, Cultural Arts Opportunities, and participation in TIP.

District level curriculum and instruction meetings always include the Exceptional Children's staff, ESL representatives, regular education teachers, Exceptional Children's teachers, parents, high school students, school administrators and counselors, Central Office administration and community representatives.

At the school level, common planning times, grade-level and/or departmental meetings and organizational meetings for special events and/or activities provide teachers with time to collaborate relative to individual students and whole-school opportunities that can be deemed as differentiation.

Planned Sources of Evidence: AIG Leadership Team meeting agendas

Curriculum nights

Lesson plans that indicate differentiation

Minutes/agendas from meetings

School schedules indicating common planning time

Transition documents/high school DEP services

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: Specific training regarding the social and emotional needs of gifted learners has been provided to teachers and counselors. Parent nights have been provided to address the same issues.

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

Description: A licensed guidance counselor sits on the school-level AIG Team. It is an expectation that this individual meets with members of the GPS team on a regular basis to discuss prospective AIG candidates and those already in the program. The K-3 Nurturing Program attempts to pair those children with promising intellect with teachers who will encourage their gifts. Students form a relationship with their teacher; teachers, as part of the transition process from one grade to the next, have specific conversations with the receiving teachers about the academic, social and emotional needs of each identified student. That same degree of articulation is seen between teachers at the 4-8 span as well. The middle school concept specifically lends itself to providing for the social and emotional needs of all students, including those identified as Academically and/or Intellectually Gifted. In some middle schools, teams and administration meet weekly to discuss all students on a team, whether it is through a "Thumbs Up! Thumbs Down!" process or on an as-needed basis. In high school, each student is assigned a specific counselor – either by grade or alphabet – who monitors students' academics and is available to address other concerns as identified.

Additional information on the social and emotional needs of the gifted student is provided through the following opportunities: Ruby Payne, A Framework for Understanding Poverty; Introduction to Gifted Education; and Learning Centered Schools.

Planned Sources of Evidence: 504/IEP meetings

AIG resource website

Middle school team meeting minutes

Online training module

Parent Nights specifically geared to social and emotional needs

Parent conference logs

Schoollink™ rosters and course descriptions for professional development on the social and emotional needs of the gifted learner

Transition programs (elementary to middle and middle to high)

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: Articulated service delivery models for Pathways 1, 2 and 3 provide the structure for acceleration and placement options. Documentation in NC WISE indicates that every Pathway has been accessed to meet the myriad student needs within the LEA.

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

Description: At the high school level, students advance and/or accelerate through self-selection. Students may opt to take Honors or Advanced Placement courses. Moreover, students may elect to obtain college credits through UNC-G iSchool, Huskins, and Learn & Earn courses. In the middle grades, students may opt to take NCVPS courses for high school credit. Each year the middle schools expand the array of courses from which students may select. Additionally, if appropriate, students may opt to travel to the high school for courses to which an EOC is attached. In situations where students are highly advanced or enter Catawba County Schools with courses that translate to high school credit, these students may be grade advanced. In the elementary grades, myriad factors are considered when determining if grade advancement is appropriate. Those factors include: input from the parents, students and teacher; information on the student's social and emotional maturity and stability; and student's ultimate career and/or academic goals. In addition, consideration as to the service delivery option most conducive to each student's success will be discussed. In some instances, a student may move to another grade level for a specific subject yet remain with his chronological aged peers for purposes of socialization. The intent of Catawba County Schools' AIG Program is to create the appropriate placement for each child on an individual basis. It is never an option to "make the child fit the service delivery model."

Planned Sources of Evidence: AP Potential
Arlin Test of Abstract Reasoning (8th grade Algebra I)
Criteria listed in the Service Delivery document: Subject acceleration; grade advancement
EVAAS Predictors
Orleans-Hanna Algebra Prognosis Test (7th grade pre-algebra)
Service Delivery array
State requirements for Early Entrance to Kindergarten (Catawba County has a procedure for disseminating this information to parents in a consistent manner.)

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: A district-level review of procedures for identifying and serving underserved populations substantiates Catawba County Schools' assessment of this practice as "Completely Evident."

