

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

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

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Submitted to NC Department of Public Instruction on: JUNE 05, 2013, 15:44:01

Revision Submitted to NC Department of Public Instruction on: JUNE 05, 2013, 15:44:01

Harnett County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

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

Harnett County Schools Vision for local AIG program: Our vision is to provide a differentiated education for all gifted students recognizing individual strengths and needs. The collaborative model for gifted education provides differentiated services and individualized content modifications within the regular classroom setting based upon flexible grouping according to grade level. An appropriate staff development program will assist teachers in providing this differentiated education and social/emotional support.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$924532.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: This practice was selected by AIG Lead teachers for focus, growth, and improvement in 2013-14 to better articulate and disseminate clear processes for student AIG identification.

Goals: Provides pertinent Gifted Education information to all stakeholders.

Description: Identification of students needing gifted education services is a four-step process that includes 1) monitoring and enrichment, 2) screening, 3) assessment of needs, and 4) placement in appropriate service options. Information gathered in each of these phases guide decisions regarding differentiation in order to best meet student needs. Children in kindergarten, first and second grades will be evaluated by a multiple criteria evaluation process to participate in a nurturing program. These criteria will include rating scales, checklists and student work in a portfolio system.

All of the information will be compiled into a Nurturing Written Report, highlighting the child's educational strengths and needs. The Gifted Team will not formally identify K-2 students exhibiting giftedness, but the portfolio will be placed into the cumulative folders to provide evidence for future placement in the AIG Program. Screening includes all activities designed to review the general population of students to see which students may need further assessment and, or, eventual placement in the differentiated service continuum of gifted education.

The Gifted Identification Team at each school is responsible for determining how to best meet the needs of its student population. Typically, gifted students in Harnett County score in the range of 90%ile or higher on an aptitude assessment; achievement scores frequently range near 85%ile or higher.

Throughout the year, the Gifted Identification Team will meet to determine appropriate service delivery options to individual student needs. Service options will be specified for each student and appropriate documentation will be completed.

Utilization of the Harnett County AIG program plan, progress reports, informational meetings, and parent handbook to articulate and disseminate information to all stakeholders. Harnett County Schools will disseminate informational pamphlets or brochures (county-wide) to the community as well as send letters home about AIG services with all students at the beginning of the school year. We will also link the 2013 – 2016 AIG Local Plan to the AIG website and create newsletters for teachers, administrators, parents, and students to be distributed in the fall and spring.

Planned Sources of Evidence: AIG Plan is located on Harnett County Schools' Home Page @ www.harnett.k12.nc.us
Gifted program reports.
Documentation of informational meetings.

Other Comments:

Practice B

Employs multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures that are based current theory and research.

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice was selected by AIG Lead Teachers for focus, growth, and improvement in 2013-14. A variety of factors/ multiple criteria will be utilized to determine giftedness.

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

Description: Giftedness is the manifestation of ability to learn well beyond the expected level of one's age mates. It can be discovered through outstanding student performance, high test scores, or through observation. These abilities are sometimes muted in students by unfavorable environmental circumstances and need to be actively sought.

Harnett County is committed to identifying those students with limited opportunities to learn. By providing individually appropriate differentiated services, Harnett County seeks to address the needs of underserved populations.

-However, within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student from consideration.

-Information from any, and all, indicators may be used in matching students with appropriate service options.

-Information used from each indicator should be directly related to the service option considered.

-Information from specific indicators may be given priority for specific service options (e.g., math achievement/performance advanced math).

The multiple criteria include: Student Motivation to Learn, Student Interest, Student Aptitude, Student Performance, Observation of Student, and Student Achievement. Test scores, portfolios, student work samples, and teacher narratives are also used.

Gifted Identification Team uses "Summary of Student Eligibility and Options Record" form to examine multiple indicators, in order to assess students' needs for services. If appropriate and documented, Gifted Identification Team matches appropriate service delivery options to meet those needs using criteria established for these options available in Harnett County. Options are specified and appropriate paperwork is forwarded to the Assistant Superintendent's office. Services

begin when the Assistant Superintendent returns the completed options record (with the exception of cluster grouping).

The decision making process regarding identification is based on documentation of multiple indicators of giftedness. Data is collected from multiple sources that include: student achievement, student aptitude, observation of student behaviors, student performance, student interests, and motivation to learn. This process develops a comprehensive profile of the learner to assist in determining his/her needs.

Multiple Criteria
Quantitative Data
Ability Test

Ability tests - designed to measure general intelligence; the most reliable measure of intelligence and used to determine the pacing of curriculum material.

Cognitive Abilities Test (CogAT)
Otis-Lennon School Ability Test

Aptitude Test

Aptitude tests - measure the potential for future performance; often used to determine strengths and needs in specific achievement areas.

Iowa Test of Basic Skills (ITBS)

Achievement Test

Achievement tests - measures the level of achievement and used to determine the achievement level of the student.

Report Card Grades / Performance

Observation

An observation by the teacher can be conducted to determine the gifted characteristics the student demonstrates (an observational form will be utilized).

Parent Requests are also honored.

The Gifted Identification Team at each school is responsible for determining how to best meet the needs of its student population. Typically, gifted students in Harnett County score in the range of 90%ile or higher on an aptitude assessment; achievement scores frequently range near 85%ile or higher. Gifted students also demonstrate a need for services via a teacher-documented Gifted Behavior Scale.

Student interest, academic performance, parent inventory, and teacher observation are additional information. [Note: Even though our county-wide assessment for AIG takes place in late fall or early spring, the Gifted Education staff will follow any recommendation made by the Gifted Identification Team at any time during the year. Again, throughout the year--whenever necessary as determined by the Gifted Identification Team--individual assessment (including Gifted Behavior Scale, aptitude and achievement testing, student performance, interests, etc.) is conducted to meet student needs.]

Other non-traditional and traditional standardized measures are indicated below:

-EOG scores in area of identification.

-Data from computer-based programs(Accelerated Math, Accelerated Reader, STAR, ClassScape) to show standardized measure.

-Projects,presentations,multi media presentations.

Planned Sources of Evidence: Multiple Indicators of Giftedness Rubric

Student portfolios/ student work samples

Teacher narratives

EOG scores in area of identification

Computer-based data: Accelerated Math, Accelerated Reader, Accelerated Reader(vocabulary)

STAR and ClassScape

Creativity rubrics,interest inventories

Vocabulary Workshop and Lexile scores in reading and math

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Various evaluation instruments and multiple criteria for evaluating students are used. Mass screening in grades 3 and 6 ensures that students of all demographics are tested for possible AIG identification. AIG Lead Teachers should have knowledge of the school demographics and consciously follow-up on under-represented populations as well as continue to monitor student performance and refer students for possible AIG services that enter Harnett LEA as a transfer student in elementary and middle school, or after district screening has occurred.

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

Description: Identification of students needing gifted education services is a four-step process that includes 1) monitoring and enrichment, 2) screening, 3) assessment of needs, and 4) placement in appropriate service options. Information gathered in each of these phases should guide decisions regarding differentiation in order to best meet student needs. Particular attention during screening should be given to potentially gifted students from culturally diverse, economically disadvantaged, or disabled populations.

Planned Sources of Evidence: Gifted Behavior Scale

Observation check-off sheet

Student work samples

Cognitive Abilities Test (CogAT)

Test of Basic Skills (IOWA)

Pre/Post NC End of Grade (EOG) scores

Other research-based data that is pertinent in determining placement

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: Equity and fairness must always be a priority in the identification of AIG students across the county and the LEA ensures all teachers are aware of the process for identifying AIG students.

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

Description: Within Harnett County Schools Gifted Education Program, teachers are committed to excellence for all students. Part of the attainment of this excellence is a collaboration between the home and school environments. With this cooperation, student needs can be best met. Parents should be clearly informed of the Gifted Education Programs goals and objectives and the particular service options their child has accessed. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following procedure should be followed to resolve any disagreements.

STEP 1

Appeal to the School Gifted Identification Team

1. The parent or guardian may request a conference with the gifted identification team at the child's school. This request must be made in writing. The gifted identification team should be given ample opportunity (10 days) to convene all members together for this conference.
2. At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed the child's teacher may be asked to provide further documentation concerning student characteristics and achievement by the gifted identification team.
3. At this conference, all information is shared with parent/guardian and minutes are recorded on the "Gifted Identification Team" minutes form and signatures are obtained from those involved.
4. Following the conference, the gifted identification team will respond to the parents concerns in writing within 10 days of the conference.

STEP 2

Appeal to the Building Level Principal

1. The parent/guardian may appeal the decision of the gifted identification team to the building level principal. This should be done in writing within 10 days of the decision from the gifted identification team. The principal shall schedule the conference within 10 days of the receipt of this request. The gifted identification team chairperson and child's teacher may be invited to this conference along with the parent/guardian.
2. The principal will review the concern. During the conference, he/she may request further information from the child's teacher, the gifted identification team, or the parents. Minutes are recorded on the "Gifted Identification Team" minute form and signatures are obtained from all those present.
3. The principal shall respond to the concern in writing within 10 days of the conference.

STEP 3

Appeal to Central Services

1. The parent/guardian may appeal the decision of the building level principal to the Assistant Superintendent. This should be done in writing within 10 days of the decision from the building level principal.

Please submit this appeal to:

Dr. Patricia Hobbs, Assistant Superintendent
At-Risk Programs & Student Services
Harnett County Schools
P.O. Box 1029
Lillington, North Carolina 27546

or

Dr. Nancy Holmes, Assistant Superintendent
Curriculum and Instruction
Harnett County Schools
P.O. Box 1029
Lillington, North Carolina 27546

The conference shall be scheduled within 10 days of receipt of this request.

2. The Assistant Superintendent will review the concern. During the conference with the parent/guardian, they may request further information from the child's teacher, the gifted identification team, the parent/guardian, and/or the principal. Minutes are recorded on the "Gifted Identification Team" minute form and signatures are obtained from those present.

3. The Assistant Superintendent shall respond to the concern in writing within 10 days of the conference.

STEP 4

Appeal to the Superintendent

1. The parent/guardian may appeal the decision of Central Services to the Superintendent in writing within 10 days of the decision. Please submit appeal to:

Superintendent
Harnett County Schools
P.O. Box 1029
Lillington, North Carolina 27546

This conference shall be scheduled within 10 days of the receipt of the request for appeal.

