

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

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

Henderson County Schools Vision for local AIG program: It is the vision of the Henderson County Public Schools' Academically and Intellectually Gifted program to provide high ability students with challenging and motivating instruction that ensures continued intellectual, academic and emotional growth through the K-12 years. This instruction will also prepare students for the demands of post high school academics and careers while encouraging creativity and a life long love of learning.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$669143.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: It is current practice in Henderson County schools to use a comprehensive screening and identification process. The AIG student identification process is made available to stakeholders in several different ways including the County website, parent newsletters and faculty presentations. Each school has an assigned AIG specialist who is responsible for screening, referrals and identification. Each school also has an AIG Identification Team (AIGIT) that works together to make placement decisions.

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

Description: SCREENING

Student Search/Referrals

Information on the definition of giftedness, eligibility criteria, nomination procedures and contact persons is available to students, parents, faculty, administrators and community members through websites, parent meetings, faculty meetings, newsletters and letters. The AIG staff uses individual nominations, teacher recommendations, aptitude tests and standardized achievement tests to locate all children who may potentially be identified as AIG. Students who have been identified in another system and transfer into this system are also eligible for nomination. In an effort to create an equitable representation of all ethnic and socio-economic subgroups, disaggregated data, including tests and various forms of nomination, are used to compare students to their demographic peers.

The AIG specialists conduct a broad sweep of the general population at the end of each of the grades, 3 through 8. Students who score at or above the 93rd percentile (verbal, non-verbal, total composite by age) on IQ or 93rd percentile on reading or math achievement tests are considered for placement. Disaggregated data is examined for students who may show potential for performing at exceptionally high levels of accomplishment in relation to their own demographic group. Additionally, individual nominations may be received from teachers, community members, parents or students throughout the school year.

The AIG specialists in grades 9 through 12 conduct a broad sweep of the general population at the beginning of each school year. Students who score at or above the 92nd percentile on the 8th grade EOG tests, EOC tests, PSAT, SAT or ACT tests are considered for placement. Students who score a 5 on Advanced Placement tests and students who rank in the top 10% of their class are considered for placement. Disaggregated data is examined for students who may show potential for performing

at exceptionally high levels of accomplishment in relation to their own demographic group. Additionally, individual nominations may be received from teachers, community members, parents or students throughout the school year.

Multiple Indicators of Giftedness

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

- Multiple indicators include measurable student achievement, student performance, student aptitude and observations of student behaviors, which include student interest and motivation.
- 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 options (i.e., high math achievement=advanced math class).

IDENTIFICATION

All Henderson County Schools utilize the same identification process. Research defines giftedness as a combination of interlocking components. These components are student behaviors, achievement, interest, performance, aptitude and motivation to learn. (Coleman, Gallagher, Harrison and Robinson, 1995)

Identification criteria document these interlocking components using qualitative and quantitative measurements with adequate reliability and validity. Students can be identified as Academically and Intellectually Gifted in math and/or reading. Students can also be identified as Intellectually Gifted (IG) based on their composite score on a current aptitude assessment.

In the identification process, no one criterion will automatically keep a student from being considered. The AIG team will pursue alternate means of collecting data, such as portfolio development or administration of nonverbal intelligence testing, to determine student need and appropriate service options. Equal opportunity for consideration is provided to all students.

Once the criteria requirements have been met, the AIGIT will meet to determine which services will be provided. These decisions will be made on an individual student basis.

Planned Sources of Evidence: Screening Logs

AIGIT Log

Websites

Faculty presentations/ppts.

Local AIG Plan

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Although HCPS currently uses a variety of criteria when identifying students, during the 2013-2016 plan cycle, the AIG department, in conjunction with other stakeholders, will investigate and research other possible ways of identifying students. The department will also review and revise the behavior checklists, ensuring they reflect current research.

Goals: 1. Investigate different ways of identifying students by looking at current identification research, talking with other NC counties about their identification procedures and working with the county AIG team to create possible pathways to identification.
2. Revise and update behavior checklists.

Description: IDENTIFICATION

All Henderson County Schools utilize the same identification process. Specialists work with each other and their schools to ensure that identification is done in a consistent manner. The identification of students is taken very seriously and steps are taken to ensure proper procedures and all paperwork is done accurately and efficiently.

Because HCPS also recognizes that some students who need differentiation may not meet the criteria for formal identification, HCPS is committed to providing AIG services through the nurturing program to meet the academic needs of these students. Nurtured students are included in pull-out groups at the elementary level, honors classes in middle school and honors/AP classes in high school. In the 2012-13 school year over 900 students were nurtured through this program, kindergarten through 8th grade. Through the nurturing component of the AIG program, we recognize the potential of many students and continue to monitor them for formal identification.

IDENTIFICATION PROCEDURES for AIG:

Grades K-3

- Teacher observation/checklist indicating evidence of gifted behaviors
- Reading and/or math inventory (2 years or more above grade level)
- Academic portfolio showing 2 or more years above grade level
- 96%ile on aptitude test
- Approval of AIG Identification Team

Grades 4-12

- 96% or above on Math EOG/EOC from previous school year
- 96% or above on the Reading EOG/EOC from previous school year

- 96% or above on Nonverbal or Total IQ
- 96% or above on Verbal or Total IQ
- A/B average in math class from previous semester
- A/B average in language arts class from previous semester
- Teacher recommendation
- Academic portfolio may be included
- Approval of the AIG Identification Team

Portfolio Guidelines

A portfolio may be used to refer any students who have clearly demonstrated a need for gifted differentiated educational services.

A portfolio contains work in reading and/or math which highlights the student's strengths and documents his/her ability to work above current grade level.

The following items are helpful to have in the portfolio (depending on the student's grade level) when a student is considered for AIG services:

- _____ Teacher Checklist
- _____ Best writing samples
- _____ Anecdotal evidence of strengths
- _____ Any math or reading assessments that show the student's ability to work two grade levels above the current grade (AR report, list of books read, STAR report, Reading 3D, PSAT/SAT/ACT/AP scores, Benchmark Assessments, etc.)
- _____ Documentation of special interests of the student (exceptional projects, academic competitions, etc.)
- _____ Unusual presentation of an idea that demonstrates in-depth understanding and critical thinking
- _____ Complex or intricate presentation of an idea
- _____ Unique ways of doing assignments

Once the criteria requirements have been met, the AIGIT will meet to determine which services will be provided. These decisions will be made on an individual student basis.

IDENTIFICATION FOR IG:

Students who score at the 97th percentile on total composite on an approved aptitude test, but do not meet the full AIG identification criteria, are identified as IG, Intellectually Gifted. Students who are identified as IG will have Individual Differentiated Education Plans (IDEPs) developed to best meet their academic needs.

ACADEMICALLY GIFTED PROGRAM
APPROVED TEST LIST
AND TEACHER OBSERVATION/BEHAVIOR CHECKLISTS

APTITUDE

- Cognitive Abilities Test (CogAT)
 - Comprehensive Test of Non-Verbal Intelligence II (CTONI-2)
 - Differential Ability Scales 2 (DAS-II)
 - InView
 - Kaufman Assessment Battery for Children II (KABC-II)
 - Naglieri Nonverbal Ability Test I & II (NNAT & NNAT 2)
 - Otis-Lennon School Ability Test (OLSAT-8)
 - Raven's Progressive Matrices
 - Reynolds Intellectual Assessment Scales (RIAS)
 - Scholastic Abilities Test for Adults, Aptitude Portion (SATA)
 - Stanford-Binet 5
 - Universal Non-Verbal Intelligence Test (UNIT)
 - Wechsler Scales:
 - Wechsler Intelligence Scale for Children III (WISC III) Note: Accepted date ranges for the WISC III are administrations before 2005. Any use of the WISC III after 2004 will not be accepted.
 - Wechsler Intelligence Scale for Children IV (WISC IV)
 - Wechsler Adult Intelligence Scale III (WAIS III)
NOTE: Accepted date ranges for the WAIS III are administrations before 2010. Any use of the WAIS III after 2009 will not be accepted.
 - Wechsler Adult Intelligence Scale IV (WAIS IV)
 - Woodcock-Johnson Tests of Cognitive Ability (WJ-III Cog)
- Other tests as approved by the AIG Director

ACHIEVEMENT

(If EOG/EOC scores are available, they need to be used)

- American College Test (ACT)
- Comprehensive Testing Program (CTP4/ERB)
- End-of-Course (North Carolina)
- Iowa Test of Basic Skills (ITBS)
- Iowa Test of Educational Development (ITED)
- Kaufman Test of Educational Achievement II (KTEA 2)
- Metropolitan Achievement Test 8
- PLAN (Preliminary ACT Assessment)
- Preliminary Scholastic Assessment Test (PSAT)
- Scholastic Abilities Test for Adults, Achievement

Portion (SATA)

- Scholastic Assessment Test (SAT)
 - Stanford Achievement Test 10
 - TerraNova
 - Wechsler Individual Achievement Test II (WIAT II)
 - Wechsler Individual Achievement Test III (WIAT III)
 - Woodcock-Johnson Tests of Achievement (WJ-III ACH)
- Other tests (i.e. state achievement tests) as approved by the AIG Director

TEACHER OBSERVATION/BEHAVIOR CHECKLISTS

Henderson County Public Schools

Academically Gifted Observation Checklist for grades K-3

Based on Harrison Student Observation Form; Harrison, 1996

STAGE

Henderson County Public Schools

Academically Gifted Observation Checklist for grades 4-8

Based on Renzulli/Hartman checklist

Henderson County Public Schools

Academically Gifted Observation Checklist for grades 9-12

Teacher Observation/Checklist

Gifted Rating Scales-S

Pearson Company

Planned Sources of Evidence: Student files

Approved tests

Screening Logs

Student Eligibility and Documentation of Needs/Multiple Indicators of Giftedness

Student Portfolios

AIG meeting notes

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: During the 2010-2013 plan cycle, the AIG specialists met monthly and participated in a PLC which focused on under-represented gifted populations. The specialists participated in a book study of J.F. Smuney's *UNDERSERVED GIFTED POPULATIONS: Responding to Their Needs* and

Abilities. Through their PLC work, the AIG specialists again recognized the need to continue to look at how they address the inclusion of under-represented populations in the program, nurturing and identified.