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

Description: Catawba County Schools delineates additional guidelines for the identification and service of underserved populations and those students who have dual identification through gifted education and the Exceptional Children's program. In Catawba County Schools, a number of program options are available to meet the unique needs of ethnically and culturally diverse students. The Lenoir-Rhyne High School Honors Academy has been designed for high school students who seek an alternative opportunity for a full-time on-campus college experience.

North Carolina Virtual Public School (NCVPS) affords students the opportunity to explore courses not currently offered at their home school and fast-track diploma requirements. Moreover, NCVPS provides additional study in an area of interest.

Catawba Valley Early College High School (CVECHS), also known as Challenger, has been in operation since 2005. Upon acceptance, CVECHS allows rising 9th graders the opportunity to enroll in Catawba Valley Community College through a five-year program that provides a high school diploma as well as an Associates Degree that may serve as a springboard for a four-year college/university degree. First priority is given to first generation college students.

Through AIG funds, economically disadvantaged students may have tuition and textbooks covered at the Scholars Academy. All ancillary materials (e.g. special science equipment, specialized calculators for mathematics courses, etc.) are provided through AIG funds. If students can demonstrate a financial need, assistance is available for participation in the Duke TIP program. To ensure that money is not an issue for any student involved in state-level competitions, AIG funds support overnight lodging and other costs associated with overnight field trips. AIG also underwrites the cost for every elementary and middle school's admission to the Charlotte Observer Spelling Bee. All schools also receive a designated stipend to pay for such school-level competitions as Knowledge Master, Science Olympiads, Envirothon, and Battle of the Books.

Planned Sources of Evidence: Advanced Placement data
Challenger demographic data
NC WISE demographic data
Survey data from the K-3 Nurturing program

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 the most recent AIG Survey (February 2010), 85.85% of high school students responded either "Always" or "Usually" to the following statement: "Challenging extra-curricular activities (clubs, competitions, etc.) are offered at my school." In response to that same statement,

92.39% of middle school students responded "Always" or "Usually."

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

Description: The following clubs and competitions are available to elementary school students:

Battle of the Books
Charlotte Observer Spelling Bee
CVCC Black History Month Poetry Contest
Green Room performances
Jr. Beta Club (6th grade)
Jr. Great Books
Knowledge Master
Math Olympiads
Odyssey of the Mind
Science Fair
Science Olympiads
Soil and Water Essay/Poster Contest
Word Master

The following clubs and competitions are available to middle school students:

Algebra I competition
All county band
All county chorus Geography Bee
Battle of the Books
Charlotte Observer Spelling Bee
Duke TIP program
Green Room performances
Honors Band
Honors Chorus
Jr. Beta Club
Jr. Great Books
Knowledge Master
Math Olympiads
Science Olympiads
Soil and Water Speech Contest
Word Master

The following clubs, opportunities, and competitions are available to high school students:

All-county band
All-county chorus
Apprenticeships
Boys' & Girls' State
Career Internships
CTE Leadership Conference
Envirothon
Governor's School
JROTC-Leadership
Math Competitions

8/7/2013

National Beta Club
Quiz Bowl
Science Olympiads
Service Internships
Teaching Internships

The philosophy of Catawba County Schools' AIG program is that clubs and competitions are an extension of the classroom and provide opportunities for students to explore specific interests and/or passions.

Planned Sources of Evidence: Club Rosters
Purchase orders detailing competition fees

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: The AIG Leadership Team is composed of community members, community college representatives, teachers, parents, high school students, curriculum specialists, Central Office directors, school administrators, school counselors, and AIG consultants. This Leadership Team is an integral part of the decision-making process relative to AIG services.

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

Description: During each year of a new AIG plan, the AIG department surveys parents, teachers, administrators and students. Separate surveys are disseminated at the elementary, middle and high schools. This process ensures that specific feedback is garnered from stakeholders at all levels. The survey data provides feedback about gifted services and programming to determine strengths and areas of concern. The AIG Leadership Team is charged with disaggregating this data to identify those strengths and concerns.

Once those strengths and concerns are identified, the AIG Leadership Team is charged with assisting in the identification of goals to address those concerns. In addition, the Leadership Team shares constituents' concerns.