2. The Superintendent will review the concern. During the conference with the parent/guardian, he may request further information from the child's teacher, the gifted identification team, the parents, the principal, and/or the Assistant Superintendent. Minutes are recorded on the "Gifted Identification Team: form and signatures are obtained from those present.

3. The Superintendent shall respond to the concern in writing within 10 days of the conference.

At this point, the superintendent may request mediation in order to resolve the concern. This shall be done by an impartial mediator.

STEP 5

Appeal to the Local Board of Education

1. The parent/guardian may appeal the decision of the superintendent to the local board of education within 10 days of the decision from the superintendent. This appeal must be in writing. Please submit appeal to:

Harnett County Board of Education
P.O. Box 1029
Lillington, North Carolina 27546

This request must be made the Monday prior to the next scheduled board meeting in order that this

appeal will be placed on the agenda.

2. The board will review the concern. This body may request further information from the child's teacher, the Gifted Identification Team, the parents, the principal, the assistant superintendent, and the superintendent. During this meeting, minutes will be recorded on the "Gifted Identification Team" minutes form and signatures obtained of those present.

3. The board shall make a final decision in writing within 30 days of receipt of written complaint.

Planned Sources of Evidence: AIG Team at each school
AIG Team minutes when AIG issues are discussed

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: To ensure that the rights of AIG students and their parents are protected at all stages of identification and provide parents the opportunity to make informed decisions regarding their child's identification, placement, and services in the Gifted Education Program.

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

Description: Within Harnett County Schools Gifted Education Program, teachers are committed to excellence for all students. Part of the attainment of this excellence is a collaboration between the home and school environments. With this cooperation, student needs can be best met. Parents should be clearly informed of the Gifted Education Program's goals and objectives and the particular service options. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following procedure should be followed to resolve any disagreements:

1. Appeal to the School Gifted Identification Team
2. Appeal to the Building Level Principal
3. Appeal to Central Services
4. Appeal to the Superintendent
5. Appeal to the Local Board of Education

Reference: (North Carolina - Article 9B)

It is our responsibility to provide students with educational opportunities that expand knowledge,

nurture interests, and develop self-directed learners. Without appropriate educational opportunities, the abilities of many of these students would remain undeveloped or underdeveloped.

Planned Sources of Evidence: Parent's Rights Document
Gifted Options Record
Differentiated Education Plan (DEP)

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: Harnett County Schools ensure the completion of annual assessments and delivery of appropriate education services to AIG students. The LEA also provides a clear picture through documentation of how an AIG student is identified and the service options available.

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

Description: Documentation that is stored in students lime green folders and subsequently filed with their cumulative folder, clearly shows scores of CogAT, IOWA, and EOG as well as teacher input for a student that qualifies for AIG services. Teachers and parents choose the service options best suited to meet the gifted needs of the student at the time of the conference.

Planned Sources of Evidence: AIG folders contain documentation
Parent conference forms and/or reports.

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: With the NCSCOS as the foundation, instruction is differentiated for the diverse gifted student's needs to ensure challenge rigor and relevance. Gifted learners have levels of giftedness and ability just as other students. Gifted students must be mentally challenged to rise above their individual instructional level.

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

Description: Each standard for grades K12 provides service options for expanding and enhancing the needs of AIG students. Academic Accountability is based on Common Core and seeks to measure student growth in a specific area of differentiation. For example, if a student is receiving differentiated services in mathematics while in the sixth grade, the measured student growth based on "performance, attitude, and motivation" should be assessed in that subject area and at that grade level. Also student growth must be measured using more than one method of assessment for identified abilities, readiness, and interest.

The Gifted Identification Team uses "Summary of Student Eligibility and Options Record" form to examine multiple indicators, in order to assess students' needs for services. If appropriate and documented, the Gifted Identification Team matches appropriate service delivery options to meet those needs using criteria established for these options available in Harnett County. Options are specified and appropriate paperwork is forwarded to the Assistant Superintendent's office. Services begin when the Assistant Superintendent returns the completed options record (with the exception of cluster grouping).

Building off Common Core, teachers of gifted students in kindergarten through twelfth grade provide curriculum differentiation, which is a process used to ensure student growth and learning by matching various curriculum modifications to characteristics shared by subgroups of learners, e.g. cognitive ability, prior knowledge, learning style preference, interests, habits of mind, or learning rate. Differentiated curriculum modifications bring about change in content, process, product, assessment, grouping practices, teaching strategies, resources, pace of learning, and other adjustments to Common Core for each grade. Where personnel and resources are available in conjunction with student age, interest, and motivation, the following enrichment activities may be available:

Clubs and Organizations

Battle of the Books

Mini-Courses and Seminars

Science Olympiad
In-School Television
Duke TIP Program
Independent Laboratory Research
Teen Volunteers
Gifted Summer Camp Programs
NC Close-Up
Mentoring and Internships/ Job Shadowing
Governor's School
Community Service Projects
Tri-County English Fair
Math Fair
Leadership Conference
Science Fair
Enrichment Meetings
NC Writing Contest
Congressional Pages
NC Young Authors
Farm City Week
Special Electives
Mathcounts
History Bowl
Quiz Bowl
Odyssey of the Mind
STEM Laboratory Research
Project-based learning and technology is also utilized to increase rigor.

Planned Sources of Evidence: NC Thinking Skills

Information in textbooks that allow expansion on the lesson, resources purchases, learning-based projects
Common Core
Final product of a Project-Based Learning Unit(PBLU)(rubric)
Technology projects (computers, Eduss, flip video cameras, ipods)

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The LEA recognizes the need to employ various instructional practices to address the need of various learning styles and abilities of AIG students. Gifted learners learn in different ways; each has his/her learning style.

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

Description: To facilitate implementation of differentiated curriculum and instruction, the district will coordinate the creation of differentiated curriculum resources that utilize the curricular and instructional models and methods. Elementary and middle school teachers have ready access to resources that will address components of the Differentiated Education Plan (DEP). These curriculum resources build on Common Core framework to provide enrichment, extension, and accelerated activities and resources for gifted learners in K-8.

The impact of differentiated curricula and instruction on student achievement is continuously assessed through a variety of means. Throughout the school year, teachers of all students use formative and summative assessments with district-adopted tools to assess results of past learning. These diagnostic methods lend themselves to measurement of growth and learning of students at all levels of achievement.

The DEP portfolios provide another measure of learning and are reviewed periodically by teachers and District Gifted Coordinators and in the spring Annual Reviews by Gifted Program teams to assess student growth and learning. All results provide information about students' needs and the next phase of instruction. Periodically, the District Coordinator conducts a targeted analysis of growth for identified gifted students in each school using summative results from state End-of-Grade Tests for reading and math to determine the impact of school and district support for differentiation.

Analyze learning styles using Gardner's Multiple Intelligences(MI), or a similar Learning Styles Inventory.

Planned Sources of Evidence: Learning Style/Multiple Intelligence Inventory results.
Teacher/Lesson Plans documenting differentiation.

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: Currently, the LEA uses multiple enrichment resources including technology resources to build upon the strengths of the gifted learner and equip them with skills that can be utilized during the learning process.

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

Description: Research-based practices that augment curriculum and instruction:
Cluster Grouping Within a Regular Class (Elementary Level)
A cluster group (no fewer than 5, typically 5-7) of gifted students is assigned to a regular

heterogeneous class. If a school has fewer than 5 identified gifted students, then these students must go within one classroom. The cluster teacher receives extensive training in gifted education (working toward State Certification) and works closely with central services to design appropriate differentiated curriculum for this group. This includes both resources and teaching strategies. Within this classroom, flexible grouping should occur, individual needs should be met, and different abilities are valued and nurtured.

Cluster Grouping: Mathematics and Communications/ Subject Grouping (Middle Level)

Students are assigned based on achievement or aptitude results indicating a need for an advanced class in one or both of these subject areas. At middle school there should be large groups of subject clusters and then fill the class with other high achieving students. Gifted program guidelines would provide parameters for placement within these classes.

Subject Skipping

Based on assessment, typically standardized achievement test, students are allowed to test out and bypass specific subjects or skill levels. They might receive instruction at a higher level with another group of students and yet remain with their peer group for most of their instruction. Subjects that have a clearly developed sequence of skills such as mathematics and reading provide opportunities for subject skipping if earlier skills are well developed. Once this option has been implemented, continuous review of achievement should be conducted with continuation of subject skipping made available based on student need.

Grade Skipping

Students move ahead typically one year, skipping levels in the normal sequence of promotion. Extremely gifted students would traditionally benefit from this option. County guidelines would be strictly followed for this option. Gifted Identification Teams would make the final decision as to appropriate services. To reduce risks associated with grade skipping, counseling services would be available when needed.

-99%ile on Nationally Normed Aptitude Assessment

-99%ile on Nationally Normed Achievement Assessment

-Appropriate Social Development (as assessed by teacher and psychologist observations)

-Mathematics performance developed and appropriate for next level

-Communication Skills performance developed and appropriate for next level

-Strong independent reader

-Teacher/Principal recommendation to Gifted Identification Team where final decision is made for placement

-One marking period in which observations are made and continuous monitoring occurs/Trial period
Honors/Advanced Placement Courses

The Advanced Placement program consists of college-level courses and examinations for high school students. The courses are designated as AP Course or Honors Courses. AP Course descriptions are carefully followed and are usually taught by teachers who have received training. Course and examinations are available in several dozen areas of the curriculum. Courses are taught within Harnett County on the 4 x 4 schedule. There are over 1,300 colleges that currently accept AP credits.
Dual Enrollment/College and Career Promise

This option allows students to be enrolled in two levels of schooling at the same time. Students may remain at one level and attend another level for a specific course or period of time. This option works best with content that is highly sequential. Secondary students may be enrolled in courses at post secondary institutions. They may receive college credit for courses taken while still in high school.

Curriculum Compacting (K-12)

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate

repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills. Curriculum compacting can be implemented at any grade level and with minimum additional funding. Teachers do require training and support during implementation. During compacted time, students may pursue activities in their classroom, media center, or special resource center.

Differentiated/ Interdisciplinary Instructional Units (K-12)

One of the most effective ways to deliver differentiated curriculum to gifted students is through designing differentiated units that incorporate individual learning abilities and levels. These units deal with information from various disciplines that are integrated under a broad-based theme. Because it provides the opportunity to deal with content at a highly abstract level of sophistication, it is an appropriate way to modify curriculum for gifted students.

