

**Edenton/Chowan Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2013-2016**

**Approved by local Board of Education on:** 03-JUN-13

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Edenton/Chowan 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, Edenton/Chowan Schools local AIG plan is as follows:***

**Edenton/Chowan Schools Vision for local AIG program:** Edenton-Chowan Schools and the community are committed to the appropriate preparation of all students as critical thinkers and productive citizens able to adapt to the ever-changing challenges of a global society.

Edenton-Chowan Schools is committed to equipping all students with the knowledge, competence, and orientations needed for them to successfully meet the challenges and opportunities they will face in their career and family lives after graduation. To meet this commitment, all of the school system's programs and instructional efforts are focused and organized around the expectation that all students will become critical thinkers, collaborative workers, quality producers, self directed learners, and community contributors.

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$112137.00</b>	<b>\$30000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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## **Standard 1: Student Identification**

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

### **Practice A**

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

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

**Rationale:** • To improve parent communication and involvement

- Have testing revisions to comply with regulations and best practices

**Goals:** • Disseminate plan to public

- Provide comprehensive testing procedures

**Description:** • Continue to link AIG plan to district website

- Provide AIG brochure that summarizes plan components
- Have screening, referral, testing, and identification procedures explained in additional document added as appendix
- Provide plan in 2 forms: Standard template for DPI with appendices and Narrative plan with appendices

**Planned Sources of Evidence:** • Aptitude test

- Screening, referral, and identification processes – Appendix C (Procedures for Identifying Academically/Intellectually Gifted Students)
- Plan on district website

**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:** Continue to include multiple criteria for identification:

1. Student achievement
2. Student aptitude

3. Student performance
4. Learning characteristics
5. Student Interest
6. Student Motivation to Learn

Continue to include traditional and non-traditional standardized measures to ensure equity.

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

**Description:** K-2 – teachers gather performance data on students who show potential on Harrison Observation Student Form and give to SSOC (Student Search and Option Committee). This form and student performance portfolio reviewed by SSOC to determine delivery options that will nurture gifted potential. Standardized testing completed on individual basis if recommended by SSOC to determine greater array of service options.

3-12 – AIG Identification based on meeting four of the following five criteria:

- Achievement – 90% or above
- Aptitude – 90% or above
- Academic performance – shows potential for two years above grade level
- Typical learning characteristics of gifted based on standardized rating scale (90% or above)
- Intense interest and/or curiosity in particular subject or high level of motivation to learn

K-12 – nurture potential giftedness

If student meets two of the following three criteria:

- Achievement – 80% or above
- Aptitude – 80% or above
- Academic performance – shows potential for above grade level

Multiple criteria for screening and identification include traditional standardized testing for achievement and aptitude. Non-traditional criteria include portfolio of academic performance, student interest inventories, and screening in native language for non-English speaking students.

**Planned Sources of Evidence:** Appendix B (Screening/Assessment Resources)

**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:** Continue to include traditional and non-traditional standardized measures to ensure equity.

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

**Description:** Multiple criteria for screening and identification include traditional standardized testing for achievement and aptitude. Non-traditional criteria include portfolio of academic performance, student interest inventories, and screening in native language for non-English speaking students.

**Planned Sources of Evidence:** Appendix B (Screening/Assessment Resources)

**Other Comments:**

### **Practice D**

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

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

**Rationale:** Specific guidelines are followed by SSOC committee teams to ensure consistency.

**Goals:** Parallel alignment for AIG and High Flyer screening, referral, and identification processes.

**Description:** • Use multiple criteria to identify for giftedness and potential for giftedness.

Giftedness – Four of five criteria:

Achievement – 90% or above

Aptitude – 90% or above

Academic Performance – Showing potential for two years above grade level

Learning characteristics – 90% or above on standardized rating scale

Intense interest and/or curiosity

Potential for giftedness – Two of three criteria:

Achievement – 80% or above

Aptitude – 80% or above

Academic Performance – Showing potential above grade level

Also in K-2 – show potential on Harrison Observation Student Form

- Screen in native language for all non-English speaking students.
- Evaluation procedures, testing results, and SSOC conclusions are listed on Student Search and Options Form which will be kept in student folder.
- Parents will be notified of committee results and will be encouraged to be a part of the Differentiated Plan if one is required.