In addition to the survey data, the Leadership Team reviews service delivery plans, communication documents, special projects, and student academic growth on state and national testing measures. CCS Testing and Accountability Department provides disaggregated data by grade, school and district so that trend data can be examined and discussed.

Planned Sources of Evidence: Alert Now communications

Apprenticeships

Annual Review

Band/choral/music/visual/dramatic performing arts presentations

Blogs/Wikis

Board of Education meetings

CCS Testing & Accountability reports

DEPs

District Parent Handbook

E-mails

Mentorships

Newsletters – both AIG Department and school-level

Newspaper articles
Open House
Outside speakers
Parent/Teacher conferences
Phone logs
Progress Reports/Midterm
Report Cards
Student-led conferencing
Student presentations
Translations of all AIG documents
Weekly Student Work Folders
Web page – both teacher and system

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: During a new plan year, the AIG Leadership Team meets a minimum of two times to review survey data, discuss goals and objectives, and provide input relative to the direction of the plan. Additionally, this core team serves as the sounding board for overriding concerns from parents, students, teachers, administrators and the community.

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

Description: The Board of Education is identified as a primary stakeholder in the development, implementation and oversight of the AIG Plan. Board representation on the AIG Leadership Team ensures that the governance branch of public schools is involved in all phases of plan development. Once the AIG Leadership Team has met and provided specific input, the draft plan is finalized. The Board of Education receives an overview of DPI's expectations for the plan and has two formal readings as a time for clarification and recommendations prior to final approval. As a result of this process, the BOE is afforded equal opportunity in the stakeholder process.

AIG Leadership Team meetings are interactive. Stakeholders actually participate in the disaggregation of data as part of understanding the District's AIG plan and program. In addition, best practices and current trends in gifted education are shared with these valued constituents.

At the school level, the GPS team meets with parents each year regarding the DEP. During that meeting, information specific to their child and information relative to the AIG program is discussed. In addition, meetings for the Lenoir-Rhyne University's Scholars Academy and Challenger Early College High School provide parents with program-specific information.

Planned Sources of Evidence: Awards programs

AIG Website
DEP/parent signature
Leadership Team meeting agendas
Newsletter
Parent nights
Regional and state competitions and recognitions
Transition meetings

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: Breakdown of the diversity of the AIG Leadership Team is represented in the attached document entitled: "AIG Leadership Team Constituency Report."

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

Description: The AIG Department makes a concerted effort to ensure that representation on the AIG Leadership Team is reflective of the diverse cultures and ethnicities residing within the LEA. In addition, the Leadership Team also reflects a balanced number of males and females. Great thought has gone into the composition of the Leadership Team to ensure that the five feeder areas within the LEA are equally represented. Moreover, the Leadership Team reflects a full continuum of experience levels within the school district. Both beginning teachers and administrators are balanced with veteran educators and school leaders. Not only do parents represent the cultural and ethnic diversity reflected within the LEA, but they also represent the geographic regions of the district.

Planned Sources of Evidence: Access to the Plan online
AIG Leadership Team composition
Student focus groups
Surveys

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: AIG forms and documents have all been translated into the other relevant languages and translators are available for any needed parent meetings.

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

Description: AIG communication is abundant and represents myriad media. E-mails, mail outs, web page information, flyers at the school, press releases, information in students' agendas, parent/teacher conferences, and Parent Nights are used to ensure communication is two-way and continuous. While communication is comprehensive, translations of these items is not occurring as a natural part of the process.

Planned Sources of Evidence: AIG Website
Collaboration with support personnel (Title I, EC, Newcomer's Center)
Copies of translated documents

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: For the past five years, the AIG department has offered guests speakers for various parent information sessions. The topics of these offerings are based on survey results, recommendations from parents, the AIG Leadership Team's suggestions, and information obtained as part of the ongoing research into AIG best practices.

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

Description: In addition to District-wide offerings, individual schools promote parental/community involvement through Parent Curriculum Nights, parent orientation nights during their child's transition year, student-led conferences, Science Olympiads, dramatic performances, and topical parent nights.