-Mastery Learning Units

Teachers design units of instruction that have enrichment activities that students might pursue once they have demonstrated content mastery (85%) of the basic material. Reinforcement activities are also designed for students needing additional work or performing below mastery. The units are "learner based" but "teacher paced" which allow teachers to appropriately pace the instruction for the entire class for an extended period of time (a grading period) and yet provide differentiation and an incentive for high performance. By testing out, students gain access to the enrichment activities. In a team situation, one teacher might take the "reinforcement group" and the "enrichment group." At the end of the unit, everyone begins again at the same place. In this way, enrichment and reinforcement groups remain flexible.

-Learning Centers

Learning Centers have been found to be an appropriate way to provide content enrichment. These are usually designed as tabletop workstations for individual or group work. Students may self-select centers or are assigned to a center on a rotating basis. The Center approach adapts well to the development of multiple intelligences. Teachers might develop different centers and trade during the year. Although this is usually thought of as an elementary activity, it has been used effectively with middle school students. Learning centers may be located in regular classrooms, media centers, or resource rooms.

Tiered Assignments (K-12)

Teachers design sets of assignments with varying degrees of difficulty for students within the regular classroom. Teacher designed based on individual or groups of students' needs.

Independent Learning Contracts (K-12)

Learning contracts are agreements made between teacher and student that allow students to work independently on either accelerated or enriched materials related to a unit of study. To be effective, it is important that contract goals be realistic and that teachers meet with the student on a regular basis and review their progress.

-Mastery Learning Units (See Above)

-Learning Centers (See Above)

Individualized Instruction or Independent Study (K-12)

Each student is carefully assessed and follows an individualized instructional program. They continue to participate in regular class activities and still have an opportunity to work independently on higher-level tasks or areas of interest. This is particularly appropriate for young gifted students that need or desire to remain with their age group. This may be used as a way to either accelerate or enrich learning. Students displaying content mastery or having a special interest may contract with the teacher for an independent study project. This works best for students that are self-directed, have strong interests and a clear idea of what they would like to investigate. The teacher serves as a resource person and meets periodically with the student to assess progress. On the middle and

secondary level, students would come together periodically to share experiences in a seminar.

-Mastery Learning Units (See Above)

-Learning Centers (See Above)

-Active Research/ Independent Laboratory Research—to be developed as needed for highly specific action research directly linked to secondary student's interests.

Computer Based Instruction and Telecommunications (3-12)

Computer-based instruction can be used both to enrich the curriculum and remediate specific skill deficits. This is particularly appropriate for gifted students having specific skill gaps (gifted underachievers, learning disabled, culturally diverse). Care must be taken that software is selected for enrichment that challenges thinking, problem solving, and decision-making. Many appropriate programs and services are also available through the Internet.

Paideia Seminars (3-12)

A formal discussion, in which the leader of the discussion only asks open-ended questions with more than one answer. The goals are to have everyone involved in the discussion and everyone think and speak for himself or herself. (Teacher discretion)

NC Virtual High School (Secondary Level) (9-12)

Web-based courses are available to high school students in North Carolina through the information highway. Students could sign up for specific courses and attend classes at their school or at a centralized technology facility. Web-based learning via Internet access is a new opportunity for our students.

Planned Sources of Evidence: Community resources and professionals to include:

Human Resources, Scientists, Stock brokers, Financial Advisors, Veterans

School resources-i.e. Media Specialist, Technology Facilitator, Cultural Arts Teachers

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: To meet the needs of diverse groups of students whose academic, social, and emotional needs are different than those of other children their age. To fulfill the requirements, teachers will facilitate the student in: creating greater awareness of real-world associations by encouraging critical-thinking and problem-solving; forming a higher level of assertion among stakeholders and molding individual leadership abilities among AIG students; appealing to the multiple intelligences of the gifted learner by using literature means; and fostering global awareness.

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

Description: Use higher order thinking skills, creativity, and research to foster the 21st century learner.

Utilize multi-media tools and personnel to enrich the learning of concepts. Provide opportunities for students to build upon these learning characteristics. Student activities that involve what students are doing around the world and how they relate to one another. Positive Behavior Intervention Support(PBIS)school wide skits reinforcing good behaviors, newscasting and reporting, safety patrol at school functions daily.

Planned Sources of Evidence: Bloom's Taxonomy, Student contracts, academic competitions, Inquiry-based science experiments and projects

Power points to show focus of learning, student journals, competition outcomes in relation to other teams from the state

Student work samples

Data collection among science experiments, math journals, novel notebooks

Survey data collection

Student presentations of culminating activities and projects

Project-based outcomes

Student learning outcomes, use of higher order vocabulary across all areas

Science projects

Student inventories and surveys

Cooperative learning group activities

Use of technology such Gaggie, Skype, and other tools that allow students to work with other students around the world

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG lead teachers utilizes ongoing assessments to sharpen skills and increase advancement in AIG students. Assessments are also utilized to guide instruction and ensure students are making a year's worth of growth.

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

Description: Use a variety of methods of assessment to ensure mastery of higher order thinking (computer-driven and teacher-driven).

Planned Sources of Evidence: Accelerated Math(AM)

STAR Reading

Accelerated Reading(AR)

End of Grade(EOG)

Computer Test scores

Writing Assessment Scores
K-2 Assessments
Formative Assessments(Teacher)

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The LEA uses a system of checks and balances to ensure that the needs of the "whole child" are met and ensure that students' social/emotional needs are met and so students can grow to become more well-rounded.

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

Description: Increase students' social/emotional skills by providing instruction/differentiation to address these skills. Enrichment activities such as below are provided to support the social and emotional needs of AIG students:

Clubs and Organizations
Battle of the Books
Mini-Courses and Seminars
Science Olympiad
In-School Television
Duke TIP Program
Independent Laboratory Research
Teen Volunteers
Gifted Summer Camp Programs
NC Close-Up
Mentoring and Internships/ Job Shadowing
Governor's School
Community Service Projects
Tri-County English Fair
Math Fair
Leadership Conference
Science Fair
Enrichment Meetings
NC Writing Contest
Congressional Pages
NC Young Authors
Farm City Week
Special Electives

Mathcounts

History Bowl

Quiz Bowl

Odyssey of the Mind

Peer support groups – Students may meet for clubs or activities after school as individual schedules allow.

Book Talks - designed to reflect issues the gifted learners might experience.

Habits of Mind implemented and assessed in the AIG classrooms to ensure that we are developing behaviors that impact their success.

Bibliotherapy - an expressive therapy that uses an individual's relationship to the content of books and poetry and other written words as therapy. Bibliotherapy is often combined with writing therapy. AIG teachers integrate this into daily instruction.

Planned Sources of Evidence: Use of literacy circles

Cooperative learning w/ emphasis on team building

Skill streaming

PBIS

Character Education

Small groups w/ guidance counselor

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: Harnett County Schools is devoted to helping our students to increase their learning in academic and non-academic areas and ensure identification of under-served population. Also, to utilize nurturing groups to help students excel in all academic and non-academic areas.

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

Description: Schedule dates and times for nurturing activities throughout the school year. Harnett County is committed to identifying those students with limited opportunities to learn. By providing individually appropriate differentiated services, Harnett County seeks to address the needs of under-served populations.

-However, within any indicator, a single criterion may reveal a need for services.

However, no single criterion can eliminate a student from consideration.

-Information from any, and all, indicators may be used in matching students with appropriate service options.

-Information used from each indicator should be directly related to the service option considered.

-Information from specific indicators may be given priority for specific service options (e.g., math achievement/performance advanced math).

Planned Sources of Evidence: Projects

Tiered activities

Schedule of Nurturing Activities

Nurturing Student Survey

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: The Gifted Education Team (GIT) at each site works together to ensure that all students are considered for possible AIG placement. Parent forums and meetings are also held to discuss progress, programs, and differentiation of instruction. Differentiated Education Plans (DEP) are created and discussed based on individual needs. The GIT revisits DEPs often to maintain up-to-date differentiated curriculum and instruction.

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

Description: The Gifted Education Team along with the classroom teacher meets to review all documents for consideration in AIG placement. The documents include but are not limited to CogAT aptitude scores, IOWA/EOG achievement scores, Gifted Behavioral Scale, Student Work Samples, and other research-based data such as STAR reports, ClassScape scores.

Planned Sources of Evidence: Student Work Samples

Evidence of differentiated curriculum(Teacher plans)

Attendance Rosters and notes for GIT meetings

Copy of test scores and parent letters

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The LEA is committed to developing education plans to meet the individual needs of AIG

students and places a high priority on parental and community involvement.

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

Description: It is Harnett County's firm belief that cooperation between schools, parents and the community

creates unique opportunities for educational experiences. Utilizing these resources will offer the gifted students of Harnett County unlimited possibilities.

Gifted Progress Report – The Collaborative Gifted Education Program recognizes that communication is the key to effectiveness in any program. Providing timely reports to parents of gifted students is a crucial component of effective communication. Implementing a "Gifted Progress Report" within the regular report card during each marking period will provide parents and students with collected data and observations made concerning the gifted child's progress. Some teachers may opt to communicate more frequently with parents about differentiation within their child's curriculum.

Gifted Newsletter – A gifted education newsletter will be published bi-annually (Winter and Spring) in order to inform parents and the community of county policy, county events, and state events. This newsletter will allow schools to provide articles for publication and information about student work. Information on Summer Trek, Harnett County Schools' free summer day camp for gifted education students, will be highlighted in the spring newsletter.

Gifted Education Program information is also available via Internet (program goals, Summer Trek, assessment schedule, etc.)

Informational Meetings:

- The Gifted Identification Team at each elementary and middle school will hold informational meetings to discuss with the faculty, staff, and parents the components of the AIG plan and implementation procedure for the revised plan.
- Each school will host an informational parent meeting to invite input into the DEP. Informational meetings will be held at each high school in the fall to discuss with parents and students the opportunities available within the school.
- Efforts will be made by the district AIG Coordinators, AIG Lead Teachers, AIG Steering Committee, and the Gifted Identification Team to meet with community members representing special populations so that concerns may be heard and addressed.
- A District forum per attendance areas for AIG parents will be held to create a continuum of academia and characteristics of AIG student per grade configuration.

Web Site/Email

- District and school web sites will include links for the AIG plan, highlights of the program, resources, special events, forms and information in both English and Spanish.