- Goals:**
1. HCPS will continue to research non-traditional standardized measures to ensure that students are appropriately identified.
 2. HCPS will continue to look at how to best include under-represented students in the nurturing part of the AIG program, especially at the elementary level.

Description:

HCPS uses EOG scores and IQ scores from the InView aptitude assessment, which is administered to all 3rd grade students each year. We continue to screen in the 6th grade and students are selected to participate in the Otis-Lennon School Ability test (OLSAT) during the fall. AIG specialists also give the OLSAT when students have a 96% EOG score but have not met the aptitude criteria after taking the InView. The Comprehensive Test of Nonverbal Intelligence (CTONI) and/or the Nagliari (NNAT) is given to Limited English Proficiency students (LEP) and others who score high on the EOG but do not meet aptitude criteria after taking the InView.

During the 2013-16 cycle, multiple measures of identification will continue to be researched. Specialists will consult with other counties to examine what they are doing in terms of non-traditional standardized measures. AIG specialists will continue to meet together in a PLC and the county AIG committee will discuss under-represented populations and the what the research says about the identification of these populations.

Planned Sources of Evidence:

Approved tests
Student Eligibility and Documentation of Needs/Multiple Indicators of Giftedness
Student Portfolios
AIG meeting notes
Nurturing lists

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: During the 2010-2013 plan cycle, AIG specialists worked to create school presentations that explain how students are screened, referred, nurtured or formally identified. These presentations are shown to faculties each year and then are made available to teachers through the county's internal electronic communication system. All specialists follow the HCPS AIG plan and monthly AIG meetings are conducted to ensure all processes are followed consistently.

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

Description:

The county works hard to ensure that identification processes are followed uniformly at each school. Presentations that explain to faculties how screening, referral and identification are conducted are shown each year. Included in these presentations are specific information about recognizing gifted characteristics in underserved populations. Specialists may modify their presentations to specifically target the demographics of their particular schools.

AIG specialists meet monthly to collaborate and discuss county procedures. They also can discuss issues as they need to throughout each month via the county's internal email system called First Class. All needed paperwork for identification is found on the AIG conference folder that is housed in First Class. Procedural handbooks for specialists are available at all grade spans and are used to ensure consistency.

Specialists meet on a regular basis with their schools' classroom teachers, other specialists and principals to help maintain open communication and understanding of services. All schools have AIGIT teams to help with the identification process and to enable school personnel to be involved in decisions involving their students. Updated information on identification is also made available to the public via the County website.

Planned Sources of Evidence:

PowerPoint, Faculty sign in sheets
AIG monthly reports
Monthly AIG meetings

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG program communicates with parents/guardians and involves them in decisions made concerning their student. There are systems in place where parents/guardians sign for permission to test and to implement Differentiated Education Plans (DEP) or an Individualized Differentiated Education Plan (IDEP). Identified students who transfer from other counties or states are evaluated and parents are notified of placement decisions by the AIGIT. A written "Procedures to Resolve Disagreements" is also included in the plan and is made available to parents.

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

Description: Screening, referral and identification processes are clearly explained in the HCPS AIG

plan. AIG specialists maintain a notebook for each school which contains screening forms and AIGIT decisions. AIG specialists meet monthly to discuss issues and questions. They also work with the AIGIT at each school to ensure that procedures are followed correctly. All forms and procedures are available on the AIG conference folder.

A permission form is sent to parents/guardians for their signature in order to administer achievement and intelligence tests to use in the process of determining identification of a student in the AIG program. Parents/guardians are invited to a placement conference where their signature is required on a student's DEP or IDEP. Notification is sent home when a transfer student who was identified in another LEA does not meet qualifications for the HCPS AIG program. "Procedure to Resolve Disagreements" is sent to parents/guardians with the permission to test forms. It is also given to parents/guardians at conferences when they sign any DEP or IDEP forms. All AIG student information is confidential and is kept in locked files. It is always available for parents or guardians to view.

HENDERSON COUNTY PUBLIC SCHOOLS PROCEDURE TO RESOLVE DISAGREEMENTS REGARDING SERVICES TO ACADEMICALLY AND INTELLECTUALLY GIFTED STUDENTS

The following procedure is to be used by a student's parent/guardian if:

1. the parent/guardian disagrees with the school's decision regarding the student's level of need for differentiated services; or
2. the parent/guardian believes that the Differentiated Education Plan (DEP) developed for his/her student is not being implemented as written.

STEP 1: AIG IDENTIFICATION TEAM (AIGIT) CONFERENCE

A. A parent/guardian may make a written request to the school principal for a conference with the AIGIT Identification Team (AIGIT) to discuss concerns about the student's level of need for differentiated services and/or implementation of the student's Differentiated Education Plan (DEP).

B. The AIGIT, including the Director of AIG Services, if requested by the team, reviews the student's record and nomination, identification and service options decision. The committee may gather additional information about the student from teacher(s) and/or parent/guardian as needed.

C. The AIGIT shall schedule the conference within ten (10) school days of receipt of the request and shall respond to the parent/guardian in writing within ten (10) school days after the conference.

If the disagreement is not resolved at the AIGIT conference, then proceed to Step 2.

STEP 2: APPEAL TO THE SUPERINTENDENT

A. The parent/guardian may appeal the decision of the school AIGIT in writing to the Superintendent within ten (10) school days of receiving the written response from the school AIGIT. The parent/guardian must, in writing, explain concerns and specific points of disagreement regarding decisions made by the school AIGIT.

B. The Superintendent (or designee) will convene a panel (to be specified by the Superintendent) to review the disagreement within ten (10) school days of receipt of the appeal.

C. The Superintendent (or designee) will respond, in writing, within ten (10) school days to the

parent/guardian and to the AIGIT concerning the outcome of the review.

STEP 3: APPEAL TO THE LOCAL BOARD OF EDUCATION

A. The parent/guardian may appeal the decision of the Superintendent to the Local Board of Education within ten (10) days of the decision from the Superintendent. This appeal must be in writing. This request must be made at least by the Monday prior to the next scheduled board meeting in order that this appeal can be placed on the agenda.

B. The Board shall make a final decision in writing within thirty (30) days of receipt of the written appeal.

Mediation conducted by school system staff is an option for the parent/guardian at any step in this process.

In the event that the local disagreement procedure fails to resolve the disagreement, the state level disagreement procedure may be requested by the parent/guardian.

STEP 4: STATE LEVEL DISAGREEMENT PROCEDURE

A. The parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. This must be done within thirty (30) calendar days.

The scope of the review shall be limited to:

1. whether the local school administrative unit improperly failed to identify the child as an Academically/Intellectually Gifted Student, or
2. whether the local plan for Academically/Intellectually Gifted program services has been implemented appropriately in regard to the child.

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

C. In the event that the parent/guardian prevails in a due process hearing, HCPS is not responsible for parent/guardian attorney fees.

Planned Sources of Evidence: AIG forms

Student AIG folders with parental consent

Local AIG Plan

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: All identified AIG students within the county have an AIG file which contains the DEP or IDEP and is maintained by the specialist at his/her school. These records are kept in secure cabinets and are updated on a regular basis. Communication with parents/guardians is done throughout the school year through newsletters, emails, quarterly reports, initial and annual reviews.

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

Description: A permission form is sent to parents/guardians for their signature in order to administer achievement and intelligence tests to use in the process of determining identification of a student in the AIG program. Parents/guardians are invited to a placement conference where their signature is required on a student's DEP or IDEP.

DEPs or IDEPs are developed by the AIGIT when a student is identified in the AIG program. These are reviewed and signed by parent/guardian at a placement conference and become part of the student's AIG file. They specify the area(s) of identification and service options for the individual student. DEPs are reviewed annually and Yearly Performance Reviews (YPRs) are sent to parents/guardians at the end of each school year. New DEPs are developed when a student transitions from 3rd to 4th, from 5th to 6th and from 8th to 9th grade. A new DEP is also developed when any change needs to be made in a student's service options, such as adding an area of identification or changing from direct to consultative services. Any change to a student's DEP requires a parent conference and signature.

Development of the DEP or IDEP

A DEP or IDEP is developed when a student is identified in the AIG program, explaining the service delivery options which match his/her needs and abilities. An IDEP is used for students who are twice identified (i.e. AIG and autistic) or have disabilities, underachievers, students with high potential or demonstrated academic skills from a culturally diverse or economically disadvantaged family and those who are subject or grade accelerated. IDEPs are also developed for those students who are identified as IG to ensure their academic needs are being addressed. DEPs and IDEPs are developed by the AIG specialists, classroom teachers and the AIG team. Parent conferences are held to explain and discuss these educational plans and interpreters are available if needed. The DEPs and IDEPs are kept by the AIG specialists in a locked file and are accessible to students, parents, administrators, classroom teachers and AIG specialists. Detailed information about this process and the forms to be used is provided in the AIG Procedure Manual, which is located in the AIG First Class conference folder.