**Planned Sources of Evidence:** • AIG Student Search and Options Form (Appendix F)

- Differentiated Education Plan Form (Appendix G)
- Procedures for Identifying AIG students (Appendix C)
- Student folders

**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:** To continue to safeguard the rights of AIG students and their families and clarify procedures/services for transferring students.

**Goals:** • Establish clear procedures and routines for students who transfer in with evidence of previous AIG placement.

- Provide clear procedures for appeals.
- Gain parental consent prior to evaluation.

**Description:** Maintain SSOC guidelines:

\*Each school will have a SSOC committee that must include a teacher certified in gifted education, the principal or his/her designee, and others chosen at the principal's discretion.

\*A committee chairperson will be appointed by the principal to supervise meetings and committee responsibilities. It is recommended that the committee be comprised of a minimum of four individuals and that the parent(s) be a part of the committee when his/her child's services are being discussed.

\*The SSOC is responsible for collecting student data, determining eligibility and recommending appropriate service delivery options (developing DEP or IDEP). The DEP or IDEP lists the appropriate service delivery options including learning environments, content modification and interest development. The committee will consider the required criteria for each option and the information collected about the student's needs and interest during the search and nomination process.

\*The SSOC will consider recommendations for changes to a student's services made by the school level AIG coordinator, regular education teacher, or parent(s) and make final recommendations.

\*Maintain the multiple criteria to identify for giftedness as:

Giftedness--four of five criteria:

Achievement--90% or above

Aptitude--90% or above

Academic Performance--Showing potential for two years above grade level

Learning characteristics--90% or above on standardized rating scale intense interest and/or curiosity

\* Establish multiple criteria for identifying "potential for giftedness" (High Flyer) Meet two of three criteria:

Achievement--80% or above

Aptitude--80% or above

Academic Performance--Showing potential above grade level

Maintain criteria in K-2--show potential on TOPS Form

\*Screen in native language for all non-English speaking students.

\*Evaluation procedures, testing results, and SSOS conclusions are listed on Student Search and Options Form which will be kept in student folder.

\*Parents will be notified of committee results and will be encouraged to be a part of the Differentiated Plan if one is required.

**Planned Sources of Evidence:** • AIG Student Search and Options Form (Appendix F)

- Differentiated Education Plan Form (Appendix G)
- Procedures for Identifying AIG students (Appendix C)
- Student folders

**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 Focused Practice for 2013-2016.**

**Rationale:** Clarify criteria for an annual review.

**Goals:** • Provide annual review with parents

- Maintain documentation of identification process and service options available for students.

**Description:** • Invite parents to annual review with adequate notice and reminder to review and discuss child's DEP. If parent does not show and there are changes in services, a copy of DEP is sent and documented that the copy was mailed.

- Annual parent information night will be held at each school to review plans.
- DEPs will be reviewed but not necessarily written each year unless changes in services are recommended.
- The identification process which includes test results, scores, and portfolio results will be entered onto the AIG Student Search and Options Form as well as placement decisions by the SSOC.

**Planned Sources of Evidence:** • DEP (Appendix G)

- SSOC Form (Appendix F)
- Invitation to annual review

- Sign in sheet for parent night

**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:** Our current plan focuses on the Language Arts and math curriculum. Our plan also implements various levels and forms of differentiation to meet the needs of all children.

**Goals:** Continue to add differentiation to unit plans at each grade level.

**Description:** Add emphasis to differentiate unit plans to meet the needs of all students. Work with teachers at all grade levels to ensure the needs of all students are met.

**Planned Sources of Evidence:** • Unit Plans

- Lesson Plans

**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:** Our current plan offers a variety of interest based programs to meet the needs of students.

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

**Description:** Interest inventory is given to students to provide more engaging activities. Our plan employs a system –wide program to enhance literacy, character education, service learning projects, advisor programs, career readiness, community colleges, distance learning, and early college programs.

**Planned Sources of Evidence:** School Improvement Plan

PBIS Data

School Profiles

**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:** Our current plan uses a variety of service options to meet student aptitude, achievement, performance, learning characteristics, and student interest and motivation.

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

**Description:** Interest inventory is given to students to provide more engaging activities.

Our plan employs a system –wide program to enhance literacy, character education, service learning projects, advisor programs, career readiness, community colleges, distance learning, and early college programs.