Differentiated Education Plans and/or AIG Progress Reports are developed annually. Students who demonstrate a need for differentiation will receive a Differentiated Education Plan(DEP). The Differentiated Education Plan will be completed and signed by the AIG Team members. The parent will be notified by phone and/or Invitation to the Differentiated Education Plan meeting with the AIG teacher.

Planned Sources of Evidence: Students' Differentiated Education Plans
AIG folder(lime green)with documentation

Evidence of differentiated curriculum(Teacher plans)

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: Harnett County Schools ensure that appropriate services are in place for all AIG students.

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

Description: Assistant Superintendent for Curriculum and Instruction and Assistant Superintendent for At-Risk Programs and Student Services supervises gifted program for Harnett County and provides support to schools. Each individual holds gifted licensure.

Gifted Lead Teachers (All Levels) provides individual school support

Gifted Identification Team makes recommendations for eligibility and placement

- Gifted Lead Teacher--chairs committee
- Regular classroom teacher (cluster teachers)
- Principal(ex officio member)
- Assistant Superintendent
- Guidance
(ex officio member)

Gifted Steering Committee provides counseling support to gifted students

- Parent
- Classroom Teacher
- Support Service
- Administration
- Community Member Advisory Committee to Central Services

Gifted Classroom Teacher; Mathematics and Communication Skills Teachers; AP and Honors Course Teachers of Gifted Instruction

Guidance Counselors (All Levels)

The main role of AIG teachers is to implement the AIG plan and provide services to gifted learners. These teachers must provide quality differentiated curriculum opportunities for gifted students through a range of service options. They are also requested to obtain gifted licensure.

Planned Sources of Evidence: Harnett County Personnel.

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: Harnett County Schools ensure AIG Lead teacher and AIG regular education teachers match students with appropriate gifted services.

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

Description: Gifted Specialists will collect/review student information in order to make appropriate service delivery options recommendations; keep a log/records of screening pool students, referrals and placement decision; ensure communication with parents, teachers, and other education personnel is handled appropriately and confidentially; and provides equitable distribution of material funds from budget in order to meet the instructional, social, intellectual and emotional needs of all learners.

AIG Lead Teachers will ensure Gifted Classroom Teachers provide the following services:

- Curriculum Compacting for able students
- Differentiate appropriate curriculum
- Maintain student portfolio as appropriate
- Maintain communication with parents on consistent basis
- Provide evidence of differentiation
- Develop a personal plan for professional growth
- Participate in program evaluation

Planned Sources of Evidence: DEPs

Lesson Plans

Teacher Observations

Monitoring Checklist

Parent-Student Surveys

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Harnett County offer staff development to all personnel involved in AIG services and programs.

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

Description: Train personnel on ways to integrate strategies into content areas and to integrate multiple approaches to enhance instruction.

All teachers and assistants in Harnett County will receive research-based staff development that will include strategies that will provide an in-depth understanding of differentiated instruction to meet all students' needs. This includes underserved populations as well as AIG students.

- Tiered Assignments, Differentiated Units, and Content Modifications
- Independent Contracts, Independent Study, and Nurturing Programs
- Annual overview of Collaborative Model of Gifted Education

Negotiations are made with area universities for AIG certification training along with a requested list of institutions offering certification from the Department of Public Instruction. Online courses are also available through participating universities to assist in certification.

All teachers and Principals will receive support and resources to serve AIG students. Guidance Counselors will receive support to assist social and emotional needs of AIG students. Region 4 also offers AIG certification via near-by universities and a variety of professional development options focusing on differentiation.

Planned Sources of Evidence: NCDPI Professional Development Services
Staff Development rosters or college transcripts
Universities and Colleges
Harnett County Schools' Professional Development Guide

Other Comments:

Practice D

Places AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

This practice is a Maintained Practice for 2013-2016.

Rationale: Teachers are expected to meet LEA's AIG licensure requirements and possess knowledge and skills to instruct gifted students.

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

Description: At K-5 the cluster is approximately 5 to 7. At middle school, there should be larger groups of subject clusters and then the remainder of the class should be filled with other high achieving students.

The cluster teacher receives extensive training in gifted education (working toward State Certification) and works closely with central services to design appropriate differentiated curriculum for this group. This includes both resources and teaching strategies. Within this classroom, flexible grouping should occur, individual needs should be met, and different abilities are valued and nurtured. The teacher must also develop a personal plan for continuous professional growth.

Planned Sources of Evidence: Certificate of Completion for Professional Development
Transcript indicating add-on coursework
Class Roster
NC Wise
PDP

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Harnett County Schools ensure adequate instruction by AIG teachers for students identified for AIG services.

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

Description: All teachers and assistants in Harnett County receive research-based staff development that include strategies that will provide an in-depth understanding of differentiated instruction to meet all students' needs. This includes underserved populations as well as AIG students.

-Tiered Assignments, Differentiated Units, and Content Modifications

-Independent Contracts, Independent Study, and Nurturing Programs

-Annual overview of Collaborative Model of Gifted Education

All teachers and Principals will receive support and resources to serve AIG students. Guidance Counselors will receive support to assist social and emotional needs of AIG students.

To ensure academic rigor and relevance and to guarantee supportive relationships for each student in the public school setting, there are responsibilities for students and educators. Harnett County Schools provides a comprehensive list of professional development (information may be updated if

additional workshops are requested) in two locations:

a) our online Professional Development Directory: Volume I and II found on our Staff page at www.harnett.k12.nc.us, and

b) online listing of all district activities within the SEA System—again, located online from our Staff page at www.harnett.k12.nc.us.

Teachers focuses on deep content knowledge, pedagogy, and future-ready skills. They also engage in professional development that will foster the knowledge needed to design and provide relevant, future-focused experiences that engages each learner in meaningful, challenging and satisfying work. The main purpose of professional development is to provide continuous, professional growth opportunities for the varied needs of our teachers through differentiated model in forums such as Summer Teacher Academy and year-long professional development.

Planned Sources of Evidence: AIG workshops
District Professional Development Guide
Common Core
NCDPI Professional Development and Conferences
Region 4 Professional Development

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Harnett County Schools ensure adequate instruction of AIG teachers with the most current content. The LEA provides multiple opportunities to increase teacher awareness of state and national teacher standards to include the 21st century skills.

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

Description: AIG teachers have professional development that includes state and national teacher standards as well as 21st century skills.

Some examples of professional development aligned with 21st century skills are:

- Participating in an online course or workshop
- Participating in a course or workshop which supports one of the 21st century strands of technology, digital-age literacy, global connections, inventive thinking, or effective communication
- Participating in a course or workshop which utilizes 21st century productivity tools
- participating in district staff development for Common Core and Essential Standards

Comprehensive use of technology is instrumental in realizing every aspect of a 21st century education system. For all Harnett County Schools' students, proficiency in 21st century skills—the skills, knowledge and expertise students should master to succeed in college, work and life—should be the outcome of a 21st century education. Many of the schools are equipped with one-to-one technology equipment. To be "educated" today, students must master core subjects, 21st century themes and 21st century skills.

Planned Sources of Evidence: AIG staff development(roster)

AIG lesson plans

Individual Growth Plan

Classroom observations to ensure 21st century standards are being taught

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: Harnett County Schools ensure that educators have opportunities to collaborate and develop differentiated units of instruction that are data-driven through the Common Core Standards, with rigor and fidelity.

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

Description: Teachers engage in various staff development activities to maximize optimal learning opportunities for student growth. Structured professional collaboration that focuses on improved instruction benefits both teachers and students. School staff members who aspire to grow through professional learning communities can start by learning how to more effectively use the opportunities they have to work together.

AIG Lead Teachers and regular education teachers work collectively to seek and share learning and act on that learning to improve their effectiveness as professionals so that students benefit. This collective focus and collaboration leads to well-coordinated activities and practices and a sense of connection, belonging, and support. As a result, there is more capacity for sustaining improvements and the core values and beliefs behind them. AIG Specialists and other teachers share a vision focused on student learning, share leadership and decision making, and work and learn together as they continually examine instructional practices — all of which are supported by strong personal and professional relationships, time for collaboration, and good communication.

Classes are scheduled to create common planning periods, particular school days are extended to bank time for professional learning, formal opportunities are available for teachers to observe and provide feedback to one another, and teams coordinate activities such as science fairs or service learning projects. A variety of communication structures(e.g., meetings to discuss problem areas and new ideas, school-wide announcements and distribution of information)are used to keep everyone

informed and involved. Even the physical arrangement of the school— for example, where teachers' classrooms are in relation to one another — is maximized to reduce isolation and increase teacher interaction.

Planned Sources of Evidence: DEP

AIG Team

Team planning minutes

Lesson plans

Professional Learning Teams

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: Harnett County Schools ensure teachers are delivering comprehensive services to address the whole child by implementing the Common Core which will address their gifted needs with fidelity and rigor.

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

Description: Building off Common Core, teachers of gifted students in kindergarten through twelfth grade provide curriculum differentiation, which is a process used to ensure student growth and learning by matching various curriculum modifications to characteristics shared by subgroups of learners, e.g. cognitive ability, prior knowledge, learning style preference, interests, habits of mind, or learning rate. Differentiated curriculum modifications bring about change in content, process, product, assessment, grouping practices, teaching strategies, resources, pace of learning, and other adjustments to the North Carolina Standard Courses of Study for each grade.

Where personnel and resources are available in conjunction with student age, interest, and motivation, the following enrichment activities may be available:

Clubs and Organizations	Battle of the Books
Mini-Courses and Seminars	Science Olympiad
In-School Television	Duke TIP Program
Independent Laboratory Research	Teen Volunteers
Gifted Summer Camp Programs	NC Close-Up
Mentoring and Internships/ Job Shadowing	Governor's School
Community Service Projects	Tri-County English Fair
Math Fair	Leadership Conference
Science Fair	Enrichment Meetings
NC Writing Contest	Congressional Pages
NC Young Authors	Farm City Week
Special Electives	
Mathcounts	
History Bowl	
Quiz Bowl	
Odyssey of the Mind	

Project-based learning and technology is also utilized to increase rigor.

The impact of differentiated curricula and instruction on student achievement is continuously assessed through a variety of means. Throughout the school year, teachers of all students use formative and summative assessments with district-adopted tools to assess results of past learning. These diagnostic methods lend themselves to measurement of growth and learning of students at all levels of achievement. The DEP portfolios provide another measure of learning and are reviewed periodically by teachers and District Gifted Coordinators and in the spring Annual Reviews by Gifted Program teams to assess student growth and learning. All results provide information about students' needs and the next phase of instruction. Periodically, the District Coordinator conducts a targeted analysis of growth for identified gifted students in each school using summative results from state End-of-Grade Tests for reading and math to determine the impact of school and district support for differentiation.