Reviews of K-12 DEPs or IDEPs

Throughout the school year AIG students receive progress reports/midterm reviews and parent conferences are scheduled to address specific concerns. Parents receive a letter and yearly performance review from the AIG specialist at the end of the school year concerning the education outcome of their student's AIG services. The DEP will be reviewed periodically in high school, usually prior to registration. Procedures are in place (explained in the AIG Procedure Manual) to make any needed changes to the DEP or IDEP. The DEP is reviewed every year and updated for K-3, 4th/5th grade, middle school and high school. It may also be changed if a child adds another area of identification or changes from direct to consultative services. Parents will be notified if the service options for their student need to be changed.

PLACEMENT

Data Collection

The AIG Specialist will collect documentation on students demonstrating outstanding academic ability or potential. This data will be presented to the school-based Academically/Intellectually Gifted

Identification Team (AIGIT). Collected data should include the following multiple indicators:

Student Achievement

Scores from EOG/EOC (most recent scores; no more than two years old)*

Student Performance

Copy of student's academic grades (most recent two years)

Student Aptitude

Individual IQ/aptitude tests

Group IQ/aptitude tests (within two years, if available)

Student Interest, Motivation to Learn and Observable Student Behaviors

Teacher Observation/Checklist

Additional data may be included in a student academic portfolio as needed.

For Limited English Proficient (LEP) students, student portfolios with work samples showing two or more years of growth within one academic year should be used.

*If EOG/EOC scores are available, they must be used as the achievement measure. If EOG/EOC scores are not available, then standardized tests (most recent scores; no more than two years old) may be used.

Review by the AIG Identification Team (AIGIT)

The AIGIT is a school-based team and has the responsibility of determining whether a student demonstrates a need for differentiated services within the gifted program. This school-level team consists of a school administrator or designee, the AIG specialist, a classroom teacher, a counselor and others as needed. The team is chaired by the AIG specialist and reviews the data collected for the purpose of identification.

The steps for the review include the following:

Step 1: Student search conducted

Step 2: Data collected

Step 3: Data reviewed and recorded by the AIGIT

Step 4: The team decides if:

(a) the student will be identified as academically/intellectually gifted

(b) more information is needed

(c) differentiation is inappropriate at this time

Step 5: If the student will be identified, a Differentiated Education Plan is developed.

Step 6: If more information is needed, the AIGIT requests permission from the parent to obtain this additional information. Additional information may include new test scores, work samples and teacher or parent checklists.

Step 7: If the AIGIT determines that no differentiation is needed at this time, parents are notified of this decision.

Planned Sources of Evidence: AIG forms
Student AIG files/ DEP, IDEP
Parent survey results
Local AIG Plan

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: HCPS is committed to adapting the SCOS to meet the needs of AIG students, K-12. Because of the recent state adoption of Common Core and Essential Standards, HCPS teachers have spent the last two years engaged in rigorous PD designed to ensure that all teachers understand and teach the new standards. AIG specialists have been included in all subject area trainings and understand the need to adapt the new SCOS to meet the needs of AIG students.

Goals: 1. AIG specialists will continue to meet on a monthly basis, and at other times, to develop curricular units of study that will enrich and extend the curriculum for AIG students.
2. AIG specialists will work with classroom teachers to help them enrich and extend the SCOS within the regular classroom setting for AIG students.
3. HCPS will follow procedures set by DPI for Credit by Demonstrated Mastery.

Description: 1. Currently, HCPS teachers follow county wide pacing guides for tested subject areas. AIG specialists will take these pacing guides and work on developing specific reading and math units of study that extend the curriculum. In the elementary and middle school, students are given opportunities to test out of material they have already mastered and focus on more advanced concepts. Enrichment activities are frequently used instead of standard assignments. In grades 6-8, expert projects provide opportunities to explore individual interests. Projects are assigned which allow students to explore ideas/concepts they are especially interested in. Problem based learning units such as the Hypothetical \$100,000 grant unit are based on the SCOS but are adapted to allow for choice, authentic audience and community contact. In middle schools, AIG specialists teach honors 6-8 language arts classes, which allows for continued adaptation of the SCOS throughout a student's middle school experience. Math honors classes are also provided for 6-8 students and teachers follow an advanced county wide pacing guide to allow for a rigorous classroom environment.

High school honors classes are designed to extend the SCOS through the North Carolina Honors Course Standards. This year all high school honors teachers must complete an honors curriculum calendar for each honors class they teach and the county plans to have teachers work together to create a county level curriculum calendar for each honors subject. All AP courses must go through the College Board audit ensuring that the classes are taught at a college level.

As funds are available, materials are provided for all grade levels which extend the standard curriculum. AIG specialists meet with classroom teachers on a regular basis to evaluate materials and determine needs so that classrooms are equipped with texts and tools to help extend the SCOS.

2. During the new plan cycle, it is the goal of AIG specialists to ensure that they make time to work with classroom teachers in their buildings so that these classroom teachers feel supported as they work with AIG students. Specialists can help them plan lessons, units, activities, etc. that take the SCOS to a higher level. AIG specialists will especially look at how 21st century skills are being incorporated into the classroom teaching.

3. The State Board of NC has approved an update to policy GCS-M-001, Course for Credit, regarding Credit by Demonstrated Mastery. This will allow our county to award a student in grades 6-12 credit in a particular course without the student having to complete classroom instruction for a certain amount of seat time. Once we receive guidance from DPI on how this will work, we will begin implementation. This will allow very advanced students an opportunity to experience higher level courses at an earlier age/grade.

Planned Sources of Evidence: Curriculum calendars

AIG inventories

Honors syllabi

AP audit approvals

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: HCPS is committed to meeting the academic needs of gifted learners. Training has been done across the county to help teachers understand practices and strategies that work best with gifted students. Understanding that all students have unique learning needs, teachers work to develop and use instructional practices that best suit the gifted. The use of best instructional strategies has been a continual focus of the county and the AIG department is included in all trainings that are available to teachers.

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

Description: HCPS has embraced the Learning-Focused instructional model. Learning-Focused identifies five instructional strategies that most impact student learning. These five strategies include vocabulary development, use of graphic organizers, summarizing strategies, application of higher order thinking skills and literacy across the content areas. All teachers have been trained in Extending and Refining Strategies, which focuses on accelerating the curriculum so that students are challenged and can move at a faster pace if they have mastered current content.

Elementary AIG specialists work with pull-out groups of identified/nurtured students in reading and math. Clustering of AIG students is encouraged to help regular classroom teachers provide extension and acceleration. At times, elementary specialists also co-teach with cluster teachers to extend the curriculum for students.

Each middle school has an AIG specialist who teaches/co-teaches honors language arts classes. Sixth grade honors math teachers work together with middle school instructional coaches, the district Director for math, district AIG Director and an AIG specialist to ensure that the curriculum is appropriately differentiated. Seventh and eighth grade honors math teachers extend the curriculum and teach Algebra 1. Specialists also meet with social studies and science teachers in order to design differentiated curriculum.

On the high school level students are able to select classes from a variety of choices including numerous honors and AP courses. There are many on line classes offered through NCVPS and the NC School of Science and Mathematics. The Henderson County Early College High School gives students the opportunity to earn both a high school diploma and Associate's Degree in five years. High school AIG specialists assist administration, students and parents with high school course options.

At all levels instructional strategies such as shared inquiry, cooperative learning, reciprocal teaching, creative problem solving, group investigation, higher order questioning, problem based learning, Big 6/Super 3, concept based instruction, simulations, seminars, writer's workshops, internships, mentorships, independent study, etc. are used with students to meet their different needs. By offering choice of assignments, teachers also provide avenues for differentiation. Learning contracts, tic-tac-toe boards, self selected projects and open-ended assignments are often used to increase student interest and enthusiasm for subject matter.

The use of Moodle and Gagle technology allows students to communicate through forums, social networking and self paced engagement. Teachers are finding that AIG students are especially interested in working with this type of technology.

Planned Sources of Evidence:

- Course descriptions
- Moodle course
- Curriculum units
- AIG inventories
- Early College website
- Extending and Refining training agenda

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG program is committed to providing resources and materials to all grade levels in all subject areas in order to enhance and extend the curriculum and instruction for gifted learners.

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

Description: The AIG department has been fortunate over the years to build a body of resources and materials that enhance the curriculum and instruction at all of the schools. Every effort is made to purchase items that teachers need to have in their classrooms so that they can better serve gifted learners. Many times the resources and materials that are provided come after some type of professional development has been done, such as Jr. Great Books where classroom sets of materials have been purchased after teachers attend the two day training and Learning Focused Extend and Refine flip charts have been given out after Day 3 of training.