**Planned Sources of Evidence:** School Improvement Plan

PBS Data

School Profiles

**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 Focused Practice for 2013-2016.**

**Rationale:** Components of 21st century content not explicitly stated in present plan.

**Goals:** Infuse the 21st Century terminology and align with the state in curriculum focus.

**Description:** To ensure 21st Century Skills and content are being taught with the gifted population.

**Planned Sources of Evidence:** AIG Plan

Units

Lesson Plans

**Other Comments:**

**Practice E**

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

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

**Rationale:** On-going assessment data is used by the regular education teacher and the AIG teacher to drive instruction; however, focus on formative assessment strategies is needed.

**Goals:** Coordinate differentiated instruction with general education classroom teachers and broaden knowledge of formative assessment strategies.

**Description:** Grades K-2:

\* Use NC K-2 assessment results to determine flexible grouping in reading and math in K-2 during core curriculum delivery time.

\* Use NC K-2 assessment results to determine enrichment/acceleration groups.

\* STAR

\* MClass

\* Unit tests

Grades 3-5:

\* Benchmarks

\* Teacher Observations

\* EOG

\* Report Cards

\* Class Scape

To determine ability grouping for math and ELA.

Grades 6-8:

\* Teacher observations

\* Benchmarks

\* EOG

\* Report Cards

\* EVAAS predictions

\* Writing portfolios

\* Aptitude testing

\* Spreadsheet of AIG/High Flyer students tracking assessment growth

\* Study Island

\* Student Response System

To differentiate curriculum and instruction in grades 6-8 in heterogeneous groupings and determine need for and differentiation levels in homogeneous groupings.

**Planned Sources of Evidence:** Assessment data

**Other Comments:**

### **Practice F**

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

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

**Rationale:** Our current plan provides support personnel at each school level to address the social and emotional needs of all students; however, support personnel need training and specific affective curricular that address AIG students' special needs. Student data from schools have not indicated this as a priority at the present time.

**Goals:** Explicitly state in plan examples of affective practices.  
Provide training for support personnel to gain knowledge in specific curricular that address the social and emotional needs of AIG students and develop lessons that address these needs.

**Description:** During staff development address the social and emotional needs of AIG students. AIG teachers help develop lessons that address these needs.

**Planned Sources of Evidence:** 1- Professional development and training of staff  
2- Staff Meeting Agenda  
3- AIG suggestions/samples

**Other Comments:**

### **Practice G**

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

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

**Rationale:** Inconsistent use of purposeful and intentional strategies to differentiate curriculum and instruction for AIG K-3 students.

**Goals:** Coordinate differentiated instruction with general education classroom teachers (K-3).

**Description:** Implement universal screening assessment and procedures to group students in the appropriate differentiated groups for instruction.  
Use all available data to form flexible groups which teach students at their instructional level.  
Add emphasis in professional learning teams (K-3) and horizontal planning teams to use data to differentiate the instruction of the students you serve.  
AIG staff at K-3 will respond to PLC minutes with differentiation suggestions and samples.

**Planned Sources of Evidence:** 1. Data from assessment  
2. Schedule for flexible groups  
3. Lesson plans and pacing guides

4. Differentiation samples/suggestions

**Other Comments:**

**Practice H**

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

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

**Rationale:** Currently we do not have regularly scheduled meetings to plan and coordinate vertical collaboration of the district AIG program.

**Goals:** Quarterly collaboration among AIG coordinators.

**Description:** Scheduled quarterly meetings among AIG coordinators to:  
Monitor program  
Develop vertical planning of AIG curriculum program  
Assess effectiveness of program by assessing student data and survey results.

**Planned Sources of Evidence:** Minutes of meetings  
Survey results  
Student data

**Other Comments:**

**Practice I**

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

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

**Rationale:** Continue to ensure a Differentiated Education Plan is in place for each AIG student. This plan is annually reviewed by the school level Search and Options Committee.

**Goals:** SSOC meets and develops a differentiated education plan for each AIG student. Differentiated education plan is reviewed each year to ensure identified needs of students are met. Plan is reviewed with parents at informational parent night meeting.