Planned Sources of Evidence: Curriculum Nights
DEPs/Annual Review
Extra-curricular activities
Transition Meetings
Student-led Conferences

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: An examination of the existing AIG plan evidences a program that is in accordance with state legislation and policy. The plan includes the document signed by the CCS BOE approving the plan. The plan was sent to SBE/DPI for review and comment as evidenced by the comments/commendations received from DPI.

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

Description: Per the guidelines governing local plans for gifted education, CCS BOE has developed a local three-year plan designed to identify and establish a procedure for providing appropriate education services to each AIG student.

Surveys were distributed to stakeholders in the AIG program: students, parents, teachers, and administrators. Specifically, the surveys were presented to the three school levels: elementary, middle, and high. This process ensured that specific feedback was garnered from stakeholders at all levels. The survey data provided feedback about gifted services and programming to determine strengths and areas of concern. In addition to the survey data, service delivery plans, communication documents, special projects, and student academic growth and state and national testing measures were studied. Based on this collection of information the Catawba County AIG Leadership Team, under the direction of the Assistant Superintendent for Curriculum and Instruction, created the document that detailed AIG programming and services.

Upon completion of this document, it was submitted to the CCS BOE for first and second readings prior to approval. Once approved, the plan was then submitted to DPI for review and comments. Any commendations and/or recommendations will be taken into consideration for further development of the plan.

Planned Sources of Evidence: 4th Generation AIG Plan

AIG Survey results

CCS BOE minutes

Commendations/Recommendations from DPI

Minutes from AIG Leadership Team meetings

Plan Presentation to the Board of Education

System-level AIG leaders' calendars

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: The central level AIG consultants examined the 5th Generation AIG Plan at regular intervals to ensure that the plan strictly adheres to the letter and intent of Article 9B.

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

Description: To ensure progress in implementing and accomplishing the goals of the AIG plan, evaluation components are reviewed annually. Data is collected relative to service options, student performance as measured by value-added growth, AIG survey results, and overall program aspects at all educational levels. This data is utilized to measure and substantiate the effectiveness of the AIG program.

Planned Sources of Evidence: AIG Leadership Team meeting minutes

Due Process document

Internal paperwork review

Monthly central level AIG Department meetings

Survey data

Teacher observation

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: An examination of the AIG budget in cooperation with the CCS finance department determined that all AIG funds are used appropriately and in accordance with state policy.

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

Description: The Assistant Superintendent for Curriculum and Instruction works closely with the finance director to assess the most appropriate use of the funds in the AIG budget. Their conversations center around how to best achieve AIG program goals within the confines of the monies provided. Each fiscal year begins with a budget conversation and a prioritization of anticipated needs. The Curriculum and Instruction financial secretary provides monthly financial

statements delineating purchases, encumbered funds, and projected expenditures.

Staffing is always a large part of any budget. This holds true for the CCS AIG department. While only two salaries are completely funded through the AIG budget, partial salaries are funded for 17 AIG state licensed teachers. These teachers are placed strategically in order to maximize gifted services at school sites.

The next largest portion of the AIG budget is dedicated to purchasing supplies and materials. A major element required to meet the needs of AIG students is the assurance that AIG teachers have the materials and resources to help them provide differentiated instruction in their classrooms. AIG students need access to novels whose depth and complexity exceed that of what their chronological peers might use. From supplies necessary to meet the requirements for AP courses such as college level textbooks to the various materials needed to complete advanced science courses, these items are priorities in the budgeting of the AIG department.

The third largest expenditure in the AIG budget relates to professional development and contracted services. CCS AIG programming and services are built on a consultative model. As such, any educator providing instruction to AIG students must have attained CCS PAC in AIG, be in pursuit of it, or have NC state licensure in gifted education. CCS continues to provide on-going training leading to PAC. These classes prepare teachers to understand the characteristics and nature of gifted students and promote greater knowledge to differentiate the learning experiences for students. The AIG department contracts with experts in the field of gifted education to teach PAC courses on a year-round rotational basis. In addition to the expenditure for contracted instructors, the AIG department also pays for the substitutes of teachers attending AIG classes.