Elementary AIG specialists use units from the William and Mary Center for Gifted Education such as JACOB'S LADDER and Literature units for reading and BEYOND BASE TEN, SPATIAL REASONING and the complete set of MENTORING MATHEMATICAL MINDS for math. Many novel sets have also been purchased. Other math materials provided for AIG specialists include Zaccaro's PRIMARY CHALLENGE MATH, CHALLENGE MATH, REAL WORLD ALGEBRA, BECOMING A PROBLEM SOLVING GENIUS and THE TEN THINGS ALL FUTURE MATHEMATICIANS AND SCIENTISTS MUST KNOW (But are Rarely Taught), EXTENDING THE CHALLENGE IN MATHEMATICS by Linda Sheffield, HANDS ON EQUATIONS, GEMS, etc. The PRIMARILY series (Primarily Math, Logic, Creativity, Poetry, Problem Solving) and PRIMARY EDUCATION THINKING SKILLS (PETS) are used with K-3 students. Many other materials have been purchased as well such as CAESAR'S ENGLISH and Mindware logic problems.

Middle school specialists have benefited from funds devoted to Perfection Learning Series, novel units for all grade levels, William and Mary curriculum, Nancie Atwell writing workshop instructional materials: LESSONS THAT CHANGE WRITERS, and Barry Lane books such as WHY WE MUST RUN WITH SCISSORS: VOICE LESSONS IN PERSUASIVE WRITING, REVISOR'S TOOLBOX and 51 WACKY WE-SEARCH PROJECTS: FACE THE FACTS WITH FUN. Science and social studies classrooms have been provided with differentiation guides and multicultural literature.

Other materials purchased for differentiation purposes are STRATEGIES THAT WORK: TEACHING COMPREHENSION TO ENHANCE UNDERSTANDING by Stephen Harvey and Anne Goudvis, and CRAFT LESSONS and NONFICTION CRAFT LESSONS by Joann Portalupi and Ralph Fletcher. In math GET IT TOGETHER, CHALLENGE MATH, BECOMING A PROBLEM SOLVING GENIUS, CAN YOU COUNT IN GREEK?, HANDS ON EQUATIONS, IN THE BALANCE, Marcy Cook materials and other resources are used to supplement the basic curriculum. AIG funds have also been used to purchase calculators for advanced math honors classrooms.

High school teachers have received a variety of materials for AP classes such as novel sets, calculator based ranger systems, computer software, graphing calculators, scientific and statistical videos, books of sample AP exam questions, history review guides, laboratory kits & accessories, Spanish/English dictionaries, audio program cds for foreign language, flash card sets for AP exam questions, smart boards and data projectors. High school AIG specialists, as well as elementary and middle school specialists, have iPads for use in their classrooms and the AIG department has purchased numerous technology items for schools that include mounted projectors, an iPod cart, student response systems and Smart Board technology.

Annual discussions concerning curriculum and instruction needs for gifted students occur between specialists, the county AIG Director and principals to ensure needed materials are purchased that will directly benefit AIG students. As funds are available, it is the intent of the AIG department to continue

to provide needed resources to our schools.

Planned Sources of Evidence:

Purchase orders
AIG year end inventory lists

Other Comments:

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Focused Practice for 2013-2016.

Rationale: For students to become effective citizens and leaders, it is essential that Henderson County classrooms provide rigorous coursework steeped in engaging instructional techniques. An awareness of global competition and real world environments must be present in lesson plan designs and unit creations at all grade levels. This practice continues to be a focus as education evolves to meet the ever changing demands of college and career readiness. The current teacher evaluation places heavy emphasis on the incorporation between core content and 21st century content. It will be a focus for AIG teachers to be intentional in their lesson and unit designs to ensure that 21st century knowledge and skills are an integral part of the curriculum. During the 2010-13 cycle, the AIG Department was able to purchase some technology for all schools including Smartboards, mounted projectors, iPads, document projectors and student response systems, which helped teachers move their classrooms to centers of 21st century learning.

- Goals:**
1. Elementary specialists will work together to create math and reading units for grades 3-5 that incorporate technology and 21st century skills.
 2. AIG specialists will be trained to utilize a variety of technology tools such as iPad application, Moodle, Gagle, website design, student response systems, etc.
 3. Elementary and Middle school specialists will collaborate to use the Super 3/Big 6 research process in some lesson plan designs.
 4. As funds are available, technology should be purchased to support specialists and cluster/honors teachers.

Description: 1. Working together in their monthly PLCs and at other times such as early release days, elementary specialists will create some common math and reading units for grades 3-5. These units will be supported by the SCOS while also incorporating the use of technology. Also included in these units is the answer to the "Why" question: what is the value of this as the students move up in

the grades and prepare to graduate and go into the real world? There are many resources available to the teachers as they work to create these inspiring units such as our William and Mary materials and multiple hands on math resources. This is a continuation from the last plan's goal where teachers worked on 4th and 5th grade units that incorporated real world issues and student responsibility.

2. As technology is an ever changing entity, AIG specialists must be given the support to use new technology in their classrooms. In 2012-13, iPads were purchased for all specialists and now training must occur for them as they use these instruments with their students. Continued Gaggle training needs to occur so that specialists can utilize this county resource with their students, especially at the elementary level.

3. The county has adopted the Super 3/Big 6 research process and elementary/middle school specialists will work together to create some lessons that have students engage in this process so that can continue to develop their research skills.

4. It is important that funds are used to support teachers as they work with students. Technology is ever changing and it is important to have up to date technology available to students. As funds are available, the AIG director will work with the schools to help support them as they build their technology resources for gifted students.

Planned Sources of Evidence: Unit plans

Meeting agendas

PLACE registration

AIG inventories

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Assessments, both formative and summative, are critical tools that all HCPS teachers use as they develop curriculum and instruction for gifted students in honors classes and cluster groups. A variety of formative assessments are used throughout the year to ensure students are receiving appropriate curriculum and instruction. All teachers were required to participate in the NC Falcon professional development, which was focused on formative assessment. In addition to this DPI training, teachers were given additional formative assessment instruction from our administrators and instructional coaches. Our schools are currently in the process of developing data teams and you cannot have a data team without on-going assessments. The Learning-Focused strategies also help teachers implement differentiated assessments in the classroom.

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

Description: Data teams and the examination of on-going assessment data have become a focus for all the schools, K-12. Administrative teams, including instructional coaches and some teachers, have been trained in the development and use of school wide data teams through a partnership with The Leadership and Learning Center. As we move into the 2013-16 plan cycle, it will be a continued

county initiative that schools develop and maintain data teams. As a result of the data teams professional development, teachers are continually using formative and summative assessments to understand and better serve their students. At the elementary level, schools have created intervention/enrichment blocks as they assess the data and determine next instructional steps for students. Many of the AIG specialists are able to do their pull out sessions during this prescribed time.

In addition to data teams, the county has developed curriculum calendars and benchmark assessments for all EOG/EOC subjects. Diagnostic student results are immediately available to teachers so that they can see what students are needing.

AIG teachers in elementary, middle and high school use curriculum compacting when needed after assessing with pretests. These are utilized in all subject areas: math, language arts, social studies and science. The pretests can take the form of written tests, oral discussions, or through other methods such as project or portfolio evidence. Teachers are encouraged to use a variety of assessments when working with children, especially as they plan Learning-Focused units where rubrics are used in grading student work. Portfolios and writing samples are kept throughout all grade levels and can be accessed when creating new writing assignments in all subject areas.

Students are given special math tests such as the Orleans-Hannah, the Iowa Algebra Aptitude or locally developed assessments when determining placement into honors math classes. High schools specialists use PSAT scores, PLAN scores and the Collegeboard's AP Potential program to predict students' success in AP classes. These results are then used to encourage students to enroll in AP and pre AP courses.

On-going assessment is now standard in HCPS classrooms. Teachers understand formative assessment and are using the results of formative assessments to best serve their students's academic needs.

Planned Sources of Evidence: Assessment examples, K-12

ClassScape data
Data team minutes

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Although supporting the social and emotional needs of AIG students is important and has been a priority for the AIG department, during the update of the plan, it was decided that more attention needed to be given to developing curricular and instructional practices to support the social and emotional needs, especially at the elementary level.

Goals: 1. Elementary specialists will develop some uniform curricular practices to address some of the possible social and emotional needs of gifted students.
2. The AIG specialists will meet with school counselors to look at what services can be offered at the school level for gifted students.

Description: 1. Throughout the elementary grade levels, AIG specialists work with children who have specific social and emotional needs. Many times done on a one on one basis and in collaboration with the counselor and parents, this work helps students gain insight into their own needs, insecurities and questions. The elementary specialists felt it would be helpful to develop some group lessons on specific issues that gifted students some times face. Using sources such as THE GIFTED KIDS' SURVIVAL GUIDE, specialists will work together to create some short lessons addressing issues that may include perfectionism, self-esteem, social smarts and anxiety. There are plans to give students a short survey on topics they are interested in learning more about and then proceeding to create lessons to address these topics.

2. School counselors are an ideal source to use when working with the social and emotional issues of gifted students. Specialists plan on meeting with school counselors to discuss and possibly develop some classroom lessons on important topics that relate to gifted children.

Currently in our schools, teachers use Jr. Great Books and Paideia seminars and the questioning strategies from these programs to explore social and emotional issues. Novel units explore complex emotional issues and writing units often have students consider personal issues as they have the opportunity to reveal insecurities and questions about themselves. The incorporation of Moodle and Gaggle into daily Language Arts units also provide students the means by which they can share feelings and perceptions that can give teachers insights into the needs of the students. K-12 specialists have explicit discussions with students on the characteristics of gifted students and given the small settings of the elementary pullouts, there are several opportunities for meaningful discussion to take place surrounding social and emotional issues.