**Description:** DEPs  
Parent sign in sheet

Annual review form

**Planned Sources of Evidence:** Minutes of meetings

Survey results

Student data

**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:** To guide, plan, develop, implement, revise and monitor the local AIG program, ECPS (Edentoj-Chowan Public Schools) will:

- \* Continue to have a search and option committee at each school level which includes AIG certified personnel.
- \* Continue ECPS district AIG coordinator
- \* Continue school level AIG coordinators with AIG licensure

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

**Description:** It is recommended that the SSOC (Student Search and Option Committee) at each school level consists of at least four individuals that include a teacher(s) with AIG licensure including the school level coordinator, the principal or his/her designee, and others chosen by the principal.

- \* School level AIG coordinators will maintain current NC AIG licensure and will continue to pursue professional development and conferences in the area of AIG
- \* District level AIG coordinator will continue to pursue professional development and conferences in the area of AIG
- \* District level AIG coordinator or his/her school level AIG coordinator designee will continue to attend local, regional, and state meetings.

**Planned Sources of Evidence:** \* Current NC AIG license of school coordinators and teachers

- \* Annual list of professional development attended by AIG coordinators
- \* Annual list of AIG related local, state, and national meetings attended by AIG coordinators

**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:** Gifted are full participants in all appropriate activities

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

**Description:** become critical thinkers

- collaborative workers
- quality producers
- self-directed learners
- community contributors
- 21st century skills

**Planned Sources of Evidence:** -work with grade level teams

- work with individual teachers and school level counselors
- work with school administrators to ensure curricula extends beyond Common Core and Essential Standards

**Other Comments:**

### **Practice C**

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

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

**Rationale:** Ensure gifted students work to their abilities and develop their potential

**Goals:** \*AIG teachers reflect annually on areas of professional development needed to continue tasks addressing students academic, intellectual, social and emotional needs.

\*School level coordinators and district coordinator meet quarterly to share instructional strategies

\*AIG licensed personnel present effective instructional strategies to faculty through staff development sessions.

\*Provide AIG teachers with professional development opportunities as funding allows

\*Establish professional development funds to promote instructional differentiation for higher performing students.

**Description:** \*AIG specialists engage in conversation with school officials regarding resources needed to strengthen the AIG program in order to meet student's academic, intellectual, social, and emotional needs.

\*AIG specialists in grades 3-12 provide direct instruction to gifted and potential for gifted populations.

**Planned Sources of Evidence:** List of professional development opportunities attended by AIG teachers

\*Agenda or sessions conducted by AIG licensed personnel to staff

\*Minutes of quarterly meeting of coordinators

\*Minutes of professional learning teams and responses by AIG personnel

\*School invoices

**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 Focused Practice for 2013-2016.**

**Rationale:** Our system has not established professional development criteria for teachers working with higher performing students.

**Goals:** To establish professional development criteria for teachers working with higher performing students.

**Description:** Identify criteria for teachers working with high performing students.

**Planned Sources of Evidence:** Professional development criteria

**Other Comments:**

**Practice E**

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

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

**Rationale:** Philosophy and best practices of gifted education are not integrated into the total school program.

**Goals:** All teachers are using best practices of gifted ed. In their instruction.

**Description:** School level coordinators will facilitate the use of best practices for gifted education by:

- being members of school improvement team
- using data to form flexible groups of students
- reviewing PLC meetings and horizontal planning team meetings to provide differentiated strategies
- developing vertical planning through quarterly meetings with AIG coordinators.

**Planned Sources of Evidence:** parent information night

- involvement of community members in the classroom
- evidence of communication with PLC teams.

**Other Comments:**

### **Practice F**

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

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

**Rationale:** In order to efficiently utilize annual funds available for professional development, more evaluation is needed of the scope and depth of 21st century skills and core state standards. Teachers need time to practice and implement 21st century skills into their daily instruction and reflect upon its effectiveness before determining what specific professional development is needed in that area.

**Goals:** \*Professional development for AIG coordinators so they can be actively involved in providing differentiated strategies for all teachers which includes meaningful and challenging instruction in 21st century skills with an emphasis on technology.

\*AIG teachers attend local, state, and national AIG-related conferences to gain broader knowledge background on 21st century skills and core standards.

**Description:** AIG coordinators actively involved in providing differentiated strategies for all teachers, which includes meaningful and challenging instruction in 21st century skills with an emphasis on technology.

**Planned Sources of Evidence:** Staff Development

**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:** While our plan provides for quarterly meetings of AIG coordinators, professional learning teams, and planning time for teachers, AIG specialists are not able to reflect on applications of their professional development until budget funds offer these opportunities.