Planned Sources of Evidence: Budget
Line item review

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 relevant data is collected through the present NCWise system, WinScan, and through student services.

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

Description: During the 2008-2009 school year, collaborative efforts between the CCS Department of Testing and Accountability and the AIG department produced a plan to begin tracking the performance growth of AIG students through EOC/EOG data. Testing Coordinators at each site were directed to indicate on students' EOG test documents if the student was identified "AIG

Reading/Math," "AIG Math," or "AIG Reading." The information from that testing cycle was to be used as the baseline to begin the collection and analysis of performance growth data. Due to a data importation issues, AIG information was not collected. Subsequently this problem has been addressed and accurate data capturing will occur 2009-2010.

AP testing information is collected and analyzed in several ways. Longitudinal school /teacher performance is analyzed to determine if the instructor has successful students. Information about specific teachers helps to determine if a teacher needs additional training or resources. We look for trends in enrollment vs. participation (how many students enrolled in the class actually take the AP exam). Examination of individual AP teacher reports also provides information that informs instruction and the instructional practices in a given AP course. AP data and professional development also play a role in teacher assignment.

CCS Student Services Department collects drop-out data annually. Up to this point, the AIG department has not analyzed this information with a specific lens focused on AIG students. Conversations between Student Services and AIG will begin so as to facilitate the access and use of AIG student dropout data. In turn, the analysis of this information will help identify any patterns applicable to AIG dropouts so measures can be instituted to reduce the numbers of AIG dropouts.

Planned Sources of Evidence: Disaggregated EOG student data

Disaggregated EOC student data

Disaggregated AP student data

Disaggregated SAT and ACT data

Disaggregated PSAT student data

Disaggregated NAEP data (as available)

Disaggregated 4th, 7th, and 10th grade NC Writing Test results

Disaggregated Graduation Cohort data

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: Under represented population data is examined periodically through NCWise and through conversations with the ESL and EC departments.

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

Description: System level AIG consultants work closely with EC/ESL staffs to stay current on the research into characteristics of underserved and twice-identified AIG students. This information is shared with GPS Team leaders. In turn they share this information with classroom teachers. As a result there will be a comprehensive network of educators in place to ensure equitable screening and

referral processes occur.

The AIG Department works closely with the Director of ESL in order to maintain clear lines of communication with those individuals providing services at the CCS Newcomer Center. This process supports district-wide initiatives for identifying under-identified populations.

In the fall of 2007, the AIG Department collaborated with EC, ESL, and Testing and Accountability to examine several aptitude instruments. The goal was to select one that would provide comprehensive information regarding the abilities of all students including those who are twice-exceptional and/or ESL. After extensive empirical research and conversations with neighboring LEAs, the committee chose the CogAT as the instrument that would provide the most comprehensive assessment of student potential. Further trend data needs to be examined to determine the efficacy of this measure.

Planned Sources of Evidence: April 1 Headcount

List of Ruby Payne trainer of trainers

Minutes from meetings with AIG, EC, and ESL departments relative to the meetings about selecting an aptitude instrument

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: Since Article 9B came into effect, our system has continually offered courses leading to state licensure, local endorsement, and more recently PAC. The AIG Department has a complete listing of what courses have been offered, who has taken them, and which level of licensure or certification each teacher has achieved.

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

Description: Catawba County Schools is committed to providing training and staff development opportunities in the area of gifted education. Prior to July 1, 2006, funding was provided for teachers to take courses leading to AIG State Licensure via field-based training. Since that time, Catawba County has continued its commitment to professional learning in the area of gifted education and requires all teachers of gifted students to hold AIG state licensure, attain AIG PAC, or work toward either level of certification.

AIG system level consultants work collaboratively with the Director of Professional Learning to ensure that AIG teachers receive credit for the courses taken and that this information is entered into HRMS.

Planned Sources of Evidence: HRMS

Licensure/PAC spreadsheet

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: Each year the AIG Leadership Team is convened for a minimum of two sessions in order to examine AIG services and programming and examine program fidelity.

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

Description: Our AIG Leadership Team is a carefully crafted unit that represents stakeholders from all three levels of schools and multiple stakeholders. Stakeholders include administrators, community members, parents, students, and teachers.