Cluster Grouping Within a Regular Class (Elementary Level)

Cluster Grouping: Mathematics and Communications/ Subject Grouping (Middle Level)

Subject Skipping and Grade Skipping at any level

Honors/AP courses; Dual Enrollment (High School)

Independent study (any grade level)

Independent opportunities - Examples: Online courses, Student-generated projects (middle/high school)

Planned Sources of Evidence: DEP

Lesson plans

Team planning minutes

Observation of teachers delivering rigorous and relevant instruction that addresses the needs of the whole child.

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: The LEA believes academically and intellectually gifted students should be provided with experiences which promote realistic self appraisal, better understanding of self and peers, greater sensitivity and awareness, and personal and career goals. Periodic review of services will ensure alignment with resources.

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

Description: Harnett County Schools provides comprehensive Guidance and Counseling programs designed to meet the academic, personal-social and career development needs of all students.

However, our school system recognizes the unique socio-emotional development of gifted and highly able learners requires the entire school staff to work collaboratively in order to nurture the affective and learning needs of the gifted population in grades K-12. Classroom teachers, counselors, and administrators are aware of the emotional and learning needs as well as the issues and concerns sometimes associated with gifted learners.

We believe Guidance and Counseling should be an integral part of the program for students who are intellectually gifted and they should be provided with experiences which promote realistic self appraisal, better understanding of self and peers, greater sensitivity and awareness, and personal and career goals. Mode of service delivery is through individual and large/small group guidance and counseling activities to include but not limited to the following:

1. Differentiated guidance services and proactive counseling- the guidance and counseling program at each level should be planned around the assessed, observed, and emergent needs of gifted students.

2. Career guidance services- counselors assist students in understanding their multi-potentiality and assist them in making appropriate choices about career direction. Opportunities exist for working with professionals in career fields of interest through mentorship, internship and job-shadowing experiences. Career Centers within the school provide career resources for students and parents.

3. Guidance and Counseling services for gifted at-risk students- students who are more likely to experience barriers (i.e., children of poverty, minorities, gifted learners with disabilities) to academic progress are offered assistance to help them reach their full potential. This includes individual counseling, mentoring, peer/teacher tutoring, teacher and parent consultations, short and long term interventions tailored to the student's needs. Teachers and administrators are trained to recognize symptoms of "at risk" behavior (depression, suicide, substance abuse, etc.) and to communicate their concerns to principals, counselors and district school psychologists. Appropriate referrals to community resources are made if needed.

4. Guidance and Counseling services for underachieving gifted students- every effort is made to support and maintain underachieving students through a variety of targeted interventions including parent/teacher/student conferences, individual counseling, interest assessment, opportunities to explore personal interests through independent investigations of problems or issues that concern the student, curriculum compacting, mentoring, support groups, opportunities for acceleration, and training in time management and study skills. This includes referrals to community resources for more comprehensive services if needed.

Harnett County Schools has several service options which include cluster grouping, subject/grade skipping, Honors Advanced Placement for high school students, dual enrollment, self-directed, resources, and consultative services. Within these options there are multiple strategies offered to meet the needs of the learners.

Instructional Management:

Curriculum Compacting

Students are exposed to rigorous and challenging instruction. Multiple grade levels standard course of studies in the subject area is taught. The pacing and content are differentiated.

Independent Study

In the self-directed option, students get to explore topics that they are interested in discovering. The

AIG teacher and the student design the project and focus on differentiating content, process, and product.

Planned Sources of Evidence: DEP

Lesson plans
PLCs/Team planning minutes
Assessment
Portfolio of work
Student Led Conferences

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Harnett County Schools is devoted to delivering integrated, differentiated services to all students.

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

Description: Harnett County Schools delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice. Each teacher, whether AIG certified or not, follows Common Core and utilizes the supplemental enrichment curriculum to enhance their classroom instruction. Harnett County will continue to investigate other opportunities to enrich the services provided to students.

Building off the North Carolina Standard Courses of Study, teachers of gifted students in kindergarten through twelfth grade provide curriculum differentiation, which is a process used to ensure student growth and learning by matching various curriculum modifications to characteristics shared by subgroups of learners, e.g. cognitive ability, prior knowledge, learning style preference, interests, habits of mind, or learning rate. Differentiated curriculum modifications bring about change in content, process, product, assessment, grouping practices, teaching strategies, resources, pace of learning, and other adjustments to Common Core for each grade.

Planned Sources of Evidence: Lesson plans

DEP
AIG folder(green)
Gifted Progress Reports
Common Core

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: It is very important to communicate the policies, services, and differentiated practices that should be utilized to instruct and support our gifted learners. By communicating these key ideas about gifted education to school administration, board members, support staff, and parents, AIG teachers will eliminate misconceptions about the program and plan and further gain valuable information on how to develop a more collaborative environment.

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

Description: Harnett County Schools provide access to local AIG plan via website along with the goals, objectives, and requirements for identification. It is Harnett County's firm belief that cooperation between schools, parents and the community creates unique opportunities for educational experiences. Utilizing these resources will offer the gifted students of Harnett County unlimited possibilities.

Communications

- The Gifted Identification Team at each elementary and middle school will hold informational meetings to discuss with the faculty, staff, and parents the components of the AIG plan and implementation procedure for the revised plan.
- Each school will host an informational parent meeting to invite input into the DEP. Informational meetings will be held at each high school in the fall to discuss with parents and students the opportunities available within the school.
- Efforts will be made by the district AIG Coordinators, AIG Lead Teachers, AIG Steering Committee, and the Gifted Identification Team to meet with community members representing special populations so that concerns may be heard and addressed.
- A District forum per attendance areas for AIG parents will be held to create a continuum of academia and characteristics of AIG student per grade configuration.

Web Site/Email

- District and school web sites will include links for the AIG plan, highlights of the program, resources, special events, forms and information in both English and Spanish.

Planned Sources of Evidence: AIG standards and practices
Web-site

Teacher Lesson Plans
Student Led Conferences
Meeting notes

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: Harnett County Schools communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

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

Description: Through Professional Learning Communities and AIG teacher planning, opportunities exist for teachers to communicate across grade levels. AIG teachers meet four times annually at the district level to discuss students and programming. This allows for discussion about differentiated practices that need to exist to meet the needs of gifted learners. Teachers discuss transitions and put policies in place that establish smooth transitions from one school to the next. AIG teachers make efforts to meet all students and parents by offering informational sessions at their school site for the parents of AIG students.

- The Gifted Identification Team at each elementary and middle school will hold informational meetings to discuss with the faculty, staff, and parents the components of the AIG plan and implementation procedure for the revised plan.
- Each school will host an informational parent meeting to invite input into the DEP. Informational meetings will be held at each high school in the fall to discuss with parents and students the opportunities available within the school.
- Efforts will be made by the district AIG Coordinators, AIG Lead Teachers, AIG Steering Committee, and the Gifted Identification Team to meet with community members representing special populations so that concerns may be heard and addressed.

Planned Sources of Evidence: AIG Meeting Notes

Parnet Conferences
Student Led Conferences
PLT Meeting Notes
DEPs

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: Harnett County Schools institutes Professional Learning Communities (PLCs) to provide an organized structure for teachers to analyze qualitative and quantitative data, share best practices, improve instruction for all students, and share information about differentiated services throughout the district. The LEA also ensures all faculty members are aware that educating the gifted student is a shared responsibility and to involve key stakeholders from every department in planning and providing differentiated services for all students.

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

Description: Through Professional Learning Communities and AIG teacher planning, opportunities exist for teachers to communicate across grade levels. AIG teachers meet three times annually at the district level to discuss students and programming. This allows for discussion about differentiated practices that need to exist to meet the needs of gifted learners. AIG teachers make efforts to meet all students and parents by offering informational sessions at their school site for the parents of AIG students.

- The Gifted Identification Team at each elementary and middle school will hold informational meetings to discuss with the faculty, staff, and parents the components of the AIG plan and implementation procedure for the revised plan.
- Each school will host an informational parent meeting to invite input into the DEP. Informational meetings will be held at each high school in the fall to discuss with parents and students the opportunities available within the school.
- Efforts will be made by the district AIG Coordinators, AIG Lead Teachers, AIG Steering Committee, and the Gifted Identification Team to meet with community members representing special populations so that concerns may be heard and addressed.

Professional Learning Communities

- Gifted personnel assist with data analysis and interpretation.
- Gifted personnel attend school improvement meetings, PLCs, or leadership meetings at school sites as requested.

RTI, LLI and SIOP are also programs implemented in Harnett County and the gifted education program continues to discuss how they will and should influence gifted education program options for students. RTI, LLI and SIOP should help to address underachieving and unmotivated gifted learners through its implementation. The gifted education program will support implementation of RTI, LLI and SIOP through:

- Gifted personnel attending professional development.
- Gifted personnel working with third and sixth grade teachers on universal screening results.
- Gifted personnel examining the research on effective blending of RTI, LLI and SIOP and gifted education to ensure the most appropriate service delivery options for gifted learners.

Harnett County Schools deems of utmost importance the communication among parents and gifted education personnel.

Planned Sources of Evidence: Shared lesson plans and team minutes

Formative/summative assessment data

PLC & PLT minutes

Google docs

Wiki

Newsletter

Universal screener results

RTI professional development roster

SIOP professional development roster

LLI professional development roster

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: Harnett County Schools ensure that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others address social/emotional needs of AIG students.

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

Description: Harnett County Schools provide an array of programs and services to AIG students and their families to increase social/emotional growth for students. Harnett County Schools provides comprehensive Guidance and Counseling programs designed to meet the academic, personal-social and career development needs of all students. However, our school system recognizes the unique socio-emotional development of gifted and highly able learners requires the entire school staff to work collaboratively in order to nurture the affective and learning needs of the gifted population in grades K-12. Classroom teachers, counselors, and administrators are aware of the emotional and learning needs as well as the issues and concerns sometimes associated with gifted learners.

We believe Guidance and Counseling should be an integral part of the program for students who are intellectually gifted and they should be provided with experiences which promote realistic self appraisal, better understanding of self and peers, greater sensitivity and awareness, and personal and career goals. Mode of service delivery is through individual and large/small group guidance and

counseling activities to include but not limited to the following:

1. Differentiated guidance services and proactive counseling- the guidance and counseling program at each level should be planned around the assessed, observed, and emergent needs of gifted students. Elementary classroom guidance and individual counseling should focus on understanding giftedness, dealing with perfectionism, character education, personality and learning styles, accepting and appreciating differences, working together, resolving conflicts, anti-bullying, career exploration and developing organization and study skills.