**Goals:** work in conjunction with neighboring school systems, local universities, and NC Department of Public Instruction

-professional development for AIG coordinators and staff members

-Survey AIG specialists to determine professional development needs after strengths/weaknesses of the AIG population are identified.

**Description:** Personnel are not up to date in the current trends and practices of differentiated instruction for high performing students.

**Planned Sources of Evidence:** Staff Development

Surveys

**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:** Continue to deliver comprehensive AIG programs and services::

Services for all students  
Services for many students  
Services for some students  
Services for few students

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

**Description:** • Grouping arrangements and differentiated strategies are used to tailor instruction for all students.

- In-class adaptations accommodate academic skills in specific areas.
- Teachers working with students one or two grade levels above their classmates have training in curriculum differentiation (K-8).
- High School program offers course selection differentiation
- Differentiated programs that provide acceleration of content and grade are provided for those few students working three or more years beyond their grade placement.

**Planned Sources of Evidence:** Appendix F

**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:** Service Options aligned with Multiple Criteria

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

**Description:** • All students—Administrative, Cluster, Team, and Flexible Grouping. Resource support, differentiated units, learning centers, support services, technology, interest-based clubs.

- Students that meet 1 out of 3 indicators—resource class, curriculum compacting, advanced content, mentor program, seminars, resource room
- Students that meet 4 out of 5 indicators—Subject skipping, independent study, advanced content, resource room
- Students that meet 5 out of 6 indicators—Early admission, grade skipping, dual enrollment, distance learning, individualized instruction

**Planned Sources of Evidence:** Appendix F

**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 Focused Practice for 2013-2016.**

**Rationale:** Plan includes service options but does not state the connection with the instructional program of the LEA.

**Goals:** • Explicitly state AIG programs and services and how they are connected to the instructional programs in the LEA

**Description:** • K-2 Service Options delivered in small flexible groups in the areas of reading and math usually in regular classrooms during their Language Arts and Math blocks.

- 3-5 Service Options delivered in a resource classroom during cluster grouping time when students get targeted instruction in reading, writing, and math.
- 6-8 Service Options delivered in a resource classroom—instruction centering on reading, writing, math
- 9-12 Service Options delivered in higher level math, English, science and history courses.
- Dual enrollment and advanced placement opportunities for 9-12.

**Planned Sources of Evidence:** • Course descriptions (9-12)

- Lesson plans K-12
- Flexible groups for reading and math levels (K-3)

**Other Comments:**

### **Practice D**

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

and plan.

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

**Rationale:** Continue to inform all school stakeholders about AIG service delivery, instruction, and regulations.

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

**Description:** \* Program goals outlined

\* Service Options identified

\* Student Search, Nomination, and Identification procedures stated

\* AIG specialists will collaborate with teachers, administrators, and support staff to keep them informed of the above information through staff meetings, district website, emails, and/or staff development sessions.

**Planned Sources of Evidence:** Communication artifacts such as emails, websites, minutes, staff development agendas.

**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:** We need to ensure consistency of communication across school levels.

**Goals:** • Insure time-frame of in-school AIG services communication

• End-of year transition meetings set up between AIG Service coordinators.

**Description:** • Progress monitor the delivery of services and student growth for AIG and HF in the beginning, middle, and end of year (K-12).

• Schedule the beginning of the year AIG informational meeting with faculty and with regular education providers as needed.

• End –of-year transition meeting with the transition school's AIG coordinator.

• Devise a system to review each identified AIG student's growth from K-12.

**Planned Sources of Evidence:** • Minutes from meetings

• Meeting calendars/agendas

• Evidence of student growth

**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 Focused Practice for 2013-2016.**

**Rationale:** Need to ensure collaboration and involvement among all stakeholders to provide differentiated programming and services.

**Goals:** • All instructional staff will receive differentiation strategies from AIG coordinators.  
• Monitor the implementation of differentiated instruction McRel for both AIG and EC in comments section.

**Description:** • AIG coordinators review PLC, horizontal planning, or department planning minutes and respond with differentiation strategies.

• Implementation of differentiation strategies will be documented by administrators using teaching observation rubrics.