Planned Sources of Evidence: AIG Leadership Team constituency document

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 Maintained Practice for 2013-2016.

Rationale: During plan development years, all stakeholders are surveyed to elicit feedback regarding the quality and effectiveness of the AIG program. All AP students are surveyed annually. Meaningful conversations occur at GPS team meetings to solicit feedback.

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

Description: During the fall of 2009, AIG surveys were revised, adding questions to align the survey with the new state AIG standards. In the fall of a plan development year, an on-line survey is deployed to teachers, administrators, and students. Each parent of an AIG student is direct-mailed a survey that includes a self-addressed stamped envelope with which to return the survey. Parent surveys are entered on-line to facilitate access to the data.

In order to ensure that we are attaining the most accurate and up-to-date information, we will be deploying student and teacher surveys every year beginning 2010-2011.

Planned Sources of Evidence: Insight K-12 survey samples and results

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: Twice-yearly meetings with the AIG Leadership Team occur. In these meetings constituents examine test data, survey data, and examine the goals of the plan along with the indicators that would define fulfillment of said goals.

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

Description: The following data points are considered in a formal review of the AIG program and plan:

- AIG Regional Roundtable meetings
- Curriculum Forum
- Data provided by Testing & Accountability
- EVAAS
- Faculty meetings
- Formative and summative assessments
- Principals' Meetings
- Summer staff development
- Surveys

Planned Sources of Evidence: Agendas and minutes from AIG Leadership Team Meetings

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: To the statement, "CCS 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," 91.1% of administrators replied, "Strongly Agree" and "Agree." To this same statement, 82% of K-12 teachers responded "Strongly Agree" and "Agree."

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

Description: Once DPI returns the plan to CCS and the commendations and recommendations are

considered and any changes or modifications have been made, the plan is printed and hard copies are placed in our media centers. GPS team leaders and principals are notified directly and receive a copy of the plan and the feedback received from DPI. Any time any revisions are made, principals and GPS team leaders are notified.

In order to ensure that data from the evaluation of the local AIG program is available to the public, this information will be posted on the CCS AIG website, referenced in the AIG parent handbook, and in school/teacher-based newsletters.

Planned Sources of Evidence: CCS AIG Website
Emails pertaining to program evaluation

Other Comments:

Practice K

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

This practice is a Focused Practice for 2013-2016.

Rationale: The parent handbook with all of the information has not been completed yet.

Goals: To ensure that the rights of students and parents are protected by creating a comprehensive document detailing parent and student rights.

Description: The CCS 4th Generation AIG plan includes many documents designed to protect the rights of all AIG students through policies, procedures, and practices.

The AIG Department will make available all documents related to Parent's/Student's Rights. They include the following forms and information:

AIG 3

AIG 5

FERPA

Procedure to Resolve Disagreements

Procedures to Screen and Place

Procedure for Students Transferring into CCS AIG Program

Service Delivery Matrix

Planned Sources of Evidence: The collection of the documents listed above.

Other Comments:

Glossary (optional):

Appendix (optional):

AIG Glossary.pdf (*Appendix - Standard 1*)
AIG_ID_Flowchart.orange.pdf (*Appendix - Standard 1*)
Microsoft Word - Multiple Indicators of Giftedness.pdf (*Appendix - Standard 1*)
Notice of Placement.pdf (*Appendix - Standard 1*)
Procedures to Resolve Disagreements.pdf (*Appendix - Standard 1*)
Procedures.Manual.Elem..11.12.pdf (*Appendix - Standard 1*)
Microsoft Word - all.aig.forms.July.2012.pdf (*Appendix - Standard 1:2*)
Service.Delivery.Grids.Arrays.pdf (*Appendix - Standard 2*)
Roles.and.Responsibilities.for.AIG.Personnel.pdf (*Appendix - Standard 3*)
AIG Leadership.Team.Constituency.Report.pdf (*Appendix - Standard 6*)
AIGBUDGETINFO Plan 2013.pdf (*Appendix - Standard 6*)
BOE Approval 6.2013.pdf (*Local Board Approval Document*)