

**Elkin City Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2013-2016**

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

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**Submitted to NC Department of Public Instruction on:** JUNE 25, 2013, 15:26:20

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Elkin City 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, Elkin City Schools local AIG plan is as follows:***

**Elkin City Schools Vision for local AIG program: MISSION OF THE ELKIN CITY SCHOOLS**

Elkin City Schools, in partnership with students, families and the community, will provide excellent educational opportunities that encourage lifelong learning and responsible citizenship.

**VISION FOR THE AIG PLAN**

Incorporating the mission of ECS, our vision is to plan and to implement an instructional program to serve students who are identified as academically and intellectually gifted and to nurture students who have the potential for giftedness but who are not presently achieving at that level.

Students will master skills in academic studies at an appropriate pace and depth, develop challenging attitudes toward learning, and investigate themes that frame the external world in an environment that encourages divergent thinking. Teachers will continue to receive training in the identification of challenging strategies to deliver the appropriate curriculum.

**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>
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<b>\$60412.00</b>	<b>\$2410.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
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## **Standard 1: Student Identification**

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

### **Practice A**

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

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

**Rationale:** ECS provides multiple avenues of information on screening, referral, and identification for all grade levels. Language translations are available. At our AIG advisory panel discussions, parents and teachers felt that the plan for student identification was fair and clear.

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

**Description:** The AIG Needs Determination Team (ANDT), led by the AIG Coordinator, will oversee the annual screening process and will make necessary decisions regarding the program and its participants. This team will include the AIG Coordinator, the Principal and at least one classroom teacher. The number of teachers will vary depending upon the learning environment(s) being discussed. A formal student search will be conducted annually. The AIG Coordinator will review test data from the Cognitive Abilities Test and the North Carolina state assessment program (EOGs, EOCs, and open-ended tests) from the initial pool. Classroom teachers will nominate additional students for the pool. Parents, students and/or other teachers may also submit nominations. Teachers will be asked to identify high-performing students with special circumstances, such as minorities, those from lower socioeconomic groups, and those having unique family situations. Supporting documentation such as work samples, portfolios, and/or checklists should accompany these nominations. Attitude and motivation will be reflected through subjective measures such as checklists and anecdotal comments. The AIG Coordinator will record information on the Referral Form. Based on the collected information, students will either be recommended for differentiated services, not recommended for differentiated services, or recommended for further testing. Students who show discrepancies between test scores and IQ scores or test scores and classroom performance or who have diagnosed handicaps may be recommended for further testing. The ANDT will recommend differentiated services for eligible students and will match specific criteria to appropriate service delivery options. Multiple criteria will be considered, however, a single piece of information will not prevent a student from being considered for services appropriate for his/her situation. Information used from each indicator will be directly related to the service option considered. The ANDT may prepare individual case studies for consideration by the AIG Coordinator if the committee believes that a student's needs require a service that is different from the service offered by the program. Students who need additional consideration include those who exhibit gifted characteristics but are also learning disabled, English Language Learners, and/or economically disadvantaged.

Any student with a measured IQ in the 99%ile who does not meet criteria for services must receive an individual plan to respond to his/her demonstrated potential. This plan should contain a counseling

component to address the underachievement. A Differentiated Education Plan (DEP) or an Individual Differentiated Education Plan (IDEP) will be developed for each student. The IDEP is appropriate for gifted students with different social and emotional needs, for extremely gifted students, and/or for those students with unique needs which cannot be addressed by the LEA's learning environment options. Education plans will be discussed with parents before a final decision is made on the appropriate learning environment. Parents will meet with the AIG Coordinator and the individuals who will provide primary services to sign a consent form before the student is served in the selected learning environment. The AIG Coordinator, in conjunction with the ANDT, will oversee an annual review of students' progress. The group will examine new test data, student performance and motivation, and the current service delivery plan. The teacher(s) responsible for instruction in a particular service option will evaluate his/her students for growth. DEPS's will be adjusted for those students not making satisfactory progress in the selected option or for whom a different option is deemed more appropriate. Parents will be invited at least yearly to a conference to discuss service options.

A new DEP will be written for each of the following grade spans: K-3, 4-6, 7-8, and 9-12. All identified AIG high school students' four year academic plans are coordinated with their DEPs. These DEPs are designed and reviewed by the Career Development Coordinator yearly, checking progress and making changes where appropriate. The AIG Coordinator reviews the plan with the Career Development Coordinator and signs off on the plan. Plans may be written more frequently if necessary.

In addition to the formal student search conducted annually, students can be recommended and placed at any time during the school year. The same procedures and criteria listed above apply.

Identified AIG students who transfer into the Elkin City Schools will be temporarily placed in a similar learning environment for up to thirty days. When paperwork is received, the ANDT will meet with parents and teachers to place the student in the most appropriate learning environment. If the student's criteria does not qualify the student for AIG placement, the student is listed as AIG "Resource Support". The AIG Coordinator will continue to check the student's criteria to see if the student can place at a later date. The student will also receive resource support from the AIG Coordinator as long as the student remains in ECS. The student is listed as "Resource Support" on AIG student lists, but is not counted on the headcount.

**Planned Sources of Evidence:** AIG Website updated monthly

AIG brochure provided

School handbooks provide AIG procedures

AIG Plan provided to all stakeholders

AIG information provided on WELK (school TV station)

Language translations provided

AIG Coordinator reviews EOG/EOC scores of all students

AIG Coordinator provides and reviews all IQ testing

AIG Coordinator provides the most current AIG information to the Curriculum Team, Principals Team, teachers, parents, students, school board, and community

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

**Rationale:** Multiple criteria is used to measure student aptitude (95% score), student achievement (95% on EOG/EOC or grades at 95%), and potential (multiple criteria including, but not exclusive to, check lists, portfolios, and teacher/parent/student recommendations). These measures worked in past years evidenced by 12% identified AIG population for our system (2010-2013 AIG Plan), which aligns with the average number of students identified in NC, according to NCAGT. One criteria cannot exclude students from being identified.

**Goals:** The AIG Coordinator will continue to record and study CogAT group scores as they relate to AIG identification.

The AIG Coordinator will continue to share this data with administration, principals, and teachers to to best meet the needs of the students as they enter upper elementary grades, and to come to a conclusion as to what changes, if any, are needed.

The AIG Coordinator will work with the K-3 teachers to identify students who show the potential to learn at a faster, more challenging pace.

The AIG Coordinator will continue to read about and investigate various research-based tools to help identify gifted children.

**Description:** While students who demonstrate characteristics of giftedness will be served in grades K-3, the formal screening process will occur at the end of grade three. A pool of students will be formed from which academically and intellectually gifted students can be identified. Both objective and subjective indicators will be used. Objective indicators will include the group Cognitive Abilities Test given in the spring of the third grade year and the End of Grade Tests in mathematics and reading given in spring of the third grade year. Subjective indicators include grades, checklists, and teacher and parent referrals. The goal with the pool is to "screen in" rather than exclude. Areas to be considered are the following:

Student aptitude

As indicated by group Cognitive Abilities Test given to all students in the spring of the third grade and by individual psychological assessments

OR

Student achievement

As measured by End of Grade Tests, End of Course Tests, and standardized achievement tests

OR

Student performance

As demonstrated by grades, portfolios, projects, and other work samples

OR

Student interest and motivation

As indicated by various indicators, including oral and written testimonials from teachers, parents, peers, and the student; samples of student work; and other appropriate documentation

**Planned Sources of Evidence:** The AIG Coordinator will provide a copy of the study on how CogAT third grade group scores relate to third grade AIG identification.

The AIG Coordinator will provide notes from the administrative, principals', and teachers' meetings.

The AIG Coordinator will provide updated information to the AIG Advisory Board as to the most accurate means of identification based on current research.

**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 Focused Practice for 2013-2016.**

**Rationale:** The AIG Coordinator reviews the IQ and EOG/EOC scores of all students every year, noting all students with scores that would qualify them. These scores are used to form the initial pool for the annual screening process. Teachers, parents, students, and community members can nominate additional students for the pool. Teachers are asked to identify high-performing students with special circumstances such as minorities, lower socioeconomic groups, and unique family situations. ECS's focus on ELL with WIDA and SIOP has contributed to an increase in the number of Hispanic students that have been identified as AIG. Another contributing factor to Elkin's success is open communication between departments. Resource and Curriculum Teams meet monthly to discuss individual student and school needs.

**Goals:** The AIG Coordinator will monitor and analyze sub-group data to ensure that under-represented populations are not being overlooked.

The AIG Coordinator will routinely partner with the EC and ELL departments to screen for students who show the potential for giftedness.

The AIG Coordinator will work to examine and introduce alternate means of identification using systems such as P.E.T.S. (Primary Education Thinking Skills) in our K-3 classes.

**Description:** As stated in Standard 1, Practice A, a formal student search to identify gifted students will be conducted annually. The AIG Coordinator will review test data from the Cognitive Abilities Test and the North Carolina state assessment program (EOGs, EOCs, writing tests, and open-ended tests) from the initial pool. Classroom teachers will nominate additional students for the pool. Parents, students and/or other teachers may also submit nominations. Teachers will be asked to identify high-performing students with special circumstances, such as minorities, those from lower socioeconomic groups, and those having unique family situations. Supporting documentation such as work samples, portfolios, and/or checklists should accompany these nominations. Attitude and motivation will be reflected through subjective measures such as checklists and anecdotal comments. The AIG Coordinator will record information on the Referral Form. Based on the collected information, students will either be recommended for differentiated services, not recommended for differentiated services, or recommended for further testing. Students who show discrepancies between test scores and IQ scores or test scores and classroom performance or who have diagnosed handicaps may be recommended for further testing. Multiple criteria will be considered, however, a single piece of information will not prevent a student from being considered for services appropriate for his/her situation. Students who need additional consideration include those who exhibit gifted characteristics but are also learning disabled, English Language Learners, and/or economically disadvantaged.

Any student with a measured IQ in the 99<sup>th</sup>ile who does not meet criteria for services must receive an individual plan to respond to his/her demonstrated potential. This plan should contain a counseling component to address the underachievement. An Individual Differentiated Education Plan (IDEP) will be developed for each student. The IDEP is appropriate for gifted students with different social and emotional needs, for extremely gifted students, and/or for those students with unique needs which can not be addressed by the LEA's learning environment options. Education plans will be discussed with parents before a final decision is made on the appropriate learning environment. Parents will meet with the AIG Coordinator and the individual(s) who will provide primary services to sign a consent form before the student is served in the selected learning environment. Parents will meet with the AIG Coordinator and the individuals who will provide primary services to sign a consent form before the student is served in the selected learning environment. The AIG Coordinator, in conjunction with the ANDT, will oversee an annual review of students' progress. The group will examine new test data, student performance and motivation, and the current service delivery plan. The teacher(s) responsible for instruction in a particular service option will evaluate his/her students for growth. DEPS's will be adjusted for those students not making satisfactory progress in the selected option or for whom a different option is deemed more appropriate. Parents will be invited at least yearly to a conference to discuss service options.

**Planned Sources of Evidence:** Annual documentation of AIG screening, referral, and identification

procedures  
AIG headcount  
LEA demographic studies compared to AIG headcount  
Agenda of Curriculum Team and Resource Team Meetings  
Language translations  
Agenda of AIG Revision Team Meetings  
Parent / Teacher Surveys  
Copies of student DEPs and IDEPs

**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:** Consistency is an advantage of a small system. ECS has one elementary, middle, and high school. Screening, referral, and identification processes are the same. Screening is on-going at all grade levels with multiple points of entry all year long. There is a broad based pool of students for identification. The processes are clear and comprehensive to all involved. The AIG Coordinator initiates and follows through to the end result of the screening, referral, and identification processes at all three schools. The AIG Coordinator also keeps records on the screening, referral and identification processes at each school.

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

**Description:** Excerpt from Standard 1 Practice A...The AIG Needs Determination Team (ANDT), led by the AIG Coordinator, will oversee the annual screening process and will make necessary decisions regarding the program and its participants. A formal student search will be conducted annually. The AIG Coordinator will review test data from the Cognitive Abilities Test and the North Carolina state assessment program (EOGs, EOCs, writing tests, and open-ended tests) from the initial pool. Classroom teachers will nominate additional students for the pool. Parents, students and/or other teachers may also submit nominations. Teachers will be asked to identify high-performing students with special circumstances, such as minorities, those from lower socioeconomic groups, and those having unique family situations. Supporting documentation such as work samples, portfolios, and/or checklists should accompany these nominations. Attitude and motivation will be reflected through subjective measures such as checklists and anecdotal comments. The AIG Coordinator will record information on the Referral Form. Based on the collected information, students will either be recommended for differentiated services, not recommended for differentiated services, or recommended for further testing. Students who show discrepancies between test scores and IQ scores or test scores and classroom performance or who have diagnosed handicaps may be recommended for further testing. The ANDT will recommend differentiated services for eligible students and will match specific criteria to appropriate service delivery options. Multiple criteria will be considered, however, a single piece of information will not prevent a student from being considered for services appropriate for his/her situation. Information used from each indicator will be

directly related to the service option considered. The ANDT may prepare individual case studies for consideration by the AIG Coordinator if the committee believes that a student's needs require a service that is different from the service offered by the program. Students who need additional consideration include those who exhibit gifted characteristics but are also learning disabled, English Language Learners, and/or economically disadvantaged.