Planned Sources of Evidence: Surveys
Lessons
Meeting notes

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale:

Elementary AIG specialists currently screen, nurture and identify K-3 students. While continuing to work with these younger students, the specialists would like to look at expanding the nurturing opportunities and strategies for students.

Goals:

1. The AIG department will develop a new teacher recommendation checklist for K-3 students.
2. Elementary specialists will work together to develop specific units of instruction in math and reading for K-3.

Description: 1. Although there is a teacher checklist currently in place, it was decided that elementary specialists would work together to develop a new checklist for teachers. In doing this, specialists hope to gather more information about students, open up opportunities for under served children and give classroom teachers more insight about gifted characteristics.

2. As in grades 3-5, specific units of instruction for differentiated reading and math instruction are needed to help develop the academic potential of high performing K-3 students.

Currently, specialists use a range of instruments to help with K-3 pullouts. Screeners such as the teacher observation/checklist, Reading 3D assessments, the NC K-2 mid year and summative math assessments, writing samples, Inview results and 3rd grade benchmarks are used when looking at students. While working with K-3 students, specialists use a range of materials to extend the curriculum. PRIMARY EDUCATION THINKING SKILLS (PETS), the PRIMARILY series and Super 3 research materials are used with students across the county. Specialists try to work with many students on a variety of topics including math, reading, writing, logic and creativity. Pull out groups at the schools can change throughout the year as assessment results and teacher recommendations are received. The elementary specialists meet with grade level teams, which include classroom teachers, ESL teachers, special education teachers and administrators to determine which students have mastered standards and need extension of the curriculum. Specialists also try and work with classroom teachers as much as schedules will allow to create lesson plans/units.

Planned Sources of Evidence: Lesson Plans

Nurturing lists

Teacher checklist

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: Regular collaboration among teachers is essential to creating a strong learning environment for children. The AIG specialists work with others at their schools, including classroom teachers, media specialists, EC and ESL teachers, guidance and administrators to ensure that curriculum and instruction is appropriate for gifted students. Each school also has an AIGIT that meets as needed to help determine which students need a Differentiated Education Plan and which students could benefit from nurturing to help develop their academic potential.

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

Description: Differentiation and extending thinking skills are components of the county-wide professional development in Learning-Focused. All staff members have been trained in techniques that benefit gifted children. Some of the Learning-Focused training in these particular areas include analyzing perspectives, inductive and deductive reasoning and constructing support. Funds have been devoted to enhancing all subjects. In elementary and middle schools, math, science, social studies and language arts teachers receive curricular materials which aid in the differentiation process. AP and honors teachers at the high school level receive funds in order to supplement their curriculums. AIG specialists facilitate yearly purchase orders for their schools' teachers after meeting with them and assessing needs and instructional goals. The ESL specialists and EC teachers have access to novels and other materials such as the Perfection Learning Series and curriculum guides purchased with AIG funds. Access to these materials helps to see that nurtured students and twice identified students are challenged throughout the school year. AIG specialists are available for collaboration with other specialists and teachers in PLCs and data teams to help create challenging lesson plans and units for students who show mastery of the basic curriculum.

Guidance counselors have received materials to use for classroom guidance and small group counseling sessions.

An overview of the AIG Program is presented to each faculty annually to introduce the HCPS program to new teachers and refresh program goals for veteran teachers. Differentiation workshops in several schools offer guidance to teachers to appropriately modify curriculum for both EC and AIG students. This is especially important for students who are twice identified. A Moodle has been created to help teachers understand the gifted learner and help them understand the importance of regular differentiation in the classroom. HCPS has added four early release days during the school year especially for teacher collaboration and training. All teachers are expected to participate in early release activities. There are also designated professional development days within the school year designed specifically for teacher collaboration and planning which AIG specialists are a part of on all PD days.

Planned Sources of Evidence: Curricula/materials used

AIG inventories

Monthly AIG logs

PLC/Data Team meeting notes

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: All AIG students have a DEP or an IDEP. The AIGIT at each school, led by the AIG specialist, meets to determine which differentiated services will best meet the needs of each student. HCPS has a menu of services that explain the differentiated curriculum and instruction services that are offered for AIG students. These DEPs/IDEPs are reviewed annually with parents to ensure understanding of services.

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

Description: The AIGIT composed of classroom teachers, the principal, the counselor and the AIG specialist meets at each school on an as needed basis to determine which students need a DEP or IDEP and which students need nurturing through the AIG Program to develop their academic potential. Once developed the DEP is presented to parents for their input at a conference. At the same conference the service options and school transitions are explained. The plan is reviewed annually by the AIG specialist, the classroom teacher and parents. A Glossary of Terms is included with the service options.

PROGRAM SERVICE OPTIONS

The HCPS AIG plan offers a range of program service options for kindergarten through 12th grade, designed specifically to meet the unique needs of identified gifted students. The service options, content modification, special programs and instructional strategies are explained both below and in the charts that are Appendix 1. Separate charts give specific information for grades K-3, 4-5 and 6-8.

Each K-8 student's needs and abilities are matched with appropriate service delivery options using the specified criteria. A DEP will be used to document criteria. In some instances, students may also need an individualized component (IDEP). This may include the underachieving gifted student, the gifted student with disabilities or the gifted student with high potential or demonstrated academic skills from a culturally diverse or economically disadvantaged family. An IDEP will also be created for students who are identified as IG so that appropriate services can be given. The IDEP will address the student's needs in language arts or math. Parents will be invited by the AIG specialist to attend a meeting to review the DEP or IDEP.

Service options for high school students will be determined annually as the student and a faculty advisor, school counselor and/or gifted specialist review the Career Development Plan (CDP) that is available to all students through the Futures for Kids program. The students' eligibility to enroll in honors and/or AP courses will also be reviewed annually. This will be completed prior to registration.

Level of Need for Differentiation in Programming

HCPS identifies four levels of programming for gifted education in grades K-8: all, many, some and few. These program levels are increasing levels of differentiation provided to meet student needs, ranging from what all students should have to what only a few are likely to need. ALL represents the regular education program in the regular classroom setting. The options in this level address what all students need in the form of varied teaching strategies and techniques to motivate and stretch all learners to reach their maximum potential. It is within the regular classroom that teachers may recognize gifted behaviors and develop gifted potential.

MANY represents "in class" modifications that are made to accommodate students displaying a need for differentiation in some academic skills, but not necessarily in all areas. The focus is on developing

the student's potential. The responsibility for meeting the needs of these students lies with the regular classroom teacher; however, the AIG specialist may provide consultation and support to the regular teacher.

SOME represents service options for students who have demonstrated a clear need for differentiated instruction one to two grades above their classmates. These services usually extend outside the regular classroom setting for some services. Specific criteria have been established for service options at this level.

FEW represents services that usually involve a great deal of modification of the content and/or the learning environment. While this level represents the smallest number of students, it reflects the widest range of individual differences. Specific criteria have been established for service options at this level.

HCPS offers a range of program service options to address the unique needs of identified high school students. Some of these services include honors classes, AP classes, Early College high school, college courses, NCVPS options, internships and academic clubs. The new Credit by Mastery will be another option for 6-12 students who have mastered grade level content and are ready for the challenge of new material.

Planned Sources of Evidence: DEPs/IDEPs

AIG student folders

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: HCPS employs a county AIG Director, who is an AIG-licensed educator, to ensure that the AIG program is cohesive across grade spans and schools. The Director also ensures that the AIG plan is made available to all stakeholders and reviewed regularly.

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

Description: The HCPS AIG Director regularly meets with the AIG staff, which consists of five full time elementary specialists, four full time middle school specialists and four part time high school specialists. The Director also meets with other professionals who work with gifted students, which include classroom teachers, school counselors, media specialists, testing coordinators, school psychologists, special education teachers and school administrators. The Director is part of a larger county Curriculum and Instruction team and is able to work closely with other department heads including the Directors of testing, ESL, elementary, special education, finance, etc.

The AIG Director is responsible for overseeing the development and implementation of the AIG plan and working with all schools in the county to ensure that students are receiving appropriate gifted services.

Planned Sources of Evidence: Licensure reports

AIG job descriptions

AIG meeting agendas

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 Focused Practice for 2013-2016.

Rationale: HCPS has established well defined descriptions and procedures for AIG specialists. Although all elementary specialists are engaged daily in addressing the needs of gifted students, having another specialist at the elementary level would increase the amount of service for elementary

students.

Goals: 1. The AIG Department would like to hire an additional AIG elementary specialist.

Description: There are currently five full time elementary specialists. All of the elementary specialists serve 2-3 schools. It is at times difficult for elementary specialists to get everything done in a timely manner, i.e. working with other school personnel, screening, testing, developing DEPS/IDEPS, meeting with parents, performing other routine school duties, and, most importantly, teaching students. If the department could hire another elementary specialist, this would help us do more to serve our elementary students. This goal is a priority even as we recognize the tough economic climate.

AIG specialists at the elementary, middle and high schools have defined responsibilities and roles at their assigned schools.