Middle school programs should concentrate on developing time management and study skills, peer relationships, character education, goal setting, decision making, coping with internal and external stressors, development of personal identity, career development and high school transition to include course selection to meet future education and career goals.

High School guidance should focus on working with students and parents on course planning (advanced placement, early graduation/early college, distance learning opportunities), dual enrollment, college and career preparation, community service/job shadowing opportunities, peer relationships, goal setting, decision making and balancing a rigorous curriculum with the typical issues of adolescence.

Note: We recognize that counselors may not have necessarily received formal training in some of the above areas. However, the District has begun a staff development initiative for counselors which has provided training and will continue to provide training in many of the targeted areas listed above.

2. Career guidance services- counselors assist students in understanding their multi-potentiality and assist them in making appropriate choices about career direction. Opportunities exist for working with professionals in career fields of interest through mentorship, internship and job-shadowing experiences. Career Centers within the school provide career resources for students and parents.

3. Guidance and Counseling services for gifted at-risk students- students who are more likely to experience barriers (i.e., children of poverty, minorities, gifted learners with disabilities) to academic progress are offered assistance to help them reach their full potential. This includes individual counseling, mentoring, peer/teacher tutoring, teacher and parent consultations, short and long term interventions tailored to the student's needs. Teachers and administrators are trained to recognize symptoms of "at risk" behavior (depression, suicide, substance abuse, etc.) and to communicate their concerns to principals, counselors and district school psychologists. Appropriate referrals to community resources are made if needed.

4. Guidance and Counseling services for underachieving gifted students- every effort is made to support and maintain underachieving students through a variety of targeted interventions including parent/teacher/student conferences, individual counseling, interest assessment, opportunities to explore personal interests through independent investigations of problems or issues that concern the student, curriculum compacting, mentoring, support groups, opportunities for acceleration, and training in time management and study skills. This includes referrals to community resources for more comprehensive services if needed.

Planned Sources of Evidence: AIG meeting notes
DEP

Harnett County AIG plan
Site-based AIG plans
Parent surveys

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Harnett County Schools is committed to providing acceleration services for students who need differentiation across grade level.

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

Description: Building off Common Core, teachers of gifted students in kindergarten through twelfth grade provide curriculum differentiation, which is a process used to ensure student growth and learning by matching various curriculum modifications to characteristics shared by subgroups of learners, e.g. cognitive ability, prior knowledge, learning style preference, interests, habits of mind, or learning rate.

The Gifted Education Specialists, in-house experts, will provide support to teachers in the creation and implementation of high quality, differentiated curriculum and instruction based upon students' identified needs at each elementary and middle school. Collaboration among grade level or same-subject teachers and the Gifted Education Specialist will occur during Professional Learning Community (PLC) meetings for planning modifications to curriculum and instruction. To facilitate implementation of differentiated curriculum and instruction, the district will coordinate the creation of differentiated curriculum resources that utilize the curricular and instructional models and methods.

Process for Placement

- Teachers collect documentation on students showing outstanding academic ability or potential. At this time, parents and other individuals may refer a child to the team. The Gifted Identification Team will meet to discuss any student referrals and any previous "wait and watch" recommendations.
- Teachers present collected data on students to Gifted Identification Team. Gifted Identification Team reviews data to determine if "Gifted Behavior Scale" should be completed by teacher and other appropriate persons. Forms are returned promptly to the Gifted Identification Team. The team reviews scales and other multiple indicators to determine if the student should be formally referred. Collected information should include some of the following documentation.
- Currently, teachers are documenting student growth using some of the following procedures:
 - 1)Letters to parents at the beginning of each year which list the current method of differentiated

service for each child. Each letter includes a very important attachment—a sample rubric that will be used to evaluate a differentiated lesson at some point during the school year.

2) Collected work samples and parent notification (followed by parental conferences) are maintained if there is any indication that a child may no longer need differentiated services, and

3) The AIG Progress Report is sent home (and a copy will be placed in each student's AIG folder) at the end of each year for students who are not having a parent conference for designing a new DEP (Differentiated Education Plan).

- Gifted Identification Team uses "Summary of Student Eligibility and Options Record" form to examine multiple indicators, in order to assess students' needs for services. If appropriate and documented, Gifted Identification Team matches appropriate service delivery options to meet those needs using criteria established for these options available in Harnett County. Options are specified and appropriate paperwork (see below) is forwarded to the Assistant Superintendent's office. Services begin when the Assistant Superintendent returns the completed options record (with the exception of cluster grouping).

The steps listed above may and can be abbreviated if the student is exhibiting uniquely outstanding gifted characteristics recognized by the Gifted Identification Team.

Note: The steps listed above can be followed if the student shows need for changes to the 3-12 DEPs or IDEPs and other possible instructional changes in gifted services.

- AIG paperwork will be kept in the students' cumulative folder in a secure location. A copy will be given to the parents during the placement meeting. An extra copy will also be housed in a secure location at the district office. All records are available for review upon request.

Planned Sources of Evidence: Wait and Watch List

Nomination roster
Student folders
Interviews
Teacher recommendation

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Harnett County Schools offers services to all students, including under-represented populations.

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

Description: Giftedness is the manifestation of ability to learn well beyond the expected level of one's age mates. It can be discovered through outstanding student performance, high test scores, or through observation. These abilities are sometimes muted in students by unfavorable environmental circumstances and need to be actively sought. Harnett County is committed to identifying those students with limited opportunities to learn. By providing individually appropriate differentiated services, Harnett County Schools seek to address the needs of underserved populations.

- However, within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student from consideration.
- Information from any, and all, indicators may be used in matching students with appropriate service options.
- Information used from each indicator should be directly related to the service option considered.
- Information from specific indicators may be given priority for specific service options (e.g., math achievement/performance advanced math).

Planned Sources of Evidence: Raising Achievement Closing the Gap Committee recommendations
Parent/Student Registration information night
ESL resources
Hispanic Open-House information sessions
AIG rosters
GOR
DEPs

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: Harnett County Schools will continue to search for other opportunities to provide extra-curricular opportunities for students. A wide variety of services must be developed to meet the needs of our diverse gifted population. Gifted learners should have critical and creative thinking experiences.

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

Description: Give more opportunities to students to have field trips that they may not have without the program.
Harnett County Schools places a high priority on parental and community involvement. It is Harnett

8/8/2013

County Schools' firm belief that cooperation between schools, parents and the community which creates unique opportunities for educational experiences. Utilizing these resources will offer the gifted students of Harnett County unlimited possibilities.

Where personnel and resources are available in conjunction with student age, interest, and motivation, the following enrichment activities may be available:

Clubs and Organizations	Battle of the Books
Mini-Courses and Seminars	Science Olympiad
In-School Television	Duke TIP Program
Independent Laboratory Research	Teen Volunteers
Gifted Summer Camp Programs	NC Close-Up
Mentoring and Internships/ Job Shadowing	Governor's School
Community Service Projects	Tri-County English Fair
Math Fair	Leadership Conference
Science Fair	Enrichment Meetings
NC Writing Contest	Congressional Pages
NC Young Authors	Farm City Week
Special Electives	
Mathcounts	
History Bowl	
Quiz Bowl	
Odyssey of the Mind	

Planned Sources of Evidence: Summer Trek

Washington DC trip

Summer Camp opportunities

Area universities will provide student and professional mentors and tutors for students in need of highly advanced enrichment.

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: Harnett County Schools encourages the involvement of parents, school community, and local community in support of gifted education. Communication is critical to keep parents and community informed and involved in the implementation of the AIG Plan.

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

Description: Harnett County Schools participates in semester Parent Nights at each school, student report card conferences, and student-led conferences. Parents are provided with information on reading books, websites, literature, and library programs. Holding informational/awareness sessions and conferences increase parent knowledge of services and typical AIG behavior(emotional). Parents will be involved in the Annual DEP and Midterm review process. In order to ensure the most appropriate services for advanced learners, strategies to involve parents and community resources are implemented. In an effort to ensure active participation with parents and community, our program continues to investigate and seek representation from various stakeholders to plan and make decisions regarding program design, implementation, and evaluation of the plan through the involvement of the AIG Leadership Team. A collaboration of area universities and community colleges is established with Harnett County Schools.

Planned Sources of Evidence: Newsletters and brochures

Minutes from meetings

Roster from informational sessions

List of community resources and programs

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: Harnett County Schools feels strongly communication is critical to keep parents and

community informed and involved in the implementation of the AIG Plan.

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

Description: In order to ensure a variety of rigorous and challenging services for advanced learners, strategies to involve parents and community resources. The LEA shares information with all stakeholders about the local program, plan, and policies through various communication sources. Informational meetings will be held at each elementary and middle school by the Gifted Identification Team to discuss with the faculty, staff, and parents the components of the plan and implementation procedure for revised plan.

-District and school web sites will include links for the plan, highlights of the program, resources, special events, forms and information in English and Spanish.

-Each school will host an informational parent meeting to invite input into the DEP. Informational meetings will be held at each high school in the fall to discuss with parents and students opportunities available within the school.

-A "Parent Guide for Gifted Education" about all program options and services will be made available in English and Spanish and on the district and schools' websites. Paper copies will be distributed to parents.

-District forum per attendance area for AIG parents to create a continuum of academia and characteristics of AIG students per grade configuration will be scheduled annually.

Planned Sources of Evidence: AIG standards and practices

Web-site

Newsletter

Informational Meeting rosters

Parent Guide

AIG Meeting Minutes

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Communicating with all stakeholders is essential in developing a quality AIG program. Harnett County Schools must allow for a variety of feedback in order to accommodate the needs of our changing students and communities.

Goals: To create better collaboration with all stakeholders in order to maintain consistent implementation and monitoring of the local AIG plan.

Description: Harnett County Schools places a high priority on parental and community involvement. It is Harnett County's firm belief that cooperation between schools, parents and the community which creates unique opportunities for educational experiences. Utilizing these resources will offer the

gifted students of Harnett County unlimited possibilities.