Any student with a measured IQ in the 99%ile who does not meet criteria for services must receive an individual plan to respond to his/her demonstrated potential. This plan should contain a counseling component to address the underachievement. A Differentiated Education Plan (DEP) or an Individual Differentiated Education Plan (IDEP) will be developed for each student. The IDEP is appropriate for gifted students with different social and emotional needs, for extremely gifted students, and/or for those students with unique needs which can not be addressed by the LEA's learning environment options. Education plans will be discussed with parents before a final decision is made on the appropriate learning environment. Parents will meet with the AIG Coordinator and the individual(s) who will provide primary services to sign a consent form before the student is served in the selected learning environment. The AIG Coordinator, in conjunction with the ANDT, will oversee an annual review of students' progress. The group will examine new test data, student performance and motivation, and the current service delivery plan. The teacher/s responsible for instruction in a particular service option will evaluate his/her students for growth. DEPs will be adjusted for those students not making satisfactory progress in the selected option or for whom a different option is deemed more appropriate. Parents will be invited yearly to a conference to discuss options on the student's DEP.

#### **Planned Sources of Evidence:**

Screening, referral, and identification records  
Student AIG records / copies of DEPs  
Agenda and notes from Revision Team Meetings  
Surveys

#### **Other Comments:**

#### **Practice E**

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

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

**Rationale:** ECS provides a description of the process of how formal disagreements with the school system can be resolved with the "Parents Due Process Procedures Regarding Academically or Intellectually Gifted Identification and Service Decisions". All parents are given a copy at the initial placement meeting. Parents are reminded at the annual meetings with additional due process copies available. The AIG Coordinator maintains a file of the due process copies which parents can access at any time during the year. The AIG Coordinator is available to answer questions about and guide parents with the due process procedures. The AIG Coordinator maintains a file of, fills out, and files in individual student's AIG folders the informed consent regarding identification and placement forms.

Reassessment procedures are carried out, documented, and filed in individual student's AIG files. AIG transfers from other LEAs (including other states and countries) are temporarily placed in a similar learning environment for up to thirty days. When paperwork is received, the ANDT will meet with parents and teachers to place the student in the most appropriate learning environment. If the student's criteria does not qualify the student for AIG placement, the student is listed as AIG Resource Support. The AIG Coordinator will continue to check the student's criteria to see if the student can place at a later date. The students will receive resource support from the AIG Coordinator as long as the student remains in ECS. The Student is listed as "Resource Support" on AIG student lists, but is not counted on the AIG headcount.

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

**Description:** PARENTS' DUE PROCESS PROCEDURES REGARDING ACADEMICALLY OR INTELLECTUALLY GIFTED IDENTIFICATION AND SERVICES DECISIONS:

Should a parent have a concern or complaint about identification, placement, service delivery or other AIG area which can not be resolved through normal means such as a conference with the AIG Coordinator or classroom teacher, a procedure is in place for trying to settle the conflict. The following steps should be employed in working to resolve the difficulty with each succeeding step to be used if the preceding one does not relieve the conflict.

1. The parent or guardian requests a conference with the AIG Committee to discuss the problem of concern. The AIG Committee will grant the conference within five days of the request. Before the conference the committee will review the student's record, including referral, identification and placement (if the student has been identified). The committee may gather additional information about the student from teachers and/or parents as needed.
2. The parent or guardian makes a written request for a conference with the principal. This request must be made within thirty days of the conference with the AIG Committee. The principal will grant the conference within five school business days of the request and will respond in writing within five school business days following the conference.
3. If the grievance is still unresolved, the next step is an appeal to the Superintendent. This appeal must be made within five school days after receiving the response from the principal. The Superintendent will review the grievance within five school days of receipt of the appeal and will respond in writing within ten school days to the parent/guardian and principal.
4. An appeal to the Elkin City Schools Board of Education may be filed within ten school days following the response from the Superintendent. The Board will offer a final written decision within thirty days.
5. Should a parent wish to petition the administrative law judge for a contested case hearing, the State Level Grievance Procedure is as follows:
  - a) The parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review will be limited to (1) whether the LEA improperly failed to identify the child as an academically or intellectually gifted student or (2) whether the local plan has been implemented appropriately in regard to the child.
  - b) Following a hearing, the administrative law judge shall make a decision that contains

findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Excerpt from Standard 1/ Practice A...Identified AIG students who transfer into the Elkin City Schools will be temporarily placed in a similar learning environment for up to thirty days. When paperwork is received, the ANDT will meet with parents and teachers to place the student in the most appropriate learning environment. If the student's criteria does not qualify the student for AIG placement, the student is listed as AIG Resource Support. The AIG Coordinator will continue to check the student's criteria to see if the student can place at a later date. The student will also receive resource support from the AIG Coordinator as long as the student remains in ECS. The student is listed as "Resource Support" on AIG student lists, but is not counted on the headcount.

**Planned Sources of Evidence:**

Permission to Evaluate Document

Document for those wishing to exit the program

Due Process Document (Procedure to Resolve Disagreements)

Policy regarding transfer students from other LEAs/states/countries

Individual AIG student files

**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:** The AIG Coordinator maintains, stores, and updates the AIG student files containing the identification and service option documentation. It is reviewed annually at the AIG parent meetings. The AIG Coordinator is available to review any student's AIG file at any time during the year, not just at the annual meeting. Parents frequently contact the AIG Coordinator for this service. The AIG Coordinator documents that service options are being delivered.

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

**Description:** Excerpt from Standard 1/ Practice A...The AIG Coordinator will record information on the Referral Form. Based on the collected information, students will either be recommended for differentiated services, not recommended for differentiated services, or recommended for further

testing. Students who show discrepancies between test scores and IQ scores or test scores and classroom performance or who have diagnosed handicaps may be recommended for further testing. The ANDT will recommend differentiated services for eligible students and will match specific criteria to appropriate service delivery options. Multiple criteria will be considered, however, a single piece of information will not prevent a student from being considered for services appropriate for his/her situation. Information used from each indicator will be directly related to the service option considered. The ANDT may prepare individual case studies for consideration by the AIG Coordinator if the committee believes that a student's needs require a service that is different from the service offered by the program. Students who need additional consideration include those who exhibit gifted characteristics but are also learning disabled, English Language Learners, and/or economically disadvantaged.

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**Planned Sources of Evidence:** Annual documentation data

Individual AIG files for students

Parent sign-up lists

AIG parent letters for annual meeting

School handbooks, school calendars, principal's letters, AIG website, and phone announcements for annual meeting date and time

**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 Maintained Practice for 2013-2016.**

**Rationale:** Because academically and intellectually gifted children can comprehend and apply the curriculum at a faster pace, plans must be in place that assure them of additional time for in-depth study and dealing with complex curricular themes and issues. Curriculum modifications must directly address the academic content area(s) in which the student's strengths are identified. The NCSCOS/Essential Standards will be adhered to and further adapted to instruction that will be delivered at a level commensurate with ability and performance.

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

**Description:** ECS's AIG program provides K-12 differentiation in reading, writing, and mathematics to align with NC's accountability and growth. It goes beyond the NCSCOS/Essential Standards to develop challenging levels of divergent thinking. The differentiated instructional placement is based on the assessment of the student's affective and academic needs. Multiple program options address varied student needs. Context level and instructional strategies match student needs along with the appropriate learning environment.

An important goal is to establish a balanced program that weighs both academic enhancement and interest development. Academically, we provide opportunities for enrichment, acceleration, and the development of critical and creative thought. Students become skillful in using higher-level skills and processes to solve problems and make decisions. They develop the habits of mind they need to be successful, responsible citizens and independent, life-long learners. They learn to work well with others, both as leaders and followers. As they develop in these areas, students have opportunities to mature in areas of special interest and talent. Strategies and settings vary according to individual learning needs, social needs, and developmental needs.

Appropriate service delivery involves isolating students from their peers. Research summarized by Harrison and Coleman in Programming for Gifted Learners concludes that grouping gifted students can yield positive results "...when instruction is differentiated to meet learning needs". Our plan provides out-of-class time during which appropriate services are rendered.

Implementing and maintaining a solid, challenging AIG program requires the joint efforts of classroom teachers, the AIG Coordinator, school counselors, media specialists, Curriculum Coordinators, Career Development Coordinator, and the administration. The regular classroom offers in-class grouping arrangements and differentiation strategies to tailor instruction to all students and in-class

adaptations to accommodate students displaying academic skills in specific areas. AIG provides a differentiated program for students who show outstanding abilities in a number of academic areas and who are usually working two years or more beyond their grade level placement.

**Planned Sources of Evidence:** Student learning profiles from CogAT

Howard Gardner's Multiple Intelligences Survey results given to AIG students

Interest survey results given to AIG students

Testing, portfolios, classroom work, teacher testimonies

Career Development Plan by Career Development Coordinator

LEA's curriculum framework

DEPs, IDEPs

**Other Comments:**

### **Practice B**

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

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

**Rationale:** Student achievement is the most powerful reason for an intense focus on high-quality curriculum. While all students benefit from a high-quality curriculum, two subsets of students especially benefit. First are gifted and second are promising students who have been traditionally underrepresented in programs for the gifted (National Research Council, 2002). Structured, rigorous preparation programs increase the likelihood of these students' academic success in high school and beyond. Because AIG students need an array of diverse and effective instructional practices K – 12, instruction should be based on student need. The needs of high achieving and advanced students vary widely requiring options that reflect the diversity.

**Goals:** High school students select challenge level courses with their selection monitored by the guidance counselors.

The Career Development Coordinator creates and monitors the DEPs attached to the Career Development Plans of high school students with the guidance of the AIG Coordinator after high school students have made course selections.

Project Based Learning and S.T.E.A.M. initiatives will be implemented beginning in elementary and middle school grades during starting with the 2013-14 school year.

**Description:** AIG provides enrichment in all subjects for identified students in grades K – 6. The 7 – 8 programs focus on enrichment in Reading and Math during AIG pull-out time, and advanced mathematics class in 8th grade. Grades 9 – 12 have a DEP that coordinates with the high school student Career Plan. We continue to look for ways to expand on-line offerings for high school students with additional and more challenging content areas. A parent survey stated it so well, "minimally, the highly gifted need to be allowed more latitude and variety in class selection in order to allow them to be competitive nationally." The Career Development Coordinator, with the guidance of the AIG Coordinator, carefully monitors to ensure that the DEPs are coordinated with the Career Plans ensuring that AIG high school students take challenge level courses. The high school guidance counselor(s) will keep historical data on the course selection and success of honors/AP and AIG students.

Options applicable to the majority of gifted students are listed on the DEP, while more specific needs are addressed on the IDEP. Program learning options to address a range of learning needs include the environment, method of content modification, and special programs that enhance learning. Instructional placement criteria are established for a range of learning needs. ECS provides, but is not limited to, the following:

#### LEARNING ENVIRONMENTS

- Advanced Placement courses
- Cluster grouping within regular class
- Cluster grouping within teams
- Course acceleration
- Distance learning courses (on-line)
- Career and College Promise (Dual enrollment)
- Grade acceleration
- Honors classes
- In-class flexible grouping
- Resource class
- Resource room
- Resource support
- Subject grouping

#### CONTENT, PROCESS, AND PRODUCT MODIFICATION

- Academic enrichment
- Advanced content
- Computer-based Instruction
- Contracts
- Curriculum compacting
- Differentiated units
- Independent studies or investigations

Individual instruction  
Learning centers  
Mentorship/Internships  
Remediation services  
Seminars  
Service learning programs  
Socratic questioning  
Special electives  
Thematic units  
Tiered assignments

#### TALENT/INTEREST DEVELOPMENT

Enrichment centers  
Enrichment clusters, interest based  
General exploratory activities  
Independent investigation course  
Interest-based electives  
Internships  
Mini workshops  
Mentor program  
Resource program  
Seminars

#### SPECIAL PROGRAMS

Clubs and organizations  
Discipline-specific competitions  
Governor's School  
Junior Great Books  
Legislative School  
Odyssey of the Mind  
Science Fair/Science Olympiad  
Special events  
Summer camps, institutes and activities  
Summer Ventures

#### **Planned Sources of Evidence:** List of on-line course offerings

Student schedules

List of AIG student conferences from Career Development Coordinator, guidance, and AIG Coordinator

Historical data from guidance on course selection and success of honors/AP and AIG students

Teacher lesson plans incorporating PBL and S.T.E.A.M.

Student DEPs and IDEPs

**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:** Joyce VanTassel-Baska's curriculum framework model (2003) supports providing curriculum goals and outcomes across all grades. Gifted Program Standards (Landrum, Callahan, Shaklee, 2001), Designing Services and Programs (Purcell, Eckert, 2006), and Best Practices in Gifted Education (Robinson, Shore, Enersen, 2007) support reasons for research-based decision making. A continuum of differentiated curricular options, teaching strategies, and resource materials must be provided to meet the needs of AIG students.