Specifically, elementary AIG specialists:

- facilitate the implementation of a student's DEP/IDEP
- teach units and lessons to promote higher level thinking skills both in classrooms and through pull-outs
- collaborate with teachers to support differentiation by providing materials, instructional strategies, unit planning and professional development
- serve as scheduling advocates
- assist with counseling AIG students on social/emotional issues
- facilitate the transition from 5th to 6th grade

Middle school AIG specialists:

- facilitate the implementation of a student's DEP/IDEP
- teach/co-teach honors classes
- collaborate with teachers to support differentiation by providing materials, instructional strategies, unit planning and professional development
- serve as scheduling advocates
- assist with counseling AIG students on social/emotional issues
- facilitate the transition from 8th to 9th grade

High school AIG specialists:

- teach honors and/or AP courses
- collaborate with teachers to support differentiation by providing materials, instructional strategies and professional development
- serve as scheduling advocates
- assist with counseling AIG students on social/emotional issues
- work with school counselors to help with scholarship opportunities, the Governor's School process and specialized applications for colleges
- facilitate early admission or dual enrollment/admission to specialized schools
- meet with AIG students at various times in the school year to answer questions and ensure students are taking rigorous coursework.

Specialists are available to meet with parents when questions or concerns arise. They also work with administrators on scheduling issues and are often the go to people when other school personnel have questions about working with gifted students. AIG specialists often will work with other personnel at their schools to present professional development in areas such as differentiation or project based learning. AIG specialists also coordinate the AIGIT at each of their schools and screen each school's population. While extremely busy, their most important role in the schools is to be a teacher for students who are academically gifted.

Currently, all of the county's AIG specialists are licensed, with the exception of one teacher who was hired in the middle of the year and she is working on her license. The AIG department encourages other school personnel to pursue AIG licensure and, as budget allows, reimburses tuition costs.

Planned Sources of Evidence: Monthly reports

Monthly meetings
AIG newsletters
Job descriptions
Licensure reports

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: There are clearly defined requirements for AIG personnel. During the 2010-13 plan cycle, AIG specialists worked together to create an online Moodle course for other school personnel. This Moodle course is available to all personnel in the system and is designed to help them understand the needs of the gifted learner and how to best support these students in the classroom.

Goals: 1. To advertise and make school personnel aware of the online Moodle course available to them so that they can better understand the gifted learners who are in their classrooms.

Description: AIG specialists have developed a Moodle that focuses on traits of the gifted, identification procedures, social and emotional issues, differentiation, creativity, effective methods and teaching models. This online class allows teachers the opportunity to learn more about the gifted students in their classrooms. It also gives them the opportunity to earn CEU credits while taking the course at their own pace. The Moodle will be updated each semester to ensure that information is current and aligns with any HCPS initiatives.

All county personnel will continue system wide professional development in the new curriculums and our county wide instructional framework, Learning-Focused. Teachers are, and will continue, to create units with lessons that include extending and refining and differentiation components. These units will be shared by all teachers through the county's shared electronic conference folders and will

be posted on the county developed CLIMB site, which is a site where curriculum calendars, resources and other curriculum information is posted.

Planned Sources of Evidence: Moodle course

Course certificates

Training sign in sheets

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: It is HCPS practice that all AIG specialists must be certified or receive certification during a specific time frame while employed. The district has adopted the Learning-Focused instructional framework for all teachers, which includes training in extending and refining practices and differentiation. HCPS has provided multiple professional development days to work with teachers on the new Standard Course of Studies, which also included differentiation components for all subject areas. Although this type of professional development has been prevalent, teachers need continued support if they are going to work with gifted students.

Goals:

1. The AIG department will encourage teachers to take the Moodle course on gifted learners.
2. Use AIG funds, provided funds are available, to reimburse classroom teachers who take classes leading to AIG licensure.
3. Continue to require and support regular AP training for high school teachers.
4. Work specifically with middle school principals to ensure that the honors math teachers complete the AIG moodle course or work towards AIG licensure.
5. Continue to work with elementary principals to encourage the clustering of AIG students in classrooms where teachers have received PD in gifted education.

Description: 1. AIG specialists have developed a Moodle that focuses on traits of the gifted, identification procedures, social and emotional issues, differentiation, creativity, effective methods and teaching models. Teachers are able to earn CEU credit for this course and because it is online, they may go through the course as it works with their schedules.

2. All classroom teachers of AIG students will be encouraged to pursue AIG certification through local universities and on-line programs. Teachers will be reimbursed for coursework, provided AIG funding is available.
3. AIG funding will support high school AP teachers. Summer institute training will be required before teaching an AP course and teachers will be required to attend an AP update every two years. This will be monitored at the school and district level.

4. In our middle schools, there are honors math and language arts classes available for advanced learners. Currently, the language arts honors teachers are the AIG specialists for the middle schools, so they are required to be AIG licensed. The AIG Director will work with the middle school principals and honors math teachers to require that these teachers either take the AIG Moodle or begin the AIG certification process so that the honors math students receive differentiated math instruction.

5. Currently, elementary principals are encouraged to cluster AIG students, both identified and nurtured, in classrooms where teachers have some training in gifted education. The AIG department will continue to work with principals to ensure clustering is occurring and teachers of these clustered groups either have AIG certification or participate in the local AIG Moodle.

Planned Sources of Evidence: Moodle course, Moodle CEU certificates

Transcripts or grade reports

Certificates of AP course completions, district personnel information

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: When professional development is planned for HCPS district, the Curriculum and Instruction team, along with stakeholders including principals, instructional coaches and teachers, meet together to create what the system needs and wants to have to best move forward in serving students. HCPS has provided multiple days for professional development in many areas including Learning Focused, Common Core/Essential Standards, 21st Century Teaching and Learning, etc. The AIG staff will continue to be required to attend professional development to extend their knowledge of the new curriculums and specific AIG related issues so that they can also provide classroom teachers with more strategies and information on how to better meet the needs of the gifted learner.

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

Description: One component of the district's Learning-Focused training is a "Day 3: Extending and Refining" which focuses on higher level thinking skills and differentiated instruction. After receiving teacher and administrator feedback, it was apparent that many people felt that the differentiation piece needed to be stronger and further developed. According to the district's 2010 AIG survey, elementary teachers especially responded that they needed more strategies and training on working with AIG clusters in their classrooms. AIG specialists developed an AIG Moodle to help teachers understand the needs of the gifted student and ways to meet their needs in the classroom.

AIG specialists were, and are, required to attend all the school based training on the Common Core and Essential Standards. They have worked together to develop common lesson plans and activities for gifted students and will continue to do so during summer sessions and monthly PLC meetings.

Continued PD will be provided for teachers during the 2013-16 school years on the new curriculums, especially on the incorporation of writing to support all content areas and the use of technology by students to strengthen their learning. AIG specialists will be a part of these trainings.

Planned Sources of Evidence: Training agendas, sign in sheets
PLACE documentation

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Although there have been many hours of professional development devoted to the NC teaching standards and the new curriculums, there is still much to be learned and developed. Teachers are constantly working to ensure they understand how to best reach students in this fast paced world of technology and 21st century skills. Professional development opportunities for AIG specialists and others during the 2013-16 cycle will include a focus on 21st century learning and how to ensure the new curriculums are being appropriately taught to advanced learners.

Goals: 1. AIG specialists will continue to participate in Learning-Focused county and school professional development.

2. AIG specialists will attend state and national conferences that will enhance their ability to work with gifted students, provided there is adequate funding.

3. AP and high school honors teachers will participate in AP Institutes, Forums and workshops, provided there is adequate funding.

4. AIG specialists will participate in technology workshops.

5. AIG specialists will continue to participate in curriculum centered professional development and then work together to ensure that appropriate differentiation is occurring for gifted learners.

6. AIG specialists will participate in writing professional development and then work together to develop content area writing lessons for gifted learners.

Description: 1. All AIG specialists will participate in required Learning Focused trainings. These trainings take place at various times of the year during after school sessions, teacher workdays, early release days, planning period meetings and summer workshops. Specialists will take information from trainings and apply best practices during their pull out sessions, whole class instruction and co-teaching situations.

2. AIG specialists will attend state, national and content specific conferences as money is available.

Some examples are the NCAGT conference, the NAGC Annual Convention, the North Carolina Middle School conference, High Schools that Work, etc..

3. Teachers who teach AP courses must attend an AP summer institute and then must attend an update once every two years for as long as they teach an AP course.

4. Teachers will participate in various school and county wide technology workshops. Each year the county technology trainers publish a calendar that describes the different workshop offerings, providing teachers the opportunity to participate in those workshops needed to enhance 21st century skills. The AIG Director will also work with the county technology trainers to provide specific training on the use of iPads as all AIG specialists have received them for use with students. Many of our schools are using iPads on a daily basis with students and specialists need to have a strong understanding of how to best use them with students.

5. As we continue with the implementation of the new SCS, it is important that specialists be involved with the ongoing curriculum trainings that are taking place at a county level and at the school level. Through this professional development, specialists can continue to take the new standards and unwrap them in a way that is best suited for gifted learners. They can also share their information with other classroom teachers to ensure that the needs of gifted students are being met in all core classrooms, not just during honors and pull outs.

6. Writing is an important piece of any subject area. For students to fully develop their thinking, writing must be a part of the teaching. AIG specialists will engage in writing professional development, both at the county level and at the school level, so that they can work together to develop appropriate writing lessons that encourage the development of critical thinking skills and research skills.

Planned Sources of Evidence: PLACE information (sign ins, PD sessions)
Developed lessons/units

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: AIG specialists and other HCPS teachers meet regularly to plan, implement and refine applications of what they have learned during professional development. This is done through county meeting times and regular school meetings that occur during planning times or after school.