**Planned Sources of Evidence:** Minutes of meetings  
Observation instruments

**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:** Continue to ensure that the social and emotional needs of AIG students are addressed.  
Description:

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

**Description:** • In-service for teachers

- Access to intellectual peers
- Individual/group counseling
- Parental involvement
- Targeted parental education

**Planned Sources of Evidence:** PD agenda and attendance logs  
Communication logs  
Guidance plans

Class rosters/flex grouping

**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:** Continue to articulate and implement a process for accelerative instructional and placement options.

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

**Description:** Continue:

- \*Using multiple indicators to identify gifted and potential for gifted students
- \*Holding SSOS meetings to discuss referred students for accelerative/instructional options with annual review of student progress to continue or change options.
- \*Using the SSOS form (see Appendix J) as evidence of the need for differentiation.
- \*Using varied service options include--early admission, grade skipping, individualized instruction, dual enrollment, and distance learning (see Appendix F)
- \*Flexible grouping in K-2 for reading acceleration.
- \*Acceleration groups in K-2 for math.
- \*Homogeneous and flexible groupings, and resource class in 3-8 for reading and math acceleration.
- \*Dual enrollment, distance learning, AP classes in 9-12.
- 5 out of 6 multiple indicators—aptitude, achievement, performance, learning characteristics, student interest & motivation to learn, and social emotional evaluation
- Service Options include—early admission, grade skipping, individualized instruction, dual enrollment, and distance learning

**Planned Sources of Evidence:** Appendix F

Appendix J

Student AIG Folders

Class rosters of acceleration groups

**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:** Continue to provide services for traditionally under-represented AIG populations.

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

**Description:** Nurturing Program (High Flyers):

- Extended differentiation provided for those students who show potential on the Teacher's Observation of Potential in Students Form (TOPS)(K-2), score at or above the 80th percentile on a standardized academic/achievement test, or show academic potential through performance in the classroom (3-8).
- Provide open enrollment to Honors and AP Courses (9-12).

**Planned Sources of Evidence:** Individual student folders

High school transcripts

High flyer rosters

**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 Focused Practice for 2013-2016.**

**Rationale:** • In K-2, extra-curricular opportunities are not available to develop the needs and interests of AIG students.

- 3-12 offer students interest-based clubs, academic competitions, and other options.

**Goals:** Provide K-2 students extra-curricular opportunities to develop the needs and interests of AIG students.

**Description:** • Exploratory centers in classes with clusters of high-performing students (K-2)

- Interest-based clubs or services delivered by school personnel
- Expand leadership opportunities for students
- Academic competition opportunities

**Planned Sources of Evidence:** • Description of clubs/groups and club/group rosters

- Participation in academic competitions
- Pictures or samples of exploratory center opportunities (K-2)

**Other Comments:**

## **Standard 5: Partnerships**

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

### **Practice A**

Develops partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

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

**Rationale:** Communication with parents/families and community need to be strengthened.

**Goals:** • To actively involve parents and other community members in the effort to ensure that appropriate services are available to meet the needs of AIG students.

• To keep lines of communication among all constituents/stake holders open.

**Description:** 1. Collect data on parent/student satisfaction for review of services (surveys).  
2. Actively seek community members to share skills/expertise in regards to appropriate services for AIG students.  
3. Involve parents with the development of their child's DEP or IDEP. Completed DEP/IDEP copy given to parents.  
4. Recommendations for changes to services may be made during the year at the request of parents, students, or teachers. Recommended changes will be presented to the SSOC and the decisions documented.  
5. Include list of service options available to AIG students in K-2, 3-5, 6-8, and 9-12 (see Appendix F) and definitions of learning environment options (see Appendix G) in AIG plan posted on district website.

**Planned Sources of Evidence:** 1. Surveys  
2. Parents on AIG leadership teams  
3. Documentation of meetings with parents for DEP/IDEP development or changes.  
4. Parental signature on DEP/IDEP  
5. District website  
6. Appendix F, Appendix G

**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 Focused Practice for 2013-2016.**

**Rationale:** To share with stakeholders information regarding the local AIG program, plan, and

policies.

**Goals:** To keep lines of communication among all constituents/stakeholders open

**Description:** 1. Provide information on the gifted education program in an AIG parent handbook.  
2. Provide parent brochures on the gifted education  
3. Provide annual parent information nights regarding the gifted education program.  
4. Provide a link on district website to information on the gifted education program.