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

**Description:** As AIG and classroom teachers at ECS work to provide differentiated learning experiences for AIG students, they plan and implement research-based approaches to content, process, and product modification to fit the students' interest, ability levels, readiness, and educational needs. Teachers are knowledgeable about and they provide to students, resources that differentiate learning opportunities which engage students' learning modalities, peak students' interests, pace rates of instructing, and provide a range of content complexity. ECS teachers match instruction to the competence level of the student using supplementary materials. Also, teachers use the research-based supplemental resources to individualize instruction matching the achievements, interest, and abilities of the AIG students to teaching strategies and methods. Gifted students receive multiple approaches to curricular modifications and an appropriate curricular experience. Student interests, abilities, and learning styles support a continuum of curricular options, instructional methods, and resource materials based on current gifted research. Faculty members utilize their past training in areas such as Thinking Maps and Marzano's Levels of Thinking and Learning. The AIG Coordinator provides materials, guidance, and workshops on differentiation, and seeks to gather resources for an AIG resource library which offers resources that teachers may use to help differentiate in the regular classroom. The AIG Coordinator informs plus encourages teachers to participate in gifted education opportunities offered by local universities, other school systems, and NCAGT.

**Planned Sources of Evidence:**

List of research-based supplemental resources used by teachers and the AIG Coordinator

Curriculum Team and Resource Team notes

List of professional staff development from Curriculum Coordinators and Curriculum Director

## 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:** Much of the 21st century content (especially high-level content, thinking skills, problem solving, challenging research contexts, creativity, innovation, global contexts, leadership, ethics, accountability, adaptability, self-direction, and social responsibility) has long been a mainstay of the AIG program. The AIG Coordinator and AIG teachers can lead in the continued development of 21st century standards in ECS as we work to be a "System of Significance".

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

**Description:** During the 2013-2016 AIG plan cycle, ECS will initiate steps to implement Project-Based Learning and other S.T.E.A.M initiatives beginning with the training of elementary and middle school teachers. We will continue to seek out opportunities to apply learning in real life contexts with extracurricular programs such as Robotics, Odyssey of the Mind, and Science Olympiad. High School students gain valuable skills by completing requirements for their Senior Projects.

**Planned Sources of Evidence:** Staff Development Training Lists

Senior Project Rubrics

List of student activities which purposefully integrate technology

## **Other Comments:**

### **Practice E**

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

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

**Rationale:** Methods for assessing student attainment are a basic element needed in any AIG program. Student achievement follows an intense focus on high-quality curriculum and instruction. On-going assessments give teachers and administrators, as well as students and parents, a key to where focus is needed in the curriculum or instruction. Marzano (2003) suggests that a guaranteed and viable curriculum is the most powerful factor affecting student achievement. It is reasonable that

if on-going assessments are showing achievement then a purposeful curriculum is in place for the students. If assessments aren't showing growth, the curriculum or instruction may need adjustment.

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

**Description:** Assessment is a key component of any curriculum and this rings true with ECS and the AIG program. Teachers use pretests, surveys, portfolios, and inventories to make curriculum and instructional decisions. Curriculum compacting, tiered assessments and flexible grouping are strategies planned from assessment results. ClassScape and Write-to-Learn are two successfully used programs in ECS. ClassScape is an assessment tool for reading and mathematics. The previous AIG Coordinator notes from collected data that ClassScape scores are closely related to EOG scores and that ClassScape practice improves EOG scores. The Write-to-Learn program that is used K-12. The program constantly assesses the students as they write and gives them feedback to improve.

ECS is a data driven school. The Curriculum Director meets with all teachers to discuss the results of EOG/EOC testing. Teachers use the data to develop their instruction, crafting it to meet student needs. This includes differentiating instruction to meet the needs of gifted learners. ECS sees the benefit of their hard work with consistently high scores on EOG/EOC testing as evidenced by the School Report Card from DPI. As stated earlier from Marzano (2003), a guaranteed and viable curriculum is the most powerful factor affecting student achievement. When ECS students from the AIG program are assessed, they perform well. On-going assessment allows teachers to differentiate curriculum and instruction to support student needs and in return students are successful.

**Planned Sources of Evidence:** Pretests, surveys, portfolios and inventories from teachers

Lesson Plans showing differentiation strategies

EOG/EOC, ClassScape, and Write-to-Learn data

ECS Report Card from DPI

**Other Comments:**

### **Practice F**

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

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

**Rationale:** Gifted learners have a varied and wide range of guidance needs. The youngest learners are frustrated when their age peers do not learn quickly or teachers do not provide them with challenging work (Kerr, 1991). Often their development is uneven with academic skills. Parents and teachers may also become frustrated with the young student's independence at an early age. Research indicates that the gifted student can be far more intense than the average student (Piechowski, 1997).

Older students need assistance with their choices for social activity, education, and careers. Gifted learners can develop problems with their educational needs when their socio-emotional needs are not recognized and addressed. The needs must be addressed in a systemic way to promote talent, maximize learning, and secure positive adjustment.

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

**Description:** ECS realizes that gifted students have a variety of social and emotional learning needs that must be met to secure their adjustment and maximize their potential. The school curriculum provides them with academic challenge and flexible pacing. Culture, socio-economic status, and gender needs are supported. ECS provides in-classroom guidance activities along with individual and family counseling. Teachers and guidance counselors work together to meet the needs of all students. Interventions are in place to reverse patterns of underachievement.

The AIG Coordinator works with the guidance counselors at all school levels to ensure that appropriate services are provided for gifted students. The AIG Coordinator keeps an information file on summer enrichment and informs parents and students about various opportunities. Letters are sent to parents informing them about the Duke TIP program for fourth and fifth graders. The guidance counselor keeps an informational file on enrichment opportunities for the high school level students. The guidance counselor and AIG Coordinator work together to initiate the plans for and to begin the recommendation process for Governor's School. Summer Ventures is another summer program strongly supported by ECS. The local arts council partners with ECS to provide additional programs for enrichment.

The social and emotional needs of gifted learners from special populations are individually addressed by the classroom teachers, resource teachers, and guidance counselors. They are also addressed at the Resource Team meetings which are composed of classroom teachers plus ESL, Title I, EC and AIG personnel. This opportunity gives all areas a chance to communicate and problem solve together for the benefit of varied student populations. Educational options that are provided in regular education for students are also provided and adhered to for the AIG students. AIG provides an additional service help plan called the "AIG Intervention Plan". A meeting is led by the AIG Coordinator with the student, parent(s) and teacher(s) to discuss the students' needs and to provide a support plan. ECS provides acceleration options which include grade skipping, subject acceleration, and early entrance to kindergarten. Dual enrollment is offered with Surry Community College. The career counseling program provides a detailed Career Development Plan with a coordinating DEP. Careful attention is given to the scope and sequence of the curriculum opportunities for each student providing individual plans that are designed to meet each student's needs.

**Planned Sources of Evidence:** Underachievement Research shared by AIG Coordinator

Communication log with guidance (just dates/ no names or details)

AIG Intervention Forms

Career Plans with DEPs

Parent/student/teacher surveys

**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:** Gifted learners have a varied and wide range of guidance needs. The youngest learners are frustrated when age peers do not learn quickly or teachers do not provide them with challenging work (Kerr, 1991). Often their development is uneven with academic skills. Parents and teachers may also become frustrated with the young student's independence at an early age. Research indicates that the gifted student can be far more intense than the average student (Piechowski, 1997). For these reasons ECS works to establish K-3 nurturing clusters.

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

**Description:** Giftedness often manifests itself at an early age, and if not identified and nurtured may not develop fully or may not develop at all. Certainly, students with cultural, socio-economic, and gender needs are most at risk of not developing fully or not developing at all.

Grouping, resource support, and grade acceleration are options at the K-3 level; however, other nurturing strategies are also being developed. The AIG Coordinator works with regular classroom teachers to recognize young students with outstanding potential. Teachers are given information on the characteristics of young analytical thinkers, and also use data from reading and math assessments to help informally identify students who would benefit from enrichment with the AIG specialist. The AIG Coordinator and classroom teachers collaborate to use the P.E.T.S. (Primary Education Thinking Skills) program to reinforce higher level thinking with all K-3 students.

**Planned Sources of Evidence:** K-3 nurturing cluster lists

Teacher lesson plans

Copies of gifted characteristics given to K-3 teachers

**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:** Collaboration among AIG personnel and all other professional staff can only strengthen all

programs. The goals of all programs can be reached by working together. Rich content, regular expectations for critical and creative thinking, development of meaningful products, establishing expectations for high quality, and hard work are goals shared by both sets of educators (Tomlinson et al., 1996, p. 167). All parties will learn from each other with students being the benefactors. The AIG vision states that the ECS AIG plan will embody and will be embodied by the system's Strategic Plan and the schools' School Improvement Plan. All personnel must collaborate to make ECS's vision for AIG come to fruition. The AIG program and ideas need to be integrated into the total school program rather than operating as a separate entity. Collaboration between the classroom and AIG teacher remain a strong focus of the AIG plan.

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

**Description:** All ECS personnel work closely together to develop and implement differentiated curriculum and instruction for all students. The Curriculum and Instruction Team meets monthly led by the Curriculum Director. This team is composed of administrators, teachers representing elementary, middle, and high schools, and personnel representing special departments which includes the AIG Coordinator. At these meetings the AIG Coordinator shares the most current information on AIG and also receives the most current information on other programs. Problems from all departments are solved together. Innovative ideas for curriculum come from teachers and administrators interacting at the Curriculum and Instruction Team meetings. It gives the AIG Coordinator an opportunity to compare problems and work out solutions with similar departments like EC or ESL.

The Curriculum Coordinator at the elementary school also provides Resource Team meetings. The resource teachers which include EC, ESL, Speech, Title I, and AIG have the opportunity to meet as a group. Curriculum concerns are shared followed by brainstorming to find solutions. The elementary school group was able to provide a schedule for classroom teachers with all pulled students coming out for services from grade levels at the same time. This allows more instruction time for teachers when they have all students in the classroom and certainly strengthens curriculum efforts. The Resource Team is always working to strengthen the curriculum for all students including special efforts for AIG students. The Resource Team meets once a month with regular classroom teachers. Both groups share concerns, solve problems, and share best practices in curriculum and instruction.

The AIG Coordinator attends Principal's Team meetings as needed. The AIG Coordinator serves on school committees with other personnel to help develop and implement differentiated curriculum and instruction. Some of these committees include the Strategic Plan, School Improvement (Leadership Team), and Technology.

**Planned Sources of Evidence:** Agenda from Curriculum and Instruction Team meetings

Notes from Resource Team meetings

School handbook with committees listed

Agendas and notes from committee meetings

**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:** Because of Article 9B each LEA must provide "a local plan designed to identify and establish a procedure for providing appropriate educational services to each academically or intellectually gifted student."

**Goals:** The AIG Coordinator will update DEP forms for all grade ranges to allow for more thorough documentation of AIG services provided, and so that the high school DEPs will more closely align with Career Plans.

The AIG Coordinator will provide copies of student DEPs to regular classroom teachers to ensure that AIG services are consistently being provided in the regular classroom.

**Description:** ECS strictly adheres to Article 9B. ECS "develops and documents a plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K – 12 AIG students." The plan (DEP/IDEP) is revised annually by the AIG Needs Determination Team led by the AIG Coordinator to ensure effective programming, a continuum of services, and school transitions.

ECS's AIG program provides K-12 differentiation in reading, writing, and mathematics to align with NC's accountability and growth. It goes beyond the NCSCOS/Essential Standards to develop challenging levels of divergent thinking. The differentiated instructional placement is based on the assessment of the student's affective and academic needs. Multiple program options address varied student needs. Context level and instructional strategies match student needs along with the appropriate learning environment. AIG provides enrichment in all subjects for identified students in grades K – 6. The 7 – 8 programs focus on honors level English and advanced mathematics classes. Grades 9 – 12 have a DEP which coordinates with the Career Plan. Options applicable to the majority of gifted students are listed on the DEP, while more specific needs are addressed on the IDEP. Program learning options to address a range of learning needs include the environment, method of content modification, and special programs that enhance learning. Instructional placement criteria are established for a range of learning needs. The ECS plan also provides for out-of-class time as needed during which appropriate services are rendered.

The AIG Coordinator collects grades, EOG scores, and teachers' recommendations at the end of each school year. The AIG Coordinator records and keeps the data on file for the current placement and for future reference. The AIG Needs Determination Team (teacher/s, AIG Coordinator, and other personnel as needed) review and determine the student's education plan for the next year. Underachieving students are placed on an intervention plan with individual parent conferences. The AIG Coordinator designs DEPs and IDEPs that articulate the differentiated curriculum and instruction services to match the identified student needs as evidenced from the data collection. Letters are

mailed to parents indicating services and inviting them to the annual meeting. DEPs and IDEPs are kept in student files along with any referrals and the AIG Eligibility and Placement Record. The AIG Coordinator places a goldenrod colored copy of the placement in the student's permanent record. This copy is updated each year which supports successful school transitions. The AIG Coordinator monitors the transitions of all AIG students and their records from elementary to middle to high school. The AIG Coordinator creates, updates, maintains, and monitors all AIG files and documents K-12.