COMMUNICATION

Gifted Progress Report – The Collaborative Gifted Education Program recognizes that communication is the key to effectiveness in any program. Providing timely reports to parents of gifted students is a crucial component of effective communication. Implementing a "Gifted Progress Report" within the regular report card during each marking period will provide parents and students with collected data and observations made concerning the gifted child's progress. Some teachers may opt to communicate more frequently with parents about differentiation within their child's curriculum.

Gifted Newsletter – A gifted education newsletter will be published bi-annually (Winter and Spring) in order to inform parents and the community of county policy, county events, and state events. This newsletter will allow schools to provide articles for publication and information about student work. Information on Summer Trek, Harnett County Schools' free summer day camp for gifted education students, will be highlighted in the spring newsletter.

Gifted Brochure – A gifted education brochure has been developed in order to present our gifted program to parents and the community. This brochure will be made available to other interested persons and shared throughout the system. Gifted Education Program information is also available via Internet (program goals, Summer Trek, assessment schedule, etc.)

Informational Meetings

- The Gifted Identification Team at each elementary and middle school will hold informational meetings to discuss with the faculty, staff, and parents the components of the AIG plan and implementation procedure for the revised plan.
- Each school will host an informational parent meeting to invite input into the DEP. Informational meetings will be held at each high school in the fall to discuss with parents and students the opportunities available within the school.
- Efforts will be made by the district AIG Coordinators, AIG Lead Teachers, AIG Steering Committee, and the Gifted Identification Team to meet with community members representing special populations so that concerns may be heard and addressed.
- A District forum per attendance areas for AIG parents will be held to create a continuum of academia and characteristics of AIG student per grade configuration.

Web Site/Email

- District and school web sites will include links for the AIG plan, highlights of the program, resources, special events, forms and information in both English and Spanish.

Planned Sources of Evidence: Parent surveys

Invitations to community members

Harnett County School website

AIG parent email account

Pod Cast

Meeting Agendas

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: Harnett County is becoming a very diverse community. The Hispanic population is growing at a high rate and the school system must be conscious of the Hispanic community needs. To ensure that all parents and communities receive information concerning enrichment opportunities and the AIG program, all paperwork and brochures will be printed in Spanish. District interpreters are in place if needed.

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

Description: Information shared with community stakeholders is published in English and Spanish. Such communications are as follows:

Gifted Newsletter – A gifted education newsletter will be published bi-annually (Winter and Spring) in order to inform parents and the community of county policy, county events, and state events. This newsletter will allow schools to provide articles for publication and information about student work. Information on Summer Trek, Harnett County Schools' free summer day camp for gifted education students, will be highlighted in the spring newsletter.

Gifted Brochure – A gifted education brochure to present our gifted program to parents and the community. This brochure will be made available to other interested persons and shared throughout the system. Gifted Education Program information is also available via Internet (program goals, Summer Trek, assessment schedule, etc.)

Informational Meetings

- The Gifted Identification Team at each elementary and middle school will hold informational meetings to discuss with the faculty, staff, and parents the components of the AIG plan and implementation procedure for the revised plan.

- Each school will host an informational parent meeting to invite input into the DEP. Informational

meetings will be held at each high school in the fall to discuss with parents and students the opportunities available within the school.

- Efforts will be made by the district AIG Coordinators, AIG Lead Teachers, AIG Steering Committee, and the Gifted Identification Team to meet with community members representing special populations so that concerns may be heard and addressed.

- District and school web sites will include links for the AIG plan, highlights of the program, resources, special events, forms and information in both English and Spanish.

Enrichment opportunities offered:

Clubs and Organizations

Battle of the Books

Mini-Courses and Seminars

Science Olympiad

In-School Television

Duke TIP Program

Independent Laboratory Research

Teen Volunteers

Gifted Summer Camp Programs

NC Close-Up

Mentoring and Internships/ Job Shadowing

Governor's School

Community Service Projects

Tri-County English Fair

Math Fair

Leadership Conference

Science Fair

Enrichment Meetings

NC Writing Contest

Congressional Pages

NC Young Authors

Farm City Week

Special Electives

Mathcounts

History Bowl

Quiz Bowl

Odyssey of the Mind

Planned Sources of Evidence: AIG Paperwork

Evidence of increased participation in enrichment activities

Newsletters/Brochures

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Harnett County Schools want parents and community involved in supporting our gifted learners. The district work to have open collaboration with the community to gain support and to provide service. Harnett County Schools desires to enhance opportunities for parent and community involvement within gifted education and to inform parents of opportunities available for AIG students.

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

Description: The only way for teachers in Harnett County Schools to receive licensure in gifted education is through a university program or add-on licensure. The district has partnered with local universities to continue getting licensed teachers. To create opportunities for the gifted learners in our communities, the district has begun creating partnerships and increased communication with local businesses and community groups. Also, efforts are made by the district AIG Coordinators, AIG Lead Teachers, and Gifted Identification Team to meet with community members representing special populations for a variety of events and community meetings so that concerns can be heard and addressed. Annual Forums for AIG parents are held to share information and gain input to better the program. Teachers incorporate projects into their pacing guides that allow the community to assist in the teaching, mentoring, and guidance of AIG students. Teachers ensure parents are informed about events and activities that are going on in the classroom through the use of parent newsletters. The schools also utilizes the connections that parents have and their occupational skills to make lessons more meaningful and rigorous.

Planned Sources of Evidence: Parent attendance to conferences, workshops, and forums

Alert Now!

Parent surveys

School/district websites

Parent Volunteers

Workshop Handouts

Newsletter

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: Harnett County Schools develops and implements its program through a board adopted AIG plan, which provides differentiated, rigorous, challenging, and flexible services to K-12 gifted learners. In review of system goals regarding 21st Century Learning Skills, and global awareness, the AIG program desires to evaluate, refine, and redefine practices, procedures, and policies, to support the system and its stakeholders. The AIG plan must reflect the identification and services of gifted learners, and align program and system goals and initiatives. The AIG plan must be aligned with North Carolina standards and comply with Article 9B Legislation.

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

Description: Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. In addition, they require differentiated education services beyond those ordinarily provided by the regular educational program. Such outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

The AIG Plan defines the processes for screening and identifying students and describes the service options available to them. It also outlines how the program and service options are defined and how they will be evaluated to better serve our gifted student. Harnett County Schools implements a collaborative plan for educating gifted students. This model is grounded in the efforts of administrators, gifted support personnel, teachers, instructional support staff, and parents who are seeking to provide the best possible education for our gifted population. Evaluation of a gifted program is an integral part of the program development. Harnett County Schools' AIG program will submit the written plan to the local board of education for the approval as board policy. Once the local board approves, the district coordinators submits the plan to Department of Public Instruction for comment. The AIG plan contains a vast array of services for implementation within the gifted education program.

Planned Sources of Evidence: Submission to DPI
AIG plan
Board agenda

Documentation of 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: Harnett County Schools monitor the implementation of the AIG Plan to ensure all components comply with the State Board of Education and legislation in Article 9b. These components are implemented with fidelity in accordance to current legislation.

Goals: To ensure the fidelity of implementation for all AIG components and monitor the implementation of the AIG plan in accordance with state and local legislation.

Description: Evaluation of a gifted program is an integral part of the program development. Stakeholder groups will be identified and invited to provide input into the revised AIG Plan by evaluating its strengths and weaknesses and providing suggestions. The stakeholders' group will be made up of parents, teachers, and school administrators to provide direction for the revised AIG Plan.

Each year the AIG certified personnel and principals will analyze current data to evaluate and re-direct the impact and degree of success of all components in the revised plan. An ongoing online survey will provide feedback from teachers, parents, and administrators. This feedback will be used to conduct a full needs assessment for improving gifted education in Harnett County. A paper survey will be available for parents that may not have access to the internet. The plan will ensure that our existing best practices are not overlooked; needs will be identified to assist us in improving our existing services.

Thus, in an ongoing effort to improve our Gifted Education Program, we assess both student needs and then use this data to improve our total program (i.e. program needs). Specifically, student needs are assessed within the district on a highly individualized basis by 1) AIG certified teachers and 2) the Gifted Identification Team at each school. For example, Differentiated Education Plans and/or AIG Progress Reports are developed annually.

Schools individually adjust curriculum during the development of scope and sequence pacing guides to address student needs from low to high achievers. State-mandated test results are also useful when assessing program needs. Test data is disaggregated by groups of students (such as gifted) in addition to viewing the school as a whole. Thus, low trends in gifted student performance can provide helpful data for improving our gifted education program. Our Needs Assessment and Program Evaluation work hand-in-hand toward improving gifted education in our county.

Planned Sources of Evidence: Identification Decisions
Screening and nomination lists
Wait and Watch List

Screening scale
Assessment Data
Student Portfolio
Observations Logs

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: Harnett County Schools will use and monitor state budget to ensure all funds are spent to provide services for gifted students.

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

Description: The District AIG Coordinators of Academic Programs monitors the funds for the AIG program and provides a budget to ensure proper use of funds. Annually a spending report is given to the AIG Lead Teachers at each school. The AIG Lead Teacher and District Coordinator work together to make sure all money is appropriately allocated to provide services for gifted students.

Planned Sources of Evidence: Monthly Budget Statement - PRC 034
Spreadsheet on AIG Budget
Contracts
Purchase Orders and receipts for materials

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In order for the AIG Program to meet the needs of the gifted students, an analysis of student performance data is conducted on a regular basis. This data is shared with schools (principal and teacher) to ensure rigorous, differentiated, and challenging curriculum experiences for students. Also to ensure maintenance and analysis of AIG student growth data and annual drop-out data.

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

Description: The testing administrator provides schools with disaggregated data on a regular basis in a secure shell so schools can analyze data from EOG and EOC tests. This data can be used to

see which

students are showing growth based on the state accountability model. To meet the needs of the gifted Local AIG Plan and learners as well as ensure that they show growth, the regular education teacher and AIG teacher can work collaboratively to make sure rigorous and differentiated instruction is occurring.

Central Services Team works with the Assistant Superintendent for At-Risk Programs and Student Services to analyze drop-out trends of gifted students and suspension data. Looking at this data allows the team to work on academic, social and emotional issues that need to be addressed for gifted learners.

Planned Sources of Evidence: Disaggregation data on EOG and EOC in secure shell
EVAAS Data Reports
Suspension reports
Drop-out Reports
Alternative School Placements

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: Identify those students who perform or show potential for performing at remarkable high levels of accomplishment within their academic areas through the use of varied assessments. Giftedness is the manifestation of ability to learn well beyond the expected level of one's age mates. It can be discovered through outstanding student performance, high test scores, or through observation. These abilities are sometimes muted in students by unfavorable environmental circumstances and need to be actively sought.