**Planned Sources of Evidence:** 1. AIG parent handbooks  
2. Parent Brochures  
3. Sign in sheets for parent information nights  
4. District website

**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 Focused Practice for 2013-2016.**

**Rationale:** To include stakeholders in the development, implementation, and monitoring of the local AIG program and plan.

**Goals:** To include input from stakeholders in the development, implementation, and monitoring of the local AIG program and plan.

**Description:** 1. Include parents/community members on the AIG Leadership Team.  
2. Provide annual survey at each school level to stakeholders for feedback on local AIG plan.  
3. Use feedback from surveys to review local plan.  
4. Changes/modifications to local plan will be made by the AIG Leadership Team.

**Planned Sources of Evidence:** 1. List of AIG Leadership Team members  
2. Annual survey/results  
3. District website

**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 Focused Practice for 2013-2016.**

**Rationale:** To keep parents/families informed of opportunities available to AIG students and in their native language.

**Goals:** • Provide translation of AIG plan and opportunities available to AIG students in native language to parents.  
• Explore Score Wires or other similar option where all documents on website can be translated.

**Description:** To keep parents/families informed of opportunities available to AIG students and in their native language.

**Planned Sources of Evidence:** Communication with parents in their native language

**Other Comments:**

### **Practice E**

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

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

**Rationale:** To include more partnerships with parents/families and community members/groups to gain support for the AIG program and services.

**Goals:** • Establish mentor program based on student interest  
• AIG Leadership Team will explore ways to develop partnerships with Education Foundation, Chamber of Commerce, COA, and other local entities to enhance AIG services

**Description:** Hold meetings with community partners to ensure AIG students' needs are met

**Planned Sources of Evidence:** Minutes of meetings  
Communications

**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:** State gives LEA control over specifics of programming, according to LEA adopted plan. The needs of the advanced learner are best served when the local written AIG plan is aligned with the NC AIG standards.

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

**Description:** \*ECPS AIG Leadership Team reviews the NC AIG standards and develops AIG plan aligned with these standards.

\*ECPS AIG Leadership Team presents the proposed AIG to the ECPS BOE for approval

\*Approved AIG plan is sent to SBE/DPI for review and comment

\*ECPS AIG Leadership Team reviews comments from SBE/DPI and makes modifications as needed to ensure plan is aligned with NC AIG standards.

LEA school board approves AIG plan for a three year period

**Planned Sources of Evidence:** \*BOE minutes

\*Dated copies of AIG plan

\*SBE/DPI comments

**Other Comments:**

### **Practice B**

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

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

**Rationale:** Inspect what you expect

**Goals:** The ECPS AIG Leadership Team comprised of School administrators, the system-level coordinator, school-level coordinators, teachers, and parents will monitor implementation of the LEA plan.

School administration and system-level coordinator, and school-level coordinator will work to increase AIG program opportunities at each school level

**Description:** \*AIG Leadership Team will meet annually to review and monitor the implementation of the AIG program

\*AIG Coordinatos will meet quarterly to review program goals and implementation. The district coordinator or his/her designee will facilitate the meetings.

\*EOG,EOC, and K-2 Assessment data will be analyzed annually specifically to determine the effect the AIG program is having on student achievement.

Request differentiation in lesson plans, monitor differentiation in class observations.

**Planned Sources of Evidence:** \*EOG, EOC data

\*Minutes of quarterly meetings of AIG coordinators

\*Minutes of yearly meeting of AIG Leadership Team

\*Parent Surveys

Student products, state test scores, teacher observations, school schedules and calendar, minutes from grade level meetings, department meetings and vertical grade level meetings.

**Other Comments:**

### **Practice C**

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

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

**Rationale:** Assignments have been made for oversight, but this is not stated in the plan

**Goals:** Explicitly state in plan that the system AIG coordinator is responsible for monitoring state funds

**Description:** Directors for programs are listed on the LEA website, and all directors are responsible for the financial monitoring of their program areas.