**Planned Sources of Evidence:** Copies of the Differentiated Education Plan Program Service Options

DEPs

IDEPs

Student files

Career Development Plans with DEP attached

AIG Identification Form for the Permanent Record (goldenrod colored)

AIG lists for students K-12

Teachers' recommendation, grades, and EOG data

AIG files of data collection for grades, EOGs, and teacher recommendations

Intervention Plan Forms

Parent letters

**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:** An effective AIG Program must be guided by a professional with the requisite knowledge, competencies, and traits to implement the program. According to Designing Services and Programs (Purcell and Eckert, 2006) key personnel need to possess knowledge and understanding of the nature of exceptional abilities, manifestation of giftedness, factors that enhance or inhibit giftedness development, methods for identifying and assessing students with extraordinary potential, and the theoretical plus historical foundations of the gifted educational field. The AIG licensed educator knows theoretical models, program prototypes, and educational principles that provide for the development of differentiated curriculum. The AIG licensed educator understands the potential of underserved populations and knows best how to guide and serve them. Curriculum and instruction is adapted by the gifted licensed professional to meet the readiness, interests, and learning profiles of gifted students. The key personnel must know state mandates that guide district program design, identification procedures, delivery of services, and guidelines for evaluation.

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

**Description:** The AIG Coordinator for Elkin City Schools also has a full time teaching position. The teaching duties include grades K-3 nurturing clusters, grades 4-6 enrichment, and grades 7-8 enrichment as scheduling permits.

ECS provides and will continue to provide an AIG-licensed educator to guide, plan, develop, implement, revise, and monitor the local AIG program. The duties of the AIG Coordinator are as follows:

- Oversee the implementation of Elkin City School's K – 12 AIG program
- Serve as head of AIG Committee
- Evaluate the effectiveness and appropriateness of the AIG program
- Assist in the development of appropriate curriculum for the gifted
- Serve as a resource to AIG students and their teachers and parents
- Develop and disseminate appropriate curricular material
- Expand options for AIG students
- Develop and maintain communication with parents
- Establish and instruct in a challenging pull-out-program
- Coordinate the AIG program to ensure the program works effectively with classroom teachers'

schedules

- Work with the Curriculum Director to plan staff development for teachers working with academically and/or intellectually gifted students
- Work with high school guidance counselor and Career Development Coordinator to provide appropriate acceleration including dual enrollment with community colleges
- Monitor the high school DEPs which coordinate with the four year career development plans

**Planned Sources of Evidence:** AIG-Licensed Educator employed by ECS

**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 most powerful reason for an intense focus on high-quality academic and intellectual tasks is student achievement. If the AIG specialists are engaged exclusively in tasks with gifted students, it contributes to student achievement (Marzano, 2000, 2003). AIG specialists must be able to focus on the academic and intellectual development of AIG students and their social and emotional needs. Time to plan and implement instruction is essential.

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

**Description:** AIG specialists will focus on meeting the academic and intellectual needs of gifted learners. Research-based materials including Brain Research, Thinking Maps, and Marzano's Levels of Thinking and Learning will be used. The AIG Coordinator provides materials, guidance, and workshops on differentiation. The Curriculum Coordinators provide materials, guidance, and workshops. Resource Team meetings provide instructional support from the Curriculum Coordinator as well as the AIG Coordinator and other resource teachers. AIG specialists will equally focus on meeting the social and emotional needs of gifted learners. The evidenced-based book, "Best Practices in Gifted Education, will be a guide for them". To aid in the social and emotional growth of gifted learners, the AIG Coordinator administers Howard Gardner's Multiple Intelligences Survey to elementary and middle school AIG students. The results are available for teachers and parents. The survey identifies strengths and needs in "real-world intelligent behavior" (Mathews, 1998, p. 100). School guidance counselors will aid the AIG specialists in providing support for students' social/emotional needs by the following:

- Participate in staff development sessions on characteristics of gifted students
- Provide counseling services to support the special needs of the gifted population including academic needs, social/emotional needs, and career counseling

Define and communicate the available support services to all students and parents

- Provide specialized services as needed, being especially cognizant of AIG students with unique needs
- Assist with the testing program as needed
- Inform AIG students about special opportunities suited to individual interests and talents
- Create and/or review the DEPs and attach to the four-year academic plans

**Planned Sources of Evidence:** Schedule of the AIG specialist

List of support personnel

Copies of best practices in gifted education that are provided to faculty.

**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:** Meaningful staff development experiences are a powerful factor in determining student success. Tomlinson and Allen (2000) provide studies that support a rationale for high-quality professional development because it can produce thinking to guide actions in the teaching of gifted students.

**Goals:** The AIG Coordinator will collaborate with the Curriculum Director to schedule professional development in a variety of ways to help all personnel to understand AIG service needs.

Encourage Honors/AP teachers to engage in AIG professional development.

Support teachers to obtain a "local endorsement" for teaching AIG students/classes to increase our numbers of teachers who are experienced in gifted education.

**Description:** Traits of high-quality professional development include alignment (in this case with the local AIG plan), content, comprehensiveness, nature of professional learning opportunities, follow-up opportunities, resource scheduling, and evaluation (Purcell and Eckert, 2006). ECS will continue to offer professional development on the best ways to differentiate for gifted students. The Curriculum Director annually surveys faculty members to determine what areas of PD are most desired. The AIG Coordinator also surveys teachers to ascertain what areas of gifted education need to be targeted for staff development.

Beginning with the 2013-2016 AIG Plan, the ECS Curriculum Director will offer teachers the opportunity to receive a local endorsement for teaching AIG by planning for three weekends of AIG

coursework, totaling 45 hours in gifted education taught by Linda Robinson and the Connections-NC organization.

**Planned Sources of Evidence:** List of professional development opportunities offered

Roster of staff members who seek the local AIG education endorsement

**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:** Research studies indicate that educators with training in gifted education better meet the needs of AIG students. Therefore, school systems that effectively meet the needs of AIG students see their programming as a collaborative effort. Purcell and Eckert state the knowledge level required by teachers of the gifted are:

- Knowledge of the characteristics of and identification procedures for intellectually, academically, creatively, culturally diverse, and twice-exceptional gifted learners. Understand the relevance of cultural, ethnic, and socioeconomic factors in relation to assessment and achievement for individual students.
- Knowledge of educational and psychological needs of the gifted and talented and application of a variety of instructional models and/or educational strategies appropriate for use with gifted and talented learners.
  - Knowledge of educational and psychological needs of the gifted and talented and application of a variety of instructional models and/or educational strategies appropriate for use with gifted and talented learners.
- Knowledge of the principles of differentiated curriculum and instruction to match the district characteristics of gifted learners.
- Understand the importance of collaboration in delivering quality services for gifted learners in a variety of settings.
  - Understand how to communicate and work in partnerships with colleagues, administrators, school boards, students, families, business and industry, and the public in advocating appropriate programming for gifted students.
  - Knowledge and implementation of the current practices and "best practices" defined in the field to provide services to gifted learners.

**Goals:** ECS will provide teachers who have met the LEA's professional development requirements or earned an AIG add-on license.

The Curriculum Director, in agreement with the Superintendent, will create the description of the LEA's professional development requirements for educators teaching AIG classes.

The Curriculum Coordinators and the AIG Coordinator will inform teachers K – 12 about the LEA's professional development requirements.

The Curriculum Director, Curriculum Coordinators, and AIG Coordinator will provide staff development to support the LEA's professional development requirements.

**Description:** ECS will focus on placing AIG students in classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license. The Curriculum Director (in agreement with the Superintendent) will write the description of the LEA's professional development requirements. Research-based materials will provide guidance for the development of the requirements. Knowledgeable sources include, but are not limited to, "Designing Services and Programs" by Purcell and Eckart, "Gifted Program Standards" by Landrum, Callahan, and Shaklee and "Best Practices in Gifted Education" by Robinson, Shore, and Everson. The AIG Coordinator will explain Standard 3 – Practice D to teachers at staff, leadership, and/or team meetings. The AIG Coordinator and Curriculum Coordinator will provide information on how add-on licensure can be earned with up dates all year on the AIG webpage. Curriculum Coordinators plus the AIG Coordinator will inform and direct teachers on the LEA's professional development requirements at Resource Team, staff and/or team meetings. The Curriculum Director will meet with the Curriculum Coordinators and AIG Coordinator to plan staff development that supports the LEA's professional development requirements.

**Planned Sources of Evidence:**

Copy of LEA's professional development requirements

Agenda for staff, leadership and Resource Team meetings

Copy of professional development offered that helps teachers meet the requirements of the LEA's plan

**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:** Teacher's competencies are enhanced following professional development in gifted education (Tomlinson, Bland, Moon and Callahan, 1994). Schools must provide teacher training in gifted education through the efforts of staff development. Educators have varied needs, entering and exiting developmental programs at set points according to those needs and current knowledge base (Roberts and Roberts, 1986). Effective professional development is an ongoing, systemic process. Comprehensive and related efforts, not a succession of unrelated or one-shot in-service activities, must be provided (Dettmer, 1986). Aligning professional development with local AIG program goals will encourage high-quality staff development for all. Comprehensive and related efforts are needed

to align the AIG program goals with other district initiatives.

**Goals:** The Curriculum Director and the Curriculum and AIG Coordinators will align professional development with local AIG program goals.

**Description:** The Curriculum Director will meet with the Curriculum and AIG Coordinators to align ECS's professional development with local AIG program goals. The AIG Coordinator will explain local AIG program goals and provide ideas on how ECS's professional development can work to align with the AIG program goals. The Curriculum Coordinators will reflect on how all programs can benefit from working together. The Curriculum Director plus Curriculum and AIG Coordinators will come to a consensus on how to provide the alignment. The Curriculum Director will write up the alignment plan. The Curriculum and AIG Coordinators will keep data on how the alignment plan is working. The AIG Coordinator is also a member of both the Curriculum and Leadership Teams and can strategically help to outline a vision which advocates for professional development in gifted education.

**Planned Sources of Evidence:** Copy of AIG program goals from AIG Coordinator

Alignment plan from Curriculum Director

Curriculum and AIG Coordinators alignment plan data

**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:** Professional development is an ongoing cyclical process (Dettmer, 1986). "School staff members enter and exit the enduring cycle of professional development activity based on previous knowledge and experience and the need for information as it relates to their professional role in the education of students" (Landrum, Callahan, and Shaklee, 2001). Effective professional development aligns with state and/or national teaching standards. It should encourage 21st century skills and content at advanced levels. As evidenced by teacher surveys, the staff of ECS desires to know the best practices in gifted education, and how they can successfully differentiate for the gifted learners that are in their classes.

**Goals:** Plan and implement professional development opportunities that are comprehensive and current.

Promote opportunities for professional development outside the district to support best practices in gifted education.

**Description:** ECS Faculty, beginning in 2013, will participate in professional development for training in the area of project-based learning and S.T.E.A.M. initiatives which will greatly enhance gifted education in the regular classroom.

Selected teachers per grade level will also be encouraged to attend the NCAGT annual conference to benefit from various up-to-date sessions which offer best strategies in gifted education. High school teachers of AP courses will be encouraged to attend PD offered by College Board to remain current and relevant in their respective subject areas.

Teachers of AIG students are able to give input on needed and desired professional development by completing annual surveys from the Curriculum and/or AIG Coordinator.

**Planned Sources of Evidence:** List of faculty members participating in PBL and S.T.E.A.M. Training

List of professional development activities offered to faculty

List of teachers attending gifted conference

List of AP teachers attending training

**Other Comments:**

### **Practice G**

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

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

**Rationale:** Lack of time and feelings of isolation can cause teacher discouragement. When teachers feel discouraged, their progress with implementing professional development learning is inconsistent (Cashion and Sallenger, 2000). Obstacles like little or no planning time to put into practice and reflect on what is learned will lessen commitment and success. Long-term success is a testimony to years of careful, step-by-step planning with reflection on best practices. A successful AIG program will be the result of providing opportunities for AIG specialists and other teachers to plan, especially time to plan together. Time also needs to be provided for implementation with reflection followed by refinement. The AIG specialists and other teachers need time to reflect together on how implementation is working. Refinement can be a team approach by the AIG specialists and teachers. Innovation begins with promoting conversations among teachers. Implementing the innovation requires time to plan, deliver, reflect, and refine.

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

**Description:** ECS provides planning time for all teachers. There are also many avenues for teachers and AIG specialists to plan together. Elementary and middle school teachers have team meetings while the high school has departmental meetings. Each school has scheduled staff and leadership meetings for information and problem solving. AIG specialists attend staff meetings and serve on the

leadership team. The Curriculum Coordinators established Resource Team meetings for ECS. Title I, EC, ESL, Speech, and AIG specialists meet with classroom teachers to discuss current issues and resolve problems. School Improvement Teams (SIT) at each school provide yet another avenue to plan, implement, and refine. Requirements for Technology and AIG Plans do the same, pulling together personnel from all three schools and the administration. The Curriculum and Instruction Team is led by the Curriculum Director. Again, all three schools plus administration come together for the most current information on professional development, best practice, data sharing, and assessment needs.

**Planned Sources of Evidence:** Teacher schedules

Agendas and notes from School Improvement Team, departmental meetings, staff meetings, Leadership Team, Resource Team, Curriculum and Instruction Team

**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:** There is no simple formula for a Comprehensive Program Design (CPD) because the design must be as encompassing as the needs of the population that is served. Purcell and Eckert (2006) do, however, outline a common set of elements which account for a successful CPD. These include the learning and social/emotional needs of gifted students, the mission statement, program goals and objectives, personnel resources, budget appropriation, and linkages to outside agencies and institutions.

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

**Description:** ECS provides a CPD to meet the needs of gifted, as well as, high-potential students. A varied group of stakeholders including students, parents, faculty, and administrators guide the decision making of the design. Purcell and Eckert (2006) identify six essential questions that a CPD must answer: "(1) Who will be served? (2) How will students be indentified? (3) What program model will be used? (4) What types of learning opportunities will be provided? and (5) and (6) Where and When will service options be offered across grade and content levels both within the district and outside of the district?" ECS defines the population to be served and explains the identification procedures in Standard 1 of this document. ECS provides examples of the program model and types of learning opportunities in Standard 2/Practice C and in the listings at the end of this description. Also, listed at the end of this description is where and when service options are offered across content and grade levels both in the LEA and outside of it. Our CPD communicates to all stakeholders which student needs will be met and provides the design for coordination and implementation of all aspects of the AIG program.

Learning Environment (E=elementary school; M=middle school; H=high school)

Advanced placement courses (H)

Cluster grouping within a regular classroom (E, M, H)

Grade acceleration (E, M, H)

In-class flexible grouping (E, M, H)

Resource room (E)

Resource support (E, M, H)

Subject grouping (E, M, H)

Talent/interest grouping (E, M)

Content Modification

Advanced content (E, M, H)  
Computer-based instruction (E, M, H)  
Contracts (E, M, H)  
Curriculum compacting (E, M, H)  
Differentiated units (E, M, H)  
Independent studies/instruction (E, M, H)  
Individualized instruction (E, M, H)  
Learning centers (E, M)  
Remediation services (E, M, H)  
Socratic questioning (E, M, H)  
Special electives (M, H)  
Thematic units (E, M, H)  
Tiered assignments (E, M, H)

#### Talent/interest Development

Interests/skills  
Enrichment centers (E, M)  
Enrichment clusters (E, M)  
General exploratory activities (E, M)  
Resource program (E, M)  
Resource support (E, M, H)

#### Special programs

Junior Great Books (E, M, H)  
Odyssey of the Mind (E)  
Special summer camps, institutes (E, M, H)

### CRITERIA FOR SPECIFIC DELIVERY OPTIONS GRADES K-3

#### In-class Flexible Grouping

To be used with all students as often as appropriate to improve student outcomes

#### Subject Grouping

At least three of the following:

Achievement above grade level  
Evidence of quality student work from student portfolios, work samples, and/or projects  
Evidence of high degree of motivation from testimonies, self-referrals, and teacher checklists

#### Resource Support

At least three of the following criteria:

Evidence of exceptional intellectual ability  
Achievement of level significantly above grade level  
Evidence of quality student work from student portfolios, work samples, and/or projects  
Evidence of high degree of motivation from testimonies, self-referrals, and teacher checklists

#### Talent/interest Grouping

To be used with all students as often as feasible and appropriate for promoting curricular goals

#### Grade acceleration

Student must be working significantly above grade level for this option to be considered. Also required are the following criteria:

IQ at 99%ile as measured by individual IQ test

Score of 99%ile on nationally normed achievement test

Unusually high classroom performance

Evidence of outstanding work from student portfolios, work samples, and/or projects

Evidence of a high degree of motivation and social maturity from testimonies, self-referrals, and teacher checklists

#### CRITERIA FOR SPECIFIC DELIVERY OPTIONS GRADES 4-6

##### In-class Flexible Grouping

To be used with all students as often as appropriate to improve student outcomes

##### Cluster Grouping Between Classes

Achievement Level 4 (> 85%ile) in reading/ math or grade average in subject of 93 or above

##### Enrichment Resource Room

At least three of the following criteria:

IQ score at 95% or above

Overall grade average of 95 or above on work which is at or above grade level or, for grade four students, documentation of excellent classroom performance

Evidence of quality student work from student portfolios, work samples, and/or projects evidence of high degree of motivation from testimonies, self-referrals, and teacher checklists

\*This criteria will be closely monitored to insure it does not exclude too many students from services.

##### Resource Support

Available to students not served in other aspects of the program that have an IQ score in the 99%

##### Talent/interest Grouping

To be used with all students as often as feasible and appropriate for promoting curricular goals

##### Grade Acceleration

Student must be working at least two grades above grade level for this option to be considered. Also required are the following criteria:

IQ at 99%

Achievement level of 99% in reading and math

Overall grade average of 95 or above

Evidence of quality student work from student portfolios, work samples, and/or projects

Evidence of a high degree of motivation and social maturity from testimonies, self-referrals, and teacher checklists

#### CRITERIA FOR SPECIFIC DELIVERY OPTIONS GRADES 7-8

#### In-class Flexible Grouping

To be used with all students as often as appropriate to improve student outcomes

#### Cluster Grouping Between Classes

Achievement Level 4 (> 85%ile) in reading or math

Grade average in subject of 93 or above on work that is on or above grade level

#### Enrichment Resource Room/ Subject grouping in English or Mathematics

At least three of the following criteria:

IQ score at 93% or above

Achievement at 93% or above in reading or math

Overall grade average of 93 or above on work that is on or above grade level

Evidence of quality student work from student portfolios, work samples, and/or projects or evidence of high degree of motivation from testimonies, self-referrals, and teacher checklists

#### Resource Support

Available to students not served in other aspects of the program that have an IQ in the 99%

#### Talent/interest Grouping

To be used with all students as often as feasible and appropriate for promoting curricular goals

#### Job Shadowing

Available to 8th grade students

#### Grade Acceleration

Student must be working at least two grades above grade level for this option to be considered. Also required are the following criteria:

IQ at 99%

Achievement level of 99% in reading and math

Overall grade average of 95 or above

Evidence of quality student work from student portfolios, work samples, and/or projects

Evidence of a high degree of motivation and social maturity from testimonies, self-referrals, and teacher checklists

### CRITERIA FOR SPECIFIC DELIVERY OPTIONS GRADES 9-12

#### In-class Flexible Grouping

To be used with all students as often as appropriate to improve student outcomes

#### Advanced Placement Courses

Recommended only for those who have been successful with a rigorous college preparatory program, including honors classes, in a given area or areas. Students who take AP courses must take the national exams.

#### College and Career Promise (Dual Enrollment)

Open to juniors and seniors who choose to take one or more college courses per semester off campus that is not offered in the high school curriculum

#### Early Admission to College

May be recommended for students who have completed graduation requirements and demonstrate exceptional academic ability

#### Honors Courses

Recommended for students who meet the following criteria:

Past A or B average in the subject area

EOG or EOC scores of 93% or better in the subject area

Students who do not perform well in honors classes, or who do not have an appropriate level of EVAAS data will be strongly discouraged from continuing in this course of study.

#### Internship

Available to all juniors and seniors by application

#### Advanced Placement On-line Courses

These courses allow students who are independent learners to take advantage of a challenging courses of study not otherwise available in a traditional setting.

#### Resource Support

Available to students not served in other aspects of the program that have an IQ score in the 99%

#### Seminar Class

Available to all students; may be weighted if offered as an Honors selection

#### Special Electives

Open to all students who have taken prerequisite courses

#### **Planned Sources of Evidence:** Copy of service delivery options

DEPs/IDEPs

Student lists with services listed

Grade acceleration data

End of year data collection

Surveys

Notes of Revision and Review Teams

Student schedules

### **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:** AIG programs and services must align with the identification, goals, and resources of the LEA. Ford (2004, 2005) emphasizes that identification procedures should be adopted with careful consideration of student needs (including sensitivity to diverse cultures and range of experience) and the district's available resources. If the identification procedures are selected because they meet the needs of the students and the resources of the LEA, then it will stand to reason that once the student is identified by the so chosen tools, the students' needs will be met with the resources available. AIG services must also align with the goals of the program. The goals will clarify the programs and services. "All programs for the gifted should have written, workable, clearly stated and validated goals that reflect the desired outcome of the program in response to demonstrated student needs" (Borland, 1989).

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

**Description:** ECS aligns AIG programs and services with each area of AIG identification and LEA resources. Students are identified and then served with programs that meet their academic, intellectual, social, and emotional needs. The CogAT profile, data from testing, interest surveys, and teacher input guide ECS to plan services and programs. A listing of options including content, process, and product modification, learning environments, talent/interest development, and special programs is located under "Description" in Standard 2 – Practice B. A listing of criteria for specific service delivery options for grades K – 12 is located under "Description" in Standard 4 – Practice A. Also, under Standard 4 – Practice A is a list of differentiated education plan service delivery options. These are categorized by learning environment, content modification, and talent/interest development. They are further categorized by grade leveling with elementary, middle, and high school indicators. The AIG plan provides detailed specifics for service delivery options but also works for flexibility. From a first grader with an individual plan to a high school dual enrollment AP student with on-line courses, matching student identification to programs and services is paramount.

ESC aligns programs and services to goals. The AIG Plan for ECS has goals for the program as a whole and an implementation plan of those goals is written every three years by the AIG Revision Team. The AIG Program goals include:

Develop and implement a sequential program for academically and intellectually gifted students which is based upon compacting, enriching, or expanding the current curriculum

Differentiate the curriculum for the gifted learners in grades K-12

Meet the diverse needs of academically gifted students with a spectrum of gifted services

Provide in-service for all teachers in the characteristics of gifted students and appropriate programs to serve these students

Coordinate services and resources between the AIG Coordinator and the classroom teacher

Involve counselors, other support personnel, parent volunteers and other community resource persons in appropriate services for the academically and intellectually gifted

Ensure that staff, students, and parents understand the goals of the AIG program

Looking at the lists of programs and services offered (see Standard 2 – Practice B and Standard 4 – Practice A), one can see the close alignment of program goals to programs and services offered. The program goals drive the services and programs offered while the programs and services offered necessitate that goals be created, met, and revised. Goals continually evolve and change as programs are reviewed and refined.

**Planned Sources of Evidence:** CogAT profiles

Testing data

Interest surveys

Listing of service delivery options

Listing of criteria for specific service delivery options

Listing of differentiated education plan service delivery options

AIG Program Goals

AIG Implementation Plans

AIG Revision Team agendas

DEPs, IDEPs

List of resources

**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:** When the AIG programs and services are an integrated and connected force of the total instructional program, both areas are enhanced. Purcell and Eckert (2006) give two reasons to support the practice which is shared goals and learning from each other to better serve all students. ECS's AIG vision states that, "The AIG Program and ideas will be integrated into the total school program rather than operating as a separate entity." It is important that AIG be connected with other areas in the LEA such as professional development, funding and course development.

**Goals:** The AIG Coordinator will work with administrative teams to make sure AIG is addressed at all levels.

The AIG Coordinator will communicate with instructional departments to ensure AIG services are integrated with the total instructional program.

**Description:** In ECS, the AIG Coordinator is a member of the leadership team, curriculum team, and periodically attends principals' meetings to discuss AIG needs. During collaborative team meetings at all three schools, the AIG Coordinator can meet with various teachers/departments to address AIG concerns.

**Planned Sources of Evidence:** Notes from Collaborative Team Meetings

Agendas from Principal Team Meetings

**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:** Gifted educators must communicate effectively with a wide variety of stakeholders. The gifted educator's ability to communicate is one key to the success and endurance of programs and services for students (Hedrick, 2006). They must advocate for gifted education with information on program goals, achievement, and needs.

**Goals:** The AIG Coordinator informs school personnel about the delivery of differentiated services and instruction.

The AIG Coordinator informs school personnel about the regulations related to gifted education.

The AIG Coordinator informs school personnel about the local AIG program and plan.

**Description:** The AIG Coordinator initiates the screening, referral, and identification processes as outlined in Standard 1. It is also the duty of the AIG Coordinator to inform school personnel about the delivery of differentiated services and instruction. The AIG Coordinator works with the classroom teacher to plan for the AIG service as well as the classroom teacher's instruction. The AIG Coordinator plans with the guidance counselor for special needs like a 504 Plan. The AIG Coordinator shares information on best practices in gifted education to help with instruction. Characteristics of gifted students are explained to help with differentiated services. The AIG Coordinator, in agreement with the principal, leads the grade acceleration process. After observations and criteria collection, the AIG Coordinator puts the case before the acceleration team for a proposal; the principal makes the final decision. The AIG Coordinator creates the plan and informs all stakeholders of the differentiated services and instruction for the grade accelerated student. Even if the student is not accelerated, an IDEP is put in place. The AIG Coordinator guides and monitors the Career Development Coordinator as she creates the 9 – 12 DEP for the Career Development Plan. The Career Development Coordinator is informed by the AIG Coordinator on the differentiated services and instruction that are available for 9 – 12 AIG students. The AIG Coordinator has focused and will continue to focus on sharing the most up-to-date regulations with teachers, administrators, the curriculum director and coordinators. The AIG Coordinator creates and updates the AIG Web site to keep all personnel informed of the most up-to-date AIG information. The AIG Coordinator will request that the Technology Department attach the 2013 – 2016 plan to the AIG Web site.

**Planned Sources of Evidence:** AIG Web site

BOE Agenda for April/May AIG Plan presentation

Agendas from staff meetings

Teacher sign-up list from AIG meetings

Outline from Curriculum Team meeting

Resource Team agenda

**Other Comments:**

### **Practice E**

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

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

**Rationale:** Communication is key in an effective AIG program. There must be communication between AIG educators and the classroom teachers within a school, as well as communication between AIG educators and classroom teachers as the students progress from elementary to middle to high school. The most recent literature on effective teaching highlights communication as one of the most important skills of successful teachers (Stronge, 2002).