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

Description: Harnett County is committed to identifying those students with limited opportunities to learn. By providing individually appropriate differentiated services, Harnett County seeks to address the needs of underserved populations.

- However, within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student from consideration.
- Information from any, and all, indicators may be used in matching students with appropriate service options.
- Information used from each indicator should be directly related to the service option considered.
- Information from specific indicators may be given priority for specific service options (e.g., math achievement/performance advanced math).

Utilize multiple criteria to appropriately identify academically and intellectually gifted students who may require differentiated learning opportunities. Develop a screening process that will identify traditionally underrepresented populations.

Planned Sources of Evidence: Screening Data

Wait and Watch Lists

Nurturing portfolio

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: To recognize which teachers are AIG certified, Harnett County Schools keep record of teacher credentials and licensure of personnel serving AIG students. The LEA makes every effort to have teachers that are trained be assigned AIG students to enrich students' learning.

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

Description: In order to ensure that appropriate services to differentiate for gifted students are in place a comprehensive personnel preparation plan is essential. This plan looks at the needs of all members of the collaborative team and includes a variety of personnel preparation strategies to build an appropriate knowledge base and skills level among personnel working with gifted students.

Planned Sources of Evidence: Teacher surveys

AIG certification added to license

Teacher interest in AIG certification

Other Comments:

Practice G

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

This practice is a Focused Practice for 2013-2016.

Rationale: Harnett County Schools maintains an AIG Leadership Team with one AIG Lead Teacher housed in each school. This team meet three times a year to review and make recommendations and ongoing assessment for program improvement. In the future the program hopes to better involve this team in a more regular feedback process.

Goals: To form an advisory group of various stakeholders of diverse populations to review on a regular basis all the aspects of the AIG Program and make recommendations for improvement.

Description: Evaluation of a gifted program is an integral part of the program development. Stakeholder groups will be identified and invited to provide input into the revised AIG Plan by evaluating its strengths and weaknesses and providing suggestions. The stakeholders' group will be made up of parents, teachers, and school administrators to provide direction for the revised AIG Plan. Each year the AIG certified personnel and principals will analyze current data to evaluate and re-direct the impact and degree of success of all components in the revised plan. An ongoing online survey will provide feedback from teachers, parents, and administrators. This feedback will be used to conduct a full needs assessment for improving gifted education in Harnett County. A paper survey will be available for parents that may not have access to the internet. The plan will ensure that our existing best practices are not overlooked; needs will be identified to assist us in improving our existing services. Thus, in an ongoing effort to improve our Gifted Education Program, we assess both student needs and then use this data to improve our total program (i.e. program needs). Specifically, student needs are assessed within the district on a highly individualized basis by 1) AIG certified teachers and 2) the Gifted Identification Team at each school. For example, Differentiated Education Plans and/or AIG Progress Reports are developed annually. Test data is disaggregated by groups of students (such as gifted) in addition to viewing the school as a whole. Thus, low trends in gifted student performance can provide helpful data for improving our gifted education program. Our Needs Assessment and Program Evaluation work hand-in-hand toward improving gifted education in our county.

Planned Sources of Evidence: List of Advisory Group
Identification Decisions
Minutes from Advisory Group Meetings
LEA AIG Revised Plan

Other Comments:

Practice H

Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the quality and effectiveness of the local AIG program.

This practice is a Focused Practice for 2013-2016.

Rationale: Feedback from a variety of stakeholders will improve AIG services to students and their families.

Harnett County Schools will continue to investigate other methods to better analyze the data received and adequately address feedback from key stakeholders.

Goals: To develop surveys or some form of feedback to elicit responses from stakeholders about the quality and effectiveness of the AIG Program.

Description: Harnett County Schools will create various means in which to elicit feedback from

students, parents, teachers, and other stakeholders in addition to the general survey that is sent annually. Some ideas are as follows:

- Create a student, parent and teacher council to review surveys and recommend changes
- Create a parent wiki and email group for increased communication
- Complete a needs assessment on AIG program
- Give copies of surveys to all stakeholders
- Provide written results of surveys online
- An analysis of data should reflect survey results

Planned Sources of Evidence: Student, parent and teacher council

Parent wiki and email group

Needs assessment

Surveys

Analysis of data

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: In order to comply with standards, there must be constant review and revisions of multiple sources of data; what we have done and are doing to maintain high standards in the AIG program. The LEA will assimilate multiple sources of data of successful practices to strengthen, adjust, and improve our program.

Goals: In order to continuously improve, the LEA will effectively review and make revisions to the AIG Program utilizing multiple sources of data.

Description: Harnett County Schools will look at the plans of other successful programs and discern what ideas we could use to improve as well as analyze multiple sources of data to continuously improve the AIG Program. The LEA will seek to involve as many stakeholders as possible and stay abreast of current national trends. An AIG wiki page for lead teachers will also be developed. The LEA will hold conversational meetings with teachers about their own successes, needs, concerns and work collaboratively to share best practices.

Planned Sources of Evidence: Multiple Data Sources (test data, surveys, etc.)

AIG wiki page

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: Harnett County Schools seek to provide a transparent view into the gifted education program to the public and investigate other media in which to share information.

Goals: To increase parent awareness and input into local AIG plan and program.

Description: Harnett County Schools will increase our use of technology to provide two-way communication. The LEA will also create a parent wiki and email group, create and maintain strong teacher websites, hold parent forums, update district AIG website, send out newsletters, conduct Teacher/Student/Parent Surveys and develop an AIG Pod Cast.

Planned Sources of Evidence: Alert Now!

District website

Parent Forum

Surveys

Parent wiki and email group

Teacher websites

Updated AIG Plan

Parent forums

Newsletter

Pod Cast

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: Harnett County Schools constantly reflects on policies, procedures, and practices using both quantitative and qualitative data to ensure protection of the rights of all AIG students. The AIG Lead Teacher must work with stakeholders to meet the needs of the gifted learners. To protect the rights of Harnett County students, parents must follow the procedures to resolve disagreements.

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

Description: Within Harnett County Schools Gifted Education Program, teachers are committed to excellence for all students. Part of the attainment of this excellence is a collaboration between the home and school environments. With this cooperation, student needs can be best met.

Parents should be clearly informed of the Gifted Education Programs goals and objectives and the particular service options their child has accessed. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following procedure should be followed to resolve any disagreements.

STEP 1

Appeal to the School Gifted Identification Team

1. The parent or guardian may request a conference with the gifted identification team at the child's school. This request must be made in writing. The gifted identification team should be given ample opportunity (10 days) to convene all members together for this conference.
2. At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed the child's teacher may be asked to provide further documentation concerning student characteristics and achievement by the gifted identification team.
3. At this conference, all information is shared with parent/guardian and minutes are recorded on the "Gifted Identification Team" minutes form and signatures are obtained from those involved.
4. Following the conference, the gifted identification team will respond to the parents concerns in writing within 10 days of the conference.

STEP 2

Appeal to the Building Level Principal

1. The parent/guardian may appeal the decision of the gifted identification team to the building level principal. This should be done in writing within 10 days of the decision from the gifted identification team. The principal shall schedule the conference within 10 days of the receipt of this request. The gifted identification team chairperson and child's teacher may be invited to this conference along with the parent/guardian.
2. The principal will review the concern. During the conference, he/she may request further information from the child's teacher, the gifted identification team, or the parents. Minutes are recorded on the "Gifted Identification Team" minute form and signatures are obtained from all those present.
3. The principal shall respond to the concern in writing within 10 days of the conference.

STEP 3

Appeal to Central Services

1. The parent/guardian may appeal the decision of the building level principal to the Assistant Superintendent. This should be done in writing within 10 days of the decision from the building level principal.

Please submit this appeal to:

Dr. Patricia Hobbs, Assistant Superintendent
At-Risk Programs & Student Services
Harnett County Schools
P.O. Box 1029
Lillington, North Carolina 27546

or

Dr. Nancy Holmes, Assistant Superintendent
Curriculum and Instruction
Harnett County Schools

P.O. Box 1029
Lillington, North Carolina 27546

The conference shall be scheduled within 10 days of receipt of this request.

2. The Assistant Superintendent will review the concern. During the conference with the parent/guardian, they may request further information from the child's teacher, the gifted identification team, the parent/guardian, and/or the principal. Minutes are recorded on the "Gifted Identification Team" minute form and signatures are obtained from those present.

3. The Assistant Superintendent shall respond to the concern in writing within 10 days of the conference.

STEP 4

Appeal to the Superintendent

1. The parent/guardian may appeal the decision of Central Services to the Superintendent in writing within 10 days of the decision. Please submit appeal to:

Superintendent
Harnett County Schools
P.O. Box 1029
Lillington, North Carolina 27546

This conference shall be scheduled within 10 days of the receipt of the request for appeal.

2. The Superintendent will review the concern. During the conference with the parent/guardian, he may request further information from the child's teacher, the gifted identification team, the parents, the principal, and/or the Assistant Superintendent. Minutes are recorded on the "Gifted Identification Team: form and signatures are obtained from those present.

3. The Superintendent shall respond to the concern in writing within 10 days of the conference.

At this point, the superintendent may request mediation in order to resolve the concern. This shall be done by an impartial mediator.

STEP 5

Appeal to the Local Board of Education

1. The parent/guardian may appeal the decision of the superintendent to the local board of education within 10 days of the decision from the superintendent. This appeal must be in writing. Please submit appeal to:

Harnett County Board of Education
P.O. Box 1029
Lillington, North Carolina 27546

This request must be made the Monday prior to the next scheduled board meeting in order that this appeal will be placed on the agenda.

2. The board will review the concern. This body may request further information from the child's

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teacher, the Gifted Identification Team, the parents, the principal, the assistant superintendent, and the superintendent. During this meeting, minutes will be recorded on the "Gifted Identification Team" minutes form and signatures obtained of those present.

3. The board shall make a final decision in writing within 30 days of receipt of written complaint.

Planned Sources of Evidence: Review Procedures to Resolve Disagreements
Documentation of complaints/disagreements

Other Comments:

Glossary (optional):

Appendix (optional):

6282010 signed Local Board Approval.pdf (*Local Board Approval Document*)

Local Board Approval AIG plan 2013.pdf (*Local Board Approval Document*)

AIG Survey Results.zip (*Other Forms*)