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

Description: HCPS schedules regular early release days and professional development days throughout the school year to provide half and full day workshops for professional development and

8/8/2013

collaboration. All schools have instructional coaches who conduct regular meetings for the purpose of implementing and refining Learning-Focused strategies and other school/county initiatives. At every school, grade levels and subject area departments meet on a regular basis to collaborate and plan instruction. AIG specialists are included in these school meetings, especially at the middle and high school levels where these specialists are at one school only. AIG specialists meet also meet monthly and in the summer with their Director for professional development. During these meetings, specialists focus on best instructional practices for gifted learners and refine their lessons/units for use during the school year.

Planned Sources of Evidence: Monthly AIG meetings

County calendars

School agendas from meetings

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG department recognizes the importance of supporting the full range of needs that gifted learners have and it understands the need to continue developing the school community's understanding of gifted learners. The recent 2013 survey of parents of identified students indicated that overall, parents were very satisfied with the range of services their AIG students were receiving at their respective schools.

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

Description: Henderson County students have a number of academic options including subject acceleration and grade acceleration for grades K-8. At the elementary level, identified and nurtured students are primarily served through cluster grouping in the regular classroom and pull out sessions in language arts and math with the AIG specialist. Specialists and the AIG Director will continue to work with administrators in emphasizing the importance of clustering. In middle school, students are served in both honors language arts and math classes on a daily basis. The language arts classes at all the middle schools are taught, or co-taught, by a language arts teacher who has been certified in AIG. In high school, students can enroll in honors, advanced placement and online classes. They can also pursue dual enrollment or enrollment in the Early College High School, which would allow them to receive both a high school diploma and associate's degree. For additional intellectual stimulation, students are encouraged to participate in a variety of enrichment programs such as UNC-Asheville's Super Saturday, summer camps, school clubs and competitions. Social and emotional support is provided through school counselors, AIG specialists and community resources. Some examples of ways in which behavioral needs of gifted students may be addressed by AIG specialists include Socratic seminars, writing workshops, concept based units and AIG seminars.

Planned Sources of Evidence: Student schedules

Monthly logs
Local AIG plan
Parent surveys

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 AIG program has clearly defined goals and expectations. The department regularly reviews its programs and services to ensure these programs and services are aligned with the AIG Standards and Practices. AIG specialists work with others in the school setting to maximize resources for gifted students and during monthly PLCs, they review the work of the department as a whole to ensure appropriate student services.

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

Description: PROGRAM GOALS

Define a process for student nomination, procedures for identification and nurturing opportunities that ensure all students needing differentiation are served.

- Create a pool of students through mass screening.
- Use multiple indicators to establish identification guidelines.
- Provide nurturing opportunities that focus on meeting the needs of under-represented populations.

Provide an array of services that meet the needs of gifted students.

- Develop a Differentiated Education Plan (DEP) for each identified student which matches his/her needs and abilities with appropriate AIG services.
- Develop an Individual Differentiated Education Plan (IDEP) for students with specific individual needs, such as twice identified, underachieving, LEP or IG.
- Ensure that the curriculum for gifted students is aligned with and extends the NCSCOS.
- Develop and implement high-quality curriculum that is supported by research-based models appropriate for gifted students.
- Provide appropriate acceleration options at all grade levels.
- Integrate gifted services with other system wide initiatives, such as Learning-Focused and formative assessments with an emphasis on extending and refining thinking skills and differentiation.

Support the social-emotional development of gifted students.

- Provide training in specific social/emotional needs of the gifted.
- Develop scope and sequence for affective curriculum.
- Provide support for parents.

Facilitate communication, cooperation and collaboration among educators, parents, students and community.

- Integrate system wide professional development on extending and refining thinking skills and differentiation to help all teachers meet the needs of the gifted. Provide professional learning opportunities through Learning-Focused on meeting needs of the

gifted. Encourage teachers to enroll in the county AIG Moodle.

- Maintain regular communication with parents and community through websites, newsletters and conferences.
- Match mentors from the community with students of special interests and abilities.

Provide adequate and appropriate resources for the implementation of the gifted education program plan.

- Provide adequate staff for individual schools.
- Promote AIG licensure and AP training for classroom teachers.
- Provide consultants to address AIG concerns (social/emotional and others).
- Provide hardware, software and equipment to enhance AIG technology literacy.
- Provide research based instructional materials.

Evaluate the various components of the AIG program to facilitate continuous improvement.

- Invite all stakeholders to participate in surveys to evaluate AIG services.
- Compile data from surveys for the AIG county committee and teachers to use in improving services.
- Schedule monthly meetings for the AIG Director and teachers to focus on current research and evaluate and improve services.
- Disaggregate data from multiple sources, including population information and academic performance, to help determine if AIG goals are being met.

Planned Sources of Evidence: Local AIG plan

Surveys

Student Portfolios

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: The programs and services that are developed for the AIG students are thoughtful, research based and connected to the county's overall goals. Students are served through well-defined policies and procedures. All specialists participate in county-wide professional development that is often designed to help teachers develop understanding and practice of research based instructional strategies. In addition to this participation, specialists participate in their school PLCS and the AIG PLC to ensure that what they are doing is connected to school and county instructional goals.

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

Description: Over the years, HCPS has embraced three areas of instructional focus: benchmark assessments, instructional monitoring and high quality professional development. Although initiatives have changed and the SCOS is different, this focus remains constant. Throughout the school system, these initiatives are known as the "BIG 3". Most importantly, the system has dedicated itself to a research based model of professional development which includes direct instruction, practice, feedback, modeling and follow-up strategies that occur throughout the school year. Instructional coaches are placed at all schools to support professional development and teachers as they work to provide the best instruction for all students. Administrators are expected to monitor instruction by conducting daily walk-throughs of classrooms. The Learning-Focused model has been adopted throughout the county, and all certified staff have participated in on going professional development of best teaching practices. Recently, the county has been engaged in formative assessment training and data team implementation, which is designed to help all students achieve their expected growth.

AIG staff work daily in the schools to support and instruct students. Their instruction is expected to extend and enrich the SCOS. Lessons and units, while tailored to the needs of their particular students, also follow Learning Focused expectations that include essential questions, "I Will" statements, graphic organizers and summarizing activities. Specialists are always included in school staff development initiatives and are expected to participate in instructional professional development. Many of the AIG specialists are members of their School Improvement Teams and the AIG Director is a member of the county's Curriculum and Instruction team, which allows for AIG representation in many areas.

Planned Sources of Evidence: Local AIG Plan
AIG lessons and units
Professional development activities

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: AIG specialists make a concerted effort to deliver essential information about differentiation services, gifted education policy and the local AIG plan to all faculties across the county. During the last plan cycle, specialists created PowerPoints to share with schools at the beginning of the year to ensure understanding of the AIG program. Specialists also meet with teachers and administrators on a regular basis to discuss students and their services.

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

Description: At the beginning of each school year, AIG specialists meet with faculty and support staff to inform them of regulations related to gifted education, the local AIG program and plan and the delivery of differentiated services at their particular school. Additionally, AIG specialists will be

available to answer questions and provide assistance when needed.

Each AIG specialist in Henderson County serves one to three particular schools. This assignment of staff allows for the availability of specialists to faculty, support staff and identified students and enables them to build on going relationships with their schools. Both hard copies and online copies of the plan are available at all schools. AIG specialists and other teachers who work with the gifted students participate in grade level meetings and school specific workshops. Each school's AIGIT has members who have various working roles in the school.

Planned Sources of Evidence: Dates of informational meetings

List of school assignments for AIG specialists

PowerPoints

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: Because transition times between elementary, middle and high school can be challenging for parents and students, the AIG staff provides programs and conferences to provide information that can ease the stress sometimes associated with change.

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

Description: Elementary, middle and high school AIG specialists work together to present information to rising 6th and 9th grade AIG students and their parents. Presentations will be held prior to the beginning of the 6th and 9th grade school years. Specialists will work together to ensure that information about services is clearly shared and understood by students and parents. Information presented will include how students are served, honors class expectations, specific social and emotional needs of gifted adolescents and other opportunities available for gifted students.

Middle and high school AIG specialists annually update presentations to include current, pertinent information. At these sessions the following topics are presented: AIG Consultative Support, Futures for Kids, North Carolina's Graduation Requirements, Criteria for Honors/AP Courses, Honors and Advanced Placement Course Selections, North Carolina Academic Scholars Program, summer programs such as Governor's School and Summer Ventures in Science and Mathematics, North Carolina School of Science and Mathematics, online classes such as North Carolina Virtual Public School, college placement tests such as PSAT/SAT/ACT, helpful websites such as College Foundation of North Carolina and My College Quickstart.

High school AIG specialists work with middle school specialists to visit eighth grade honors classrooms and answer students' questions regarding high school. High school specialists also use the visits as a continued opportunity to encourage students to take a rigorous course load and to take

advantage of extra-curricular opportunities that support their interests and talents.

Planned Sources of Evidence: PowerPoints
Meeting agendas

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG specialists involve numerous people to ensure appropriate services for gifted learners. These include EC and ELL specialists, classroom teachers, administrators, parents and guidance counselors.

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

Description: AIG specialists work with the faculty at their assigned schools to ensure that AIG students are appropriately served. The specialists also enlist school based AIGIT committees that meet to make decisions about services for students. Each team is composed of the specialist, a regular education teacher, a guidance counselor and an administrator. Each specialist maintains an AIG page on their school based website and each K-8 specialist publishes a quarterly newsletter to provide information to parents and the public.