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

**Description:** ECS begins communication among and between teachers at a crucial transition point, kindergarten. A positive transition from home to preschool to "real school" is a building block for future success. The preschool screening team notifies the AIG Coordinator of precocious preschoolers. Kindergarten teachers inform the AIG Coordinator of possible grade acceleration needs. We see the need to focus at this early stage with careful considerations for the social/emotional adjustment should grade acceleration happen. Grade acceleration is offered K – 8 with communication among and between school personnel key to its success. Eighth grade students have been able to take high school courses with success. The 9 -12 students have varied options for acceleration including College and Career Promise (dual enrollment) and early admission to college. Communication is open between the elementary, middle, and high schools. Communication is also open with local community colleges, colleges, and universities.

The AIG Coordinator places a goldenrod colored copy of the AIG placement in the student's permanent record. This copy is updated each year which supports successful school transitions. The AIG Coordinator monitors the transitions of all AIG students and their records from elementary to middle to high school. The AIG Coordinator writes, updates, maintains, and monitors all AIG files and documents K-12. The AIG Coordinator works with all school personnel K – 12 for the benefit of the AIG students and the AIG program. Resource Team meetings and Curriculum and Instruction Team meetings are essential to the communication process among and between all staff K – 12. These teams are described in detail under both Standards 2 and 3. The planning of the AIG Plan every three years gives the AIG Coordinator a focused time to communicate with all school personnel about an effective continuation of K – 12 services (see Standard 6 – Practice A for a detailed description of how this communication works). Teachers across all grade levels/schools are invited to review program and student goals and services.

**Planned Sources of Evidence:** Preschool screening communication

Grade acceleration communication

Communication from elementary to middle to high school

Communication with community college

Communication with colleges and universities

Permanent Record Placement (goldenrod copy)

Agendas of Resource Team meetings

Agendas of Curriculum and Instruction Team meetings

AIG Plan timeline

**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:** Hedrick (2006) states that up to 70% of the teacher day is spent in some kind of communication. AIG educators must be able to communicate effectively with other teachers, specialists, instructional staff, parents/families, and administrators.

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

**Description:** The AIG Coordinator collaborates with teachers to provide differentiated programming and services. From the initial referrals and identification processes described in Standard 1 to the placement options of a student described in Standard 4 – Practice A, the teacher and AIG Coordinator are working together. The AIG Coordinator and classroom teacher collaborate to create the DEP and IDEP for students. The same can be said for parents working together with the teachers and AIG Coordinator from the referral process to the placement options. All work together to provide the best options for differentiated programming and services for each child. Other specialists including art and music teachers are needed for their expertise in talent development. Twice-exceptional children need the guidance offered by exceptional children's teachers in their differentiated programming and services. In turn the AIG Coordinator is available to provide each of the above mentioned groups guidance when teaching the AIG student. The AIG Coordinator provides materials to help the classroom teacher differentiate the regular class. The AIG Coordinator visits the regular class to observe and help instruct. The AIG Coordinator provides social/emotional information to all groups. The AIG Coordinator is active at parent nights, art/music presentations, 504 meetings, ELL meeting, and community functions to show support. The AIG Coordinator is an active member of staff meetings, Leadership team, SIT Team, Resource Teams, Curriculum and Instruction Team, to be involved and collaborate with all for the good of the AIG program.

**Planned Sources of Evidence:** Agendas from all meetings

Signatures on DEPs/IDEPs

Files of resources shared K-12

**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:** Gifted learners deal with frustration when their challenge level is not met. Young students are confused when age peers are not learning at the same pace (Kerr, 1991). A wide range of guidance services are needed to meet the needs of AIG students. Boys (Alvino, 1991) and girls (Reis, 1991) need guidance with their gifted issues for social activity, education, and careers.

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

**Description:** The AIG Coordinator works with the guidance counselors at the elementary, middle, and high school levels to ensure that appropriate services are provided for gifted students. At the elementary and middle school levels, the AIG Coordinator keeps an information file on summer enrichment programs and informs parents and students about the various opportunities. Letters are sent to parents informing them about the Duke TIP program for fourth, fifth, and seventh graders. The guidance counselor keeps an informational file on enrichment opportunities for the high school level students. The guidance counselor and AIG Coordinator work together to initiate the plans for and to begin the recommendation process for Governor's School. Summer Ventures is another summer program strongly supported by ECS.

The social and emotional needs of gifted learners from special populations are individually addressed by the classroom teachers, resource teachers, and guidance counselors. They are also addressed at the Resource Team meetings which are composed of the ESL, Title I, EC, and AIG Coordinators. This opportunity gives all special areas a chance to communicate and problem-solve together for the benefit of all student populations. All resource areas are made aware of the needs of every special student.

All of the guidance options that are provided in regular education for students are also provided for the AIG students. AIG provides an additional service help plan called the "AIG Intervention Plan". A meeting is led by the AIG Coordinator with the student, parents(s), teacher(s), and principal to discuss the student's needs and to provide a support plan. Gifted students can become frustrated if they are not challenged. We meet that challenge to lessen the frustration and support their emotional/social needs. ECS provide acceleration options which include grade skipping, subject acceleration, and early entrance to kindergarten. College and Career Promise (dual enrollment) is offered with Surry Community College. The career counseling program provides a detailed plan in coordination with the Career Development, Student Assistance and AIG Coordinator plus the guidance counselor. Careful attention is given to the scope and sequence of the curriculum opportunities for each student providing individual plans that are designed to meet each student's needs.

**Planned Sources of Evidence:** 4th and 5th grade TIP information

4th and 5th grade parent letter

7th grade TIP student list

Governor's School list of students

Summer Ventures list of students

Box of summer opportunities

Schedules of students

DEPs

IDEPs

504 Plans

**Other Comments:**

**Practice H**

Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

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

**Rationale:** AIG programs provide a wide variety of services to meet the needs of their gifted populations; however, like all educational programs there will be students who simply need more. This is also the case with highly gifted AIG students and an individual differentiated educational plan (IDEP) must be put in place for them. Often we think of the highly gifted students as the only ones needing this service but under-represented populations can be helped by an individual plan as well. The culturally/ethnically diverse, economically disadvantaged, and ELL may need a specialized plan once identified AIG to help them be successful and remain in the program. The IDEP can also serve as a guide for students who are gifted and talented in the arts, music, or technology. The IDEP is not just for the highly gifted, it can guide a variety of services and programs.

**Goals:** Develop a plan to address the needs of the highly gifted students who need to be accelerated, fulfilling the objective of Credit By Demonstrated Mastery for students in grades 6-12.

**Description:** The AIG Coordinator works with teachers to identify the highly gifted who made be in need of accelerative instructional and placement options. Parents of students are invited to help develop the student DEP/IDEP that drives the service option(s) for the highly gifted child.

At the high school level the Career Development Coordinator, the guidance counselor, and the AIG Coordinator help to monitor career plans to create opportunities for distance learning, if needed.

**Planned Sources of Evidence:** DEPs

IDEPs

High School Career Plans

Local guidelines for "Credit By Demonstrated Mastery"

**Other Comments:**

**Practice I**

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

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

**Rationale:** All levels of the educational system have extensive populations of the under-represented, starting with kindergarten (Minority Students in Special and Gifted Education, 2002). The Committee on Minority Representation in Special Education concludes that there are limited numbers of minority top students. They used traditional achievement measures including school grades, standardized test scores, and class rank. They further report that the limited presence of minority students exist at all social class levels as measured by parent education and family income (National Research Council, 2002). Demographics in public schools across the nation are changing. School systems must better identify, serve, and sustain students whose gifts and talents have previously gone undiscovered.

**Goals:** The AIG Coordinator will meet with the EES principal to discuss demographic and nurturing needs.

The AIG Coordinator will investigate best practices in nurturing gifted students.

The AIG Coordinator will share research-based options of nurturing programs with the K – 3 teachers.

**Description:** Demographics in public schools across the nation are changing and this is also the case with ECS. The AIG Coordinator will meet with the elementary school principal to discuss demographics and nurturing needs. The National Research Council (2002) reports that under-representation of minority students in academic achievement begins in kindergarten. ECS must begin to make changes where the problem starts, kindergarten. The AIG Coordinator researches the best practices for nurturing and shares with the K – 3 teachers. The AIG Coordinator communicates service options to ELL, EC, and Title 1 teachers who have a specialized student focus.

**Planned Sources of Evidence:** Demographic Data Collection

Lesson plans for K-3 nurturing clusters

Notes from Resource Team Meetings

**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:** A comprehensive program design (CPD) for AIG must consider both academic and artistic talents and abilities (Reis, 2006). The concept of what giftedness is and what should be served is influenced by culture, politics and research findings (Moon and Roselli, 2000). Who to serve and how to serve can be a controversial school decision. School districts must examine theories of giftedness and select a conceptual definition that is consistent with state law, current theory and research, and the stakeholders of the district. This will guide them to select and encourage extra-curricular programs and events that develop the needs and interests of AIG students.

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

**Description:** ECS is a strong supporter of the arts both in the AIG and regular classroom. Extra-curricular programs and events are provided across the curriculum for all students K – 12. The former AIG Coordinator of ECS is on the Board of Directors for the Foothills Arts Council, which works to support extra-curricular programs and events in art, music, and drama. The AIG Coordinator also communicates with the art and music teachers at the high school level to support AIG and arts programs. The art and music teachers and AIG Coordinator work with these talented students as they make plans for after high school. The AIG Coordinator works with the guidance department and art/music teachers to select and recommend students for Governor's School in the arts.

To coincide with an emphasis on S.T.E.A.M. initiatives, ECS will seek to once again establish a robotics team.

Other extracurricular programs that parents and teaches have expressed an interest in reviving are Odyssey of the Mind and Science Fair or Science Olympiad, and Battle of the Books.

To promote service projects among our AIG students, a Beta Club has been established at the middle school level.

**Planned Sources of Evidence:**

Governor's school list of students

List of all special programs

Video of special programs/events

**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:** Many groups of people have a vested interest in understanding the AIG program (Hedrick 2006). Not only school personnel, but board of education members, parents, and the community need to have a knowledge and understanding of program initiatives to provide their advocacy. The AIG Coordinator must use a variety of communication vehicles to effectively communicate with the varied constituency groups. Their support is paramount to the success of the AIG program.

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

**Description:** Parents/families and the community can connect to the AIG web pages for the most current information on AIG contacts, mission statement, definition, goals, screening, placement, procedures, program options, agenda of AIG activities, events and calendar. The AIG web pages are updated monthly by the AIG Coordinator. The web pages can be accessed from all three school web sites and the administration web site. The AIG brochure provides the definition of giftedness, goals of the program, screening and placement, mission statement, program options, and contact information. The AIG program is supported by the elementary and middle school newsletters and the elementary school's TV station, WELK. They provide information on events, program needs, or parent/student meetings. AIG events are broadcast on WELK. The system also provides a phone service (Alert Now) to parents informing them of the most current school events and meetings including AIG. School handbooks at all three schools describe the AIG program. The local newspaper also covers AIG events.

Not only does the AIG Coordinator provide information on programs and current events, but also provides communication for every step of the AIG process from testing to placement. All 3rd grade parents are informed by letter regarding the Cognitive Abilities Test which is given in the spring. After testing results are available all third grade parents can ask the principal, classroom teacher, or AIG Coordinator to explain results. This service continues as the student progresses through K – 12 if a parent needs CogAT results or needs an explanation. A sticker of the CogAT results is placed in the student's permanent file for future reference. The parents of placed students meet for an initial placement meeting where testing and placement procedures are explained by the AIG Coordinator. All parties including parents (students when appropriate), classroom teachers, and AIG Coordinator develop the DEP/IDEP and sign off on it. These documents become the student's AIG folder which is housed at each school according to grade span and maintained by the AIG Coordinator. Also, explained at the initial placement meeting are parent's due process rights and how the goldenrod copy of the AIG student identification is placed in the permanent cumulative file. Parents receive a letter in the summer informing them about AIG placement for the next year and the annual meeting to

go over the DEP/IDEP with the AIG Coordinator and talk with AIG teachers about their plan of delivery. The AIG Coordinator conferences with parents at all times during the year to explain any AIG concerns or answers any AIG questions. The AIG Coordinator, as the teacher of AIG students, provides weekly updates for parents, progress reports, report cards, conferences as needed, and letters explaining the program and events of the AIG plan.

The AIG Coordinator informs and works with the community. The Chamber of Commerce and local real estate agents contact the AIG Coordinator for program details to share with potential Elkinites. The AIG Coordinator has participated in the system's yearly meeting with County Commissioners, School Board members, and local leaders.

**Planned Sources of Evidence:** AIG web pages

Principals' newsletters

WELK video

School handbook

Newspaper clippings

Posters

Letters

DEPs/IDEPs

AIG student files

Homework sheets/progress reports/report cards

**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:** As stated in Standard 5 – Practice A gifted education has a variety of stakeholders. These stakeholders are more likely to advocate when they are kept well informed. The AIG Coordinator must keep all stakeholders, including all students' parents/families informed about the local AIG program, local AIG plan, and policies relating to gifted education. Informed advocates can raise the awareness level for gifted student needs and changing practices, policies and law. It may even be difficult to keep a strong program in place without them.