**Planned Sources of Evidence:** Plan, audit report and system responsibility directory

**Other Comments:**

### **Practice D**

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

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

**Rationale:** AIG students are easily overlooked for growth, as long as they score a level III.

**Goals:** Use data to determine appropriate growth for AIG population

**Description:** -Compile AIG state and local assessment results to analyze individual and group growth  
-Track longitudinal growth of AIG students  
-Disaggregate dropout reports or other reports such as attendance and discipline for AIG students

**Planned Sources of Evidence:** Projected data and real data from state assessments

**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 Focused Practice for 2013-2016.**

**Rationale:** All students have access to AIG consideration

**Goals:** Assure identification process is equitable for all students

**Description:** Compile analysis of AIG students disaggregated in groups to assure no group is under identified.

**Planned Sources of Evidence:** AIG headcount over several years to identify patterns  
On longitudinal spreadsheet keep track of race and gender to disaggregate data  
Keep longitudinal spreadsheet in shared folder  
Involve representatives of under-represented populations in AIG identification and search and options programs

**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:** Current data regarding the credentials of personnel serving AIG is maintained because it is important to have AIG certified teachers working with the gifted population to ensure appropriate strategies are used to show student growth.

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

**Description:** \*Head of Human Resources maintains up to date records on the credentials of faculty including AIG licensure.

\*Administrators use credential records to determine faculty working with AIG students

\*Administrators use credential records to place faculty on committees supporting the AIG program.

**Planned Sources of Evidence:** Teacher licensures

Class rosters

Committee member rosters.

**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:** An advisory group continues to be maintained because it is an effective way to promote the needs of the gifted and strengthen the AIG program and its accountability.

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

**Description:** \*Continue to maintain an ECPS AIG Leadership team comprised of administrators, AIG coordinators, teachers, instructional specialists, and parents.

\*Leadership team continues to be responsible for reviewing existing plans, setting program goals, writing program goals, and making recommendations for the gifted education program

\*Leadership team will meet annually or more often if needed to ensure program improvement

**Planned Sources of Evidence:** \*AIG Leadership Team Roster

\*Minutes of meetings of Leadership Team

**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:** Elicit regular feedback from stakeholders to ensure the effectiveness of the local AIG program.

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

**Description:** \*ECPS AIG Coordinators will create, distribute, and collect data from an annual survey to primary stakeholders to determine the effectiveness of the AIG program

\*ECPS district coordinator or his/her designee will report findings of surveys to the ECPS AIG Leadership Team to determine program recommendations.

\*School coordinators/specialists will elicit feedback from primary stakeholders during information sessions such as parent nights and conferences.

**Planned Sources of Evidence:** AIG Surveys

Data and analysis of survey results

District coordinator's survey report

Minutes of information sessions.

**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 Focused Practice for 2013-2016.**

**Rationale:** \*Continuous review of the local AIG program annually

\*Use multiple sources of data to make program recommendations

**Goals:** Hold quarterly meetings of the school level coordinators to monitor the compliance with the approved plan.

**Description:** Reviews plan to ensure it is being followed and improve when and where needed

**Planned Sources of Evidence:** Surveys

Minutes from Meetings

**Other Comments:**

### **Practice J**

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

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

**Rationale:** monitor the progress of the AIG program.

**Goals:** To annually provide stakeholders with program evaluations of the local AIG program.

**Description:** Present data results to AIG Leadership Team for recommendations.

Communicate plan recommendations to the public by means of program presentations and district website updates for AIG  
Update the AIG Handbook and AIG brochure if needed to reflect recommendations.

**Planned Sources of Evidence:** ECPS District Website  
Presentations  
AIG Handbook/Brochure

**Other Comments:**

**Practice K**

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

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

**Rationale:** Continue to protect the rights of all AIG students through policies, procedures, and practices

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

**Description:** Records are under lock and key  
Grievance and appeal policies are included in the plan  
Multiple criteria for identification

**Planned Sources of Evidence:** Student folders  
Appendix F  
Appendix E  
Parent Handbook

**Other Comments:**

**Glossary (optional):**

**Appendix (optional):**

- AIG Plan 2013-16 - Appendix C (2).docx (*Appendix*)
- AIG Plan 2013-2016 - Appendix B (2).docx (*Appendix*)
- AIG Plan 2013-2016 - Appendix D (2).docx (*Appendix*)
- AIG Plan 2013-2016 - Appendix F (2).docx (*Appendix*)
- AIG Plan 2013-2016- Appendix A (1).docx (*Appendix*)
- AIG Plan 2013-2016- Appendix E (2).docx (*Appendix*)
- aig approval page.doc (*Local Board Approval Document*)