The AIG department sends out electronic surveys to all stakeholders on a regular basis. These surveys are designed to gather information on many topics such as service delivery, curriculum options, social emotional needs and communication between school and home. The teacher surveys provide the AIG department with important information on how differentiation is used in the regular classroom and what teachers need in order to help them serve gifted students.

All certified staff have received Learning-Focused training, which includes professional development on extending, refining and differentiating the curriculum. The county has adopted four early release days so that school staffs can work together on instructional strategies. Parents are involved in their child's DEP/IDEP and are continually informed of AIG activities through quarterly newsletters and websites. They receive communication of their child's instructional growth through regular progress reports.

Through the incorporation of data teams and schoolwide PLC meetings, emphasis is continually placed on individual student needs and through team efforts, students academic strengths and weaknesses are addressed by many, not just one teacher.

Planned Sources of Evidence: AIGIT members at each school
AIG pages on school websites

Quarterly newsletters
Surveys

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: Collaboratively, each school focuses on the social and emotional needs of AIG students by providing classroom guidance, small group counseling sessions, individual counseling or curriculum based instruction and by developing clear lines of communication with parents. As stated in Standard 2: Practice F, elementary specialists will work to create lessons on some of the social and emotional needs of their students as we feel that this could be stronger at the elementary level.

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

Description: AIG specialists play a pivotal role in coordinating joint efforts of those who support the social and emotional needs of AIG students. The AIG specialists meet with parents to review each student's DEP and to discuss social/emotional needs. Students who need individual attention may be referred to either a guidance counselor, school psychologist or a school site based licensed clinical social worker. The AIG specialist cooperates with the regular classroom teacher to meet needs of AIG identified students, paying particular attention to the underachieving, twice identified or at-risk gifted student. Specialists also work with school guidance counselors to present Socratic seminars and shared inquiry discussions on articles and stories about giftedness, writing workshops and concept based units focusing on gifted issues. The high school AIG specialist invites school counselors and guest speakers to participate in group presentations and discussions on topics such as multi-potentiality, ethical issues and perfectionism.

Recognizing that transitioning from one school to the next can be an emotionally vulnerable time, AIG specialists and guidance counselors work together to host special transition nights for AIG students and their parents as students move from elementary to middle school and middle to high school. High school AIG specialists encourage AIG identified students to use inventories in Career Centers to evaluate personality versus career clusters and to link students to colleges that offer majors related to students' interests. AIG specialists share current research on social/emotional needs through websites and newsletters.

HCPS staff is aware of potential social and emotional needs that may arise and is committed to addressing these issues through the following services:

A. Direct services for students

1. Support and discussion groups (based on current research) that focus on behavioral needs of gifted students:

- Unique characteristics of giftedness

- Stress
 - Social skills
 - Sensitivity
 - Perfectionism
 - Self esteem
 - Cooperation and competition
 - Expectations of students and others
 - Asynchronous development
2. Provision for gifted students to work with intellectual peers through clustering and flexible grouping, honors and AP courses and enrichment opportunities
3. Appropriate levels of academic challenge
4. Awareness of unique needs of specific AIG populations:
- Underachieving students
 - Diverse populations
 - Twice identified students
 - Accelerated students
5. Acceleration options:
- Early entrance to kindergarten
 - Subject acceleration
 - Grade acceleration
 - AP and online courses
 - Dual enrollment
 - HCPS Early College
6. Enrichment programs that provide opportunities for gifted students to interact with peers:
- Super Saturday at UNCA
 - Information about summer camps
 - Governor's School
 - School clubs and competitions such as Battle of the Books or Quiz Bowl
7. College/career counseling program:
- Career education
 - Internship and apprenticeship experiences
 - Mentorship experiences
8. Needs assessment through surveys involving students, parents, teachers, school counselors and administrators
- B. Training in awareness and strategies for meeting social/emotional needs
HCPS is committed to providing opportunities for workshops and professional learning opportunities

for school counselors, AIG specialists and classroom teachers to address social/emotional issues.

C. Support for parents

Parents are made aware of the special affective needs of the gifted child through parent meetings, school websites, newsletters, professional journal articles and individual student conferences.

D. Scope and sequence for the affective curriculum

1. Understanding what it means to be gifted

Elementary

- Discussions on the characteristics of giftedness
- Student inventories
- SURVIVAL GUIDE FOR GIFTED STUDENTS
- Emphasis on celebrating differences

Elementary specialists will work together during the plan cycle to create some uniform lessons for students on issues that, through surveys, will address some social and emotional issues.

Middle

- Socratic seminars and shared inquiry discussions on articles and stories about giftedness such as "Harrison Bergeron" by Kurt Vonnegut, Jr., "Rules of the Game" by Amy Tan
- Writing workshop—memoirs, poetry, short stories, essays
- Concept based units focusing on gifted issues

High

- Discussion on how the characteristics of giftedness can be either a strength or possible problem (i.e. Characteristic = inquisitive: strength = searches for significance; problem = asks embarrassing questions)
- Student inventories that are tied to careers and/or college majors
- AIG seminars that explore a variety of topics

2. Developing coping strategies for behavioral needs of the gifted

Elementary

- GEMS materials and other group problem solving activities that develop cooperation
- Individual or peer groups with school counselor to focus on perfectionism, anxiety, stress and other issues as needed

Middle

- Bibliotherapy: recommended reading addressing specific issues such as underachieving or perfectionism
- School counselor led sessions addressing specific issues
- Intervention as necessary: arranged appointments with school counselor, parent meeting, monitored progress

High

- School counselors, AIG specialist and community resources available for students who express or exhibit social/emotional needs
- Learning-Focused strategies used by teachers to assist students with receiving, responding, valuing, organizing and characterizing work

3. Guiding students to become their own advocate – High School

- Make students and parents aware of requirements for the following:
NC graduation, NC Academic Scholars program, Governor's School, NC School of Math and Science, admission to colleges/universities and importance of service/sports/clubs
- Stress consultative support available through the AIG specialist
- Encourage teachers to prompt students to take necessary steps to achieve goals

4. Providing college/career guidance – High School

- Use Self-Directed Search Inventory (by Dr. John L. Holland) to evaluate personality versus career clusters
- Utilize the high school Career Centers
- Provide information on internships and apprenticeships to students
- Provide all juniors and seniors with assistance with college and employment applications as well as résumés
 - Provide all juniors and seniors with timelines or action plans to assist with planning for and application to college
- Set up individual meetings between senior school counselor and each student to review transcript and plan for transition to college
- Encourage students to attend local college fairs
- Make students aware of and provide assistance with scholarship applications

5. Educating and encouraging parents on how they can be effective in guiding their students

- Share current research in social/emotional needs through websites and newsletters
- Arrange individual parent conferences and calls
- Facilitate parent discussion groups
- Focus discussion on social/emotional needs during transition meetings (entering and exiting middle school)
- Discuss academic options such as online classes during transition meetings (entering and exiting middle school)

Planned Sources of Evidence: Job descriptions

Meeting notes

Lesson plans

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale:

HCPS has clear procedures and options in place for accelerated learning. Early admission to kindergarten, subject and grade acceleration, on-line options and college courses are options open to those who show a need for advanced learning opportunities. With the new Credit by Demonstrated Mastery implementation, students in grades 6-12 will have more opportunities to take advanced courses at an earlier age/grade.

Goals:

1. The district will continue to investigate ways to provide accelerated instructional opportunities for gifted students in middle school.
2. Procedures for Credit by Demonstrated Mastery will be implemented.

Description:

1. With the expansion of on line learning in the public schools, it seems very important that accelerated learning options are available to middle school students. The AIG Director will work with appropriate staff (principals, teachers, e-Learning facilitator, Assistant Superintendent for Curriculum and Instruction) to possibly develop some local guidelines for middle school student enrollment in on line classes and classes offered at the high schools. The AIG Director has met with some on line class providers such as Apex Learning to talk with them about how their product could meet the needs of middle school gifted students. As money and technology is available, this option will continue to be sought out.
2. When the county receives guidance from DPI on how the Credit by Demonstrated Mastery will work, it will put procedures in place so that this option is available to qualified students. The AIG Director will also work with administrators and others at the school level to ensure understanding of the process.

Planned Sources of Evidence:

Locally developed guidelines for acceleration
Acceleration options available and processes communicated
Student portfolios

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:

Through the AIG nurturing program, services are provided for under-represented AIG populations.

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

Description: NURTURING PROGRAMS

The professional staff of HCPS recognizes the need to provide nurturing opportunities that encourage and develop the potential, strengths and interests of highly motivated, high achieving students who may not be currently identified through the gifted program and students from under-represented populations who might not be identified by traditional methods.

The AIG staff is committed to using the following guidelines to address nurturing needs:

- Emphasize student performance, portfolios, interviews and teacher recommendation to determine the need for nurturing.
- Focus on implementing interventions at an early age for students from under-represented populations.
- Provide professional learning opportunities that promote awareness of needs of students with multiple exceptionalities or culturally and ethnically diverse backgrounds.
- Train school counselors on needs of students from special populations.

Nurturing Opportunities:

- On the elementary level nurtured students may participate in year-long or unit-long enrichment groups based on interest or strength area.
- Nurtured students may be enrolled in advanced courses at the middle school level based on grade performance, achievement in language arts and math and aptitude.
- Honors and AP classes at the high school level consist of both identified and nurtured students.
- Nurtured students are encouraged to participate in enrichment opportunities through the school or community, such as Odyssey of the