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

**Description:** Sharing with stakeholders helps to build a strong AIG program. Standard 5 – Practice A outlines in detail how the AIG Coordinator shares information regarding the local AIG program. AIG stakeholders can connect to the AIG web pages provided through the web sites at all three schools and the administration web site to see current news about AIG programs. The AIG brochure also provides program information. Principals support the program in newsletters, on WELK, and through Alert Now phone messages. School handbooks describe the AIG program. The local newspaper supports AIG programs by providing coverage. Posters are hung in the school to promote the events from the AIG program. The AIG Coordinator also sends letters to parents and other stakeholders. Examples of parent letters include CogAT testing, placement in the AIG program, the TIP program, AIG program events, Governor's School, letters to parents of 9 – 12 students informing them of the DEP being coordinated with the Career Plans, and annual AIG meetings.

The stakeholders (parents, teachers, administrators, community members) help to review, revise, and refine the AIG plan. These same stakeholders help to review the plan each year by being invited to serve on the AIG Review Team. The AIG Plan will be added to the AIG web pages for all stakeholders to view.

An AIG listserve for parents will help to disseminate up-to-date information on the local AIG program.

**Planned Sources of Evidence:** AIG web page

AIG brochure

Principals' newsletters

Alert Now phone messages

Newspaper clippings

Posters of AIG events

Copies of letters/emails

AIG Plan

Timeline of AIG Plan

**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:** Stakeholders need to be informed of AIG programs, practices, and policy. Informed stakeholders make strong advocates. The stakeholders involved need to represent a diversity of AIG parents/family and the community. Members representing culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional students should be included in the development, implementation, and monitoring of the local AIG program and plan.

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

**Description:** The AIG Plan and program are developed by a diversity of stakeholders. Standard 6 – Practice A describes how these stakeholders are organized and involved. Parents from under-represented AIG populations (members representing culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional students) are included in the AIG Revision Team. The AIG Revision Team reviews, refines and makes suggestions for the new plan. Students and parents from all populations including under-represented populations fill out the surveys to evaluate the AIG Plan. These surveys are used to review, revise, and refine the AIG program and new AIG Plan every three years. The Revision Team becomes the Review Team. The Review Team monitors the implementation of the new AIG Plan and AIG programs. The 2013 – 2016 AIG Plan will be attached to the AIG web pages for all stakeholders to view.

Parent leaders will also be recruited to serve on a Parent Advisory Board that will help plan events and activities for AIG students, as well as look for alternative means of funding for those activities.

**Planned Sources of Evidence:** Revision Committee list

Review Committee list

Timeline of AIG Plan

Surveys

Plan on-line

**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:** A successful AIG Plan and program is focused on communication. For all communication to be effective, information must be provided in the native language of parents/family/community in the school system.

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

**Description:** Currently ECS's demographics only require translations into Spanish. The AIG brochure (described in Standard 5 – Practice A) and all AIG forms are in Spanish. All AIG correspondence and progress reports to Hispanic parents are translated into Spanish as needed. The CogAT testing letter to all third grade parents is also offered in Spanish.

The AIG Coordinator attends Resource Team meetings with the ELL teachers. The ELL teachers inform the AIG Coordinator of students with potential. The ELL teachers are also helpful with the communication and social/emotional needs of Hispanic students who are placed in the AIG program. The AIG Coordinator attends the ELL family night to share AIG placement and program information. The AIG Coordinator periodically attends the system's ELL Committee which includes a generous representation of Hispanic parents. The ELL Committee brings parents, teachers, and administration together to communicate programs, services offered, and work on solutions for any needs that might arise.

**Planned Sources of Evidence:** AIG brochure in Spanish

AIG forms in Spanish

Letters in Spanish

Progress reports in Spanish

CogAT Parent Letter in Spanish

Resource Team Agenda

ELL Family Night Agenda

ELL Committee Agenda

**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:** Advocacy at the local level is essential to a strong and lasting AIG Program (Roberts, 2006). Initiatives to intentionally involve parents/family and the community in meaningful ways will help to support gifted education. Advocacy for the AIG Program will grow from these initiatives. A quality plan for advocacy is based on clarity, inclusiveness, information, and specificity (Purcell and Eckart, 2006). Partnerships with parents/families, institutions of higher education, local businesses

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

**Goals:** The AIG Coordinator will continue to work with the Foothills Arts Council to ensure extra curricular arts programs.

The special populations coordinator will continue to work with local businesses to line up job shadowing for 8th grade students.

Make the local chamber of commerce aware of our local AIG program and services offered.

**Description:** Grants written by the Foothills Arts Council in conjunction with the AIG Coordinator provide after school lessons in visual and performing arts. Teachers and students will evaluate the program to help with future planning.

8th grade students fill out preferences of what careers they would like to job shadow. Then, the special populations coordinator secures local community leaders in various occupations who volunteer to be shadowed.

The superintendent of ECS has worked to develop a partnership among community businesses, and they should be made aware of the AIG services provided as well as needs in the AIG program.

**Planned Sources of Evidence:** List of FAC programs offered to ECS students

List of job shadowing assignments

List of community business partners

**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:** Careful planning and development are needed for a thoughtful AIG Plan (Van Tassel-Baska, 1998). A comprehensive and continuous set of services that are differentiated according to the AIG needs of the student must be designed. Careful consideration is given to matching the needs of the student to levels of service such as cluster group options, special pull-out classes, homogeneous classes, and dual enrollment. The plan must also include psycho-social services that will address the social/emotional development as well.

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

**Description:** The AIG Plan is written and revised every three years. The AIG Coordinator attends the Regional Round Tables with other district coordinators to attain the necessary information for writing the new plan. In September teachers in grades K – 8 fill out surveys with their grade level teams to be shared at AIG meetings. High school academic departments including English, mathematics, science, and social studies do the same. The K – 6 lead teachers use the survey information to discuss strengths and needs of the AIG program with the AIG Coordinator in October. The AIG Coordinator also facilitates the same type of meetings with the middle school honors English and advanced math teachers and the high school AP and honors department representatives. The AIG Revision Team composed of parents, teachers, and administrators meets with the AIG Coordinator to discuss the program and set new goals in November. In February the AIG Coordinator presents these goals to principals and Central Office administrators for input. Using the above mentioned process, the AIG Coordinator reflects, reviews, and rewrites the AIG Plan. The AIG Coordinator presents the plan to the school board for the first reading in May and it is hopefully approved in June. If revisions are needed, they can be written in June/July. The plan is sent to DPI in July. The Revision Team becomes the Review Team which meets each year with the AIG Coordinator to assess the plan's progress.

### TIMELINE For Future AIG PLAN REVISION

Facilitate Grade Level Meetings.....September/October

Facilitate Meeting with Honors English and Advanced  
Math Teachers at Elkin Middle School.....September

Facilitate Meeting with AP and Honors Teachers at Elkin High

School.....September

Attend AIG Roundtable with District Coordinators.....September

Facilitate Meeting with K-6 Lead Teachers at  
Elkin Elementary School.....October

Facilitate AIG Plan Revision Committee Meetings.....November

Present to Principals for Input.....January

Attend AIG Roundtable with District Coordinators.....January

DPI Meeting at NCAGT for AIG Coordinators.....February

Reflect, Revise, and Rewrite Plan.....Feb-March

Present Plan to Board of Education for First Reading.....April

Approved By Board of Education at the Regular Meeting.....May

Final Draft to DPI.....by July 15

**Planned Sources of Evidence:** Agenda of Revision Team/list of group

Agenda of Principals' meeting/list of group

Surveys

Timeline

LEA's AIG Plan with school board approval

**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:** All educational programs need an evaluation component to guide the school system towards continuous improvement. Gifted programs, like all programs, are accountable. Resources must be well used, programs must be of high quality, best practices must be offered from educators, and students' needs must be met. Purcell and Eckert (2006) offer the following guidelines:  
An effective evaluation plan and its implementation

- Should be specifically and purposefully planned.
- Must be supported with an adequate budget.
- Involve key stakeholders from the very beginning of the process through the state of planning for implementation of the recommendations.
  - Are both formative and summative in design and implementation.
  - Must match data collection strategies to the evaluation questions asked.
  - Must use reliable and valid assessment tools.
  - Present findings in oral and written forms that are directed toward the specific interests and needs of the stakeholders in the program.
  - Take into account the unique issues involved in programming for gifted students.
  - Are an open, public, and interactive process.

**Goals:** The AIG Coordinator will meet with the AIG Review Team quarterly for input on the plan implementation and program progress.

The AIG Coordinator will use Purcell and Eckert's guidelines listed above to refine and rewrite any goals or descriptions of standards.

**Description:** To ensure continuous improvement of the AIG program for ECS, a strong evaluation component must be in place. The implementation of the program and plan at ECS is monitored by the administration and supported by the local school board. Current legislation and state policies are shared with administrators and teachers. The AIG Coordinator presents AIG information yearly to the local Board of Education. Because the administration understands and supports the new AIG standards they are well prepared to monitor and implement the program.

The AIG Coordinator will meet with the Review Team to report on the strengths and needs of the 2013 – 2016 AIG Plan. The AIG Coordinator will seek the guidance of the Review Team to guide the program, advocate, and recommend changes.

#### GUIDELINES FOR ASSESSING THE AIG PROGRAM

Evaluate the program annually through the Review Team discussions and every three years through surveys of all stakeholders, including parents, teachers, administrators, and students.

Evaluate the three-year Plan by reviewing success in achieving the annual goals outlined for each year. Use both oral and written assessments.

Conduct an annual review of each student's performance. Write a review of each student using grades, End of Grade (EOG), and teacher recommendation.

Track long-term students' performance on EOG and End-of-Course (EOC) tests as one measure of academic growth.

Ensure that evaluation of student performance measures growth in the option assessed. In other words, measure growth of a student receiving special services in mathematics by his progress in mathematics.

Develop performance-based assessments to use for ascertaining the level of growth in some settings. These assessments will complement annual state tests or could be the primary means for evaluation in enrichment situations. Performance-based assessments might include projects, portfolios, and other long-term measures.

#### EVALUATION OF SPECIFIC SERVICE DELIVERY OPTIONS

##### In-class Flexible Grouping Grades K-12

Observations; teachers' lesson plans; documentation of departmental/grade level meetings with AIG Coordinator; increase in number of Level 4 EOG scores

##### Subject Grouping Grades K-5

Observations; teachers' lesson plans; departmental/grade level meetings with AIG Coordinator; yearly plans for grade levels and departments; diversity and quality of student products; increase in number of Level 4 EOG scores

##### Talent/interest Grouping Grades 3-12

Individual, departmental, and grade level reports which indicate planned and executed activities to accommodate a variety of interests and talents

##### Grade Acceleration Grades K-8

Individualized Education Plan; surveys of parent, student, and teachers affected by acceleration; EOG data to support reasonable progress

##### Cluster Grouping between Classes or Teams Grades 3-8

Observations; teachers' lesson plans; departmental/grade level meetings with AIG Coordinator; yearly plans for grade levels and departments; diversity and quality of student products; increase in number of Level 4 EOG scores

##### Enrichment Resource Room Grades 3-8

AIG Coordinator's lesson plans; quarterly conferences with Curriculum Director to discuss congruence with SCS; teacher, student, and parent surveys and Review Team discussions; student products; improved EOG scores

##### Subject Grouping in English Language Arts Grade 6

AIG Coordinator's lesson plans; quarterly conferences with Language Arts or Curriculum Director to discuss congruence with SCS; teacher, student, and parent surveys and annual focus group discussions; student products; improved EOG scores

##### Subject Grouping in Math Grade 6

AIG teachers' lesson plans; quarterly conferences with Curriculum Director to discuss congruence with SCS; teacher, student, and parent surveys and Revision Team discussions; student products; improved EOG scores

##### Subject Grouping in English and Math Grades 7-8

AIG teachers' unit plans; quarterly conferences with AIG Coordinator to discuss congruence with SCS; teacher, student, and parent surveys and Review Team discussions; student products; improved number of Level 4 EOG scores

#### Advanced Placement Courses

AP test results; increase in participation on AP tests; teacher, student, and parent surveys

#### College and Career Promise (Dual enrollment)

Interviews with students involved with dual enrollment; student grades

#### Early Admission to College

Evidence of student success via college records; student and parent interviews

#### Honors Courses

AIG teachers' unit plans; quarterly conferences with AIG Coordinator and/or Curriculum Director to discuss congruence with SCS; random surveys and informal discussions with teachers, parents, and students; increase in number of Level 4 EOG scores

#### Independent Study

Documentation on Individualized Education Plan; progress notes by supervising teacher in consultation with AIG Coordinator, Curriculum Director, or school administrator in charge of curriculum; diversity and quality of student products

#### Shadowing/Internship

Participation rate; student surveys and informal discussions; interviews with participating businesses and organizations

#### Seminar Class

Unit plans and course plans from teacher; student and parent surveys and discussions; diversity and quality of student products

#### Special Electives

Course description guide; student surveys; informal discussions

#### Advanced Placement On-Line Courses

Interviews with students involved with on-line enrollment; student grades and AP scores

#### **Planned Sources of Evidence:**

Copy of the AIG Plan approved by the school board

Notes from AIG Review Team Meetings

#### **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:** One of the most important components of the AIG Program is the budget. From the budget a dollar value is assigned to each goal. The budget communicates to stakeholders how "effectively, and economically funds are both encumbered and, ultimately, expended to accomplish each program goal" (Purcell and Eckert, 2006). Financial decisions impact how program components can be implemented. The budget is an evaluation tool of the program because it reflects the focus of the program. "As a measure of program effectiveness, the gifted education budget provides ongoing direction for program decision making, the purpose of any evaluation instrument" (Purcell and Eckert, 2006).

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

**Description:** The AIG Coordinator gave copies of "North Carolina Academically or Intellectually Gifted Program Standards" to the stakeholders at a Revision Team Meeting. On May 20, 2013 the goals and standards were presented to the administrative staff and the ECS school board. Upon approval, all the shareholders aforementioned who use and monitor state funds allotted for the local AIG program according to state policy have been informed and will follow Standard 6 – Practice C. Once the 2010 – 2013 AIG Plan is approved by the ECS School Board it becomes policy. As stated in the rational, a budget must be provided that will support meeting the goals of the AIG program.

With the help of a newly formed Parent Advisory Board, we hope to seek and advocate for other funding courses such as grant funds and business partnerships to meet the needs of AIG learners and programming.

**Planned Sources of Evidence:** Copy of budget

Copy of 2013 – 2016 AIG Plan with ECS School Board approval

Minutes from the Parent Advisory Board

**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:** Gifted services can be improved if the development of services is based on reliable and valid evidence of what is and is not working to create student success. Careful collection of data needs to take place. Essential areas include the context in which services are delivered, the quality of activities carried out, the appropriateness and the adequacy of resources available, and the degree to which objectives and goals have been achieved (Callahan 2001).

**Goals:** The AIG Coordinator will keep track of AIG student growth and achievement data including EOG, EOC, SAT, AP, ACT, PLAN, and other qualitative data, and disaggregate regularly to help determine needs of the AIG students and program.

**Description:** The AIG Coordinator has collected, recorded, and maintained files on data including grades and EOG scores on AIG students in grades K – 8. The EOC scores are reviewed by the AIG Coordinator. Data needs to be collected, recorded, and maintained on the 9 – 12 students. This should include grades for honors and AP courses, EOC scores, and AP scores. Drop-out data for AIG students should also be included. The AIG Coordinator will work with the data team to become fluent with different types of data.

**Planned Sources of Evidence:** AIG student data reports

**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:** Researchers in the field of gifted education have focused on under-represented populations during the last decade. Two areas have drawn their attention which includes the nature of such populations and types of interventions that are most successful. Schools must ensure that under-represented populations are identified and served (Purcell and Eckert 2006). This area of concern must be carefully monitored.

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

**Description:** To monitor the representation of under-represented the AIG Coordinator reviews all IQ scores in March and EOG scores in May of all students K – 8. If placement capable scores are noted and the teacher has not recommended the student, the AIG Coordinator asks why. The AIG Coordinator checks with the preschool screening team for any precocious preschooler. The AIG Coordinator communicates with the ELL, EC, and Title I departments for their recommendations. The retention of under-represented populations is monitored in K – 12. The "AIG Intervention Plan" is offered for students K – 12. Retention of under-represented populations is monitored and guided by the guidance counselor and AIG Coordinator working together. The AIG headcount preserves a record of under-represented populations for the LEA. ECS is beginning additional data collection on under-represented populations with grades, EOG scores, EOC scores, AP class participation, and AP exam scores.

**Planned Sources of Evidence:** Recommendations by teachers for AIG

Schedules of students

DEPs, IDEPs

AIG Intervention Plans K – 12

AIG Headcount

Data Collection on under-represented populations K – 12

**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:** Highly gifted personnel must be provided to instruct AIG students and to guide the AIG program. Requisite knowledge, competencies, and the ability to differentiate instruction for students' academic and psychosocial needs are necessary for the AIG educator (Purcell and Eckert, 2006).

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

**Description:** The current AIG Coordinator is AIG-licensed. The elementary school's Curriculum Coordinator has AIG certification along with one fourth grade and one fifth grade teacher. Both middle school Honors English teachers have AIG certification but the advanced math teachers do not. Two honors/AP English teachers and one honors/AP mathematics teacher are AIG licensed. The remainder of the honors/AP staff at the high school is not AIG-licensed. ECS is focusing on Standard 3 – Practice D to place students in classrooms with teachers who have met the LEA's professional development requirements or have earned an AIG add-on license. The administrative staff will support this effort with principals encouraging Standard 3 – Practice D and monitoring their staff's credentials. The Curriculum Director, Curriculum Coordinator, and AIG Coordinator will provide guidance and direction to staff as outlined in Standard 3 – Practice D. The AIG Coordinator will continue to provide staff with the most up-to-date AIG add-on license information.

**Planned Sources of Evidence:** The elementary school principal will provide a list of AIG classes, who is teaching them, and if they are AIG-licensed.

The middle school principal will provide a list of AIG classes, who is teaching them, and if they are AIG-licensed.

The high school principal will provide a list of AP/honors classes, who is teaching them, and if they are AIG-licensed.

**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:** Children who are gifted need informed and well-organized advocates to support programming for them. Advocates can include community members, parents/families of AIG students, AIG teachers, and other school personnel. These advocates can work to review and refine the AIG program to have a positive impact on the education of the gifted. It is unlikely that advanced educational opportunities would even be attempted without individuals and groups willing to advocate on behalf of gifted students (Roberts, 2006).

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

**Description:** The AIG Revision Team is formed by ECS to review all aspects of the local AIG program and make recommendations for program improvement. The duties and time line for the Revision Team is outlined in Standard 6 – Practice A. The team is carefully chosen to include parents/families of AIG students representative of all populations in the program, teachers of the gifted across grade levels and departments, school support personnel, and administration. The group discusses strengths and needs of the K – 12 program. Information from teacher meetings in K – 12 plus teacher and student/parent surveys help guide discussions and decisions. The Revision Team presents a list of K – 12 goals to the Administration Team for the AIG Plan every three years. The AIG Revision Team becomes the AIG Review Team. The AIG Review Team meets each year to discuss how the AIG goals are being met. They continue to discuss the strengths and needs of the program working to review and refine the plan.

**Planned Sources of Evidence:** Revision Team letter from AIG Coordinator

Revision Team time line

Revision Team agenda

Revision Team list of AIG goals

Principals' Team agenda when goals are presented

Review Team letter from AIG Coordinator

Review Team agenda and notes

List of Revision/Review Team members

**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:** Evaluation is a valuable part of the AIG program development cycle. Stakeholders including students, parents/families and teachers should be provided an avenue for regular feedback regarding the quality and effectiveness of the local AIG program. These stakeholders can guide the effective development of the AIG program with their feedback. Multiple strategies for feedback need to be in place to effectively involve all interested audiences (Landrum, Callahan and Shaklee, 2001).

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

**Description:** The AIG Coordinator's daily interaction with students promotes informal discussions about the quality and effectiveness of the AIG program. Students can make appointments with the AIG Coordinator to discuss needs. More formally, the students fill out an AIG survey with parents every three years. Students fill out school surveys on the total school program every year. The AIG Coordinator is always available for a parent meeting to discuss the quality and effectiveness of the program. The AIG Coordinator keeps a log of contacts with parents. Parents also have an opportunity for feedback at initial placement and annual meetings. Both the AIG Revision Team and Review Team described in Standard 6 – Practice G have parent representation. Teachers also help form the AIG Revision Team and Review Team. This gives an excellent opportunity for feedback as described in Standard 6 – Practice A and G. Teachers discuss the quality and effectiveness of the program at Resource Team meetings and Curriculum Team as written in Standard 2, 3 and 4. Teachers do surveys on the total school program every year and an exclusive AIG survey every three years. School Improvement Team, Technology Planning, Leadership, and Curriculum meetings provide an avenue for teacher feedback on how the AIG program impacts each area with quality and effectiveness.

**Planned Sources of Evidence:** Calendar of student, teacher and parent meetings

Surveys of students, parents and teachers

Log of parent contacts

Revision and Review Team agendas

Curriculum and Instruction Team agendas

Resource Team agendas

School Improvement, Technology, Leadership agendas

**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:** Multiple sources of data are necessary to review and revise the AIG program and plan. A thoughtful AIG Plan will be created through careful planning and development for continuous improvement (Van Tassel-Baska, 1998).

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

**Description:** Excerpt from Standard 6 – Practice A: The AIG Plan is written and revised every three years by the AIG Coordinator. The AIG Coordinator attends the Round Tables with other district coordinators to attain the necessary information for writing the new plan. In September teachers in grades K – 8 fill out surveys with their grade level teams to be shared at AIG meetings. High school academic departments including English, mathematics, science, and social studies do the same. The K – 6 lead teachers use the survey information to discuss strengths and needs of the AIG program with the AIG Coordinator in October. The AIG Coordinator also facilitates the same type of meetings with the middle school honors English and advanced math teachers and the high school AP and honors department representatives. The AIG Revision Team composed of parents, teachers, and administrators meets with the AIG Coordinator to discuss the program and set new goals in November. In February the AIG Coordinator presents these goals to principals and Central Office administrators for input. Using the above mentioned process, the AIG Coordinator reflects, reviews, and rewrites the AIG Plan. The AIG Coordinator presents the plan to the school board for the first reading in May and it is hopefully approved in June. If revisions are needed, they can be written in June. The plan is sent to DPI in July. The Revision Team becomes the Review Team which meets quarterly each year with the AIG Coordinator to assess the plan's progress.

**Planned Sources of Evidence:** Agenda of Revision Team/list of group

Agenda of Principals' meeting/list of group

Surveys

Timeline

LEA's AIG Plan with school board approval

**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:** Many groups of people have a vested interest in understanding the AIG program (Hedrick, 2006). All data from the evaluation of the local AIG program should be available to the

public. Stakeholders are more likely to advocate for the program when they are kept well informed.

**Goals:** The AIG Coordinator will share results of the AIG program evaluation including parent, teacher, and student survey results in a variety of formats.

**Description:** The AIG Coordinator will have the 2013 – 2016 AIG Plan and Evaluation connected to the AIG Webpage. Other ways to share the data would also be through AIG Revision Team Meetings, Parent Advisory Board meetings, collaborative team meetings, principal and faculty meetings, or simply making the information available to stakeholders upon request. This could also be done via an AIG listserve, brochures, or newsletters.

**Planned Sources of Evidence:** Agendas or notes from Review Team or Parent Advisory Meetings

AIG website

Copies of brochures, newsletters, or e-mails sent out

**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:** The rights of all AIG students are protected through policies, procedures and practices. School systems must develop comprehensive plans to protect these rights. LEA school boards set policy and make sure it is adhered to for all students. "Excellent educational opportunities that encourage lifelong learning and responsible citizenship" are consequently provided (excerpt from Elkin City Schools' mission statement).

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

**Description:** Standards 1 – 6 described in detail in this document strongly support Standard 6 – Practice K. Once the ECS School Board accepts this document, it becomes policy for our LEA. The vision of the AIG Plan is to incorporate the mission of ECS, planning and implementing "an instructional program to served students who are identified as academically and intellectually gifted and to nurture students who have the potential for giftedness but who are not presently achieving at that level." The AIG program and ideas are a part of the total school program and are protected with the same rights.

As stated in Standard 1, Practice E, parents are notified of their due process rights in writing upon initial placement into the AIG program and at each annual DEP/IDEP conference.

PARENTS' DUE PROCESS PROCEDURES REGARDING ACADEMICALLY OR INTELLECTUALLY GIFTED IDENTIFICATION AND SERVICES DECISIONS

Should a parent have a concern or complaint about identification, placement, service delivery or other AIG area which can not be resolved through normal means such as a conference with the AIG Coordinator or classroom teacher, a procedure is in place for trying to settle the conflict. The following steps should be employed in working to resolve the difficulty with each succeeding step to be used if the preceding one does not relieve the conflict.

1. The parent or guardian requests a conference with the AIG Committee to discuss the problem of concern. The AIG Committee will grant the conference within five days of the request. Before the conference the committee will review the student's record, including referral, identification and placement (if the student has been identified). The committee may gather additional information about the student from teachers and/or parents as needed.
2. The parent or guardian makes a written request for a conference with the principal. This request must be made within thirty days of the conference with the AIG Committee. The principal will grant the conference within five school business days of the request and will respond in writing within five school business days following the conference.
3. If the grievance is still unresolved, the next step is an appeal to the Superintendent. This appeal must be made within five school days after receiving the response from the principal. The Superintendent will review the grievance within five school days of receipt of the appeal and will respond in writing within ten school days to the parent/guardian and principal.
4. An appeal to the Elkin City Schools Board of Education may be filed within ten school days following the response from the Superintendent. The Board will offer a final written decision within thirty days.
5. Should a parent wish to petition the administrative law judge for a contested case hearing, the State Level Grievance Procedure is as follows:
  - a) The parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review will be limited to (1) whether the LEA improperly failed to identify the child as an academically or intellectually gifted student or (2) whether the local plan has been implemented appropriately in regard to the child.
  - b) Following a hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

**Planned Sources of Evidence:** Article 9B

2010-2013 AIG Plan approved by the school board

Copies of Parent's Due Process Procedures

**Other Comments:**

**Glossary (optional):**

**Appendix (optional):**

img001.pdf (*Local Board Approval Document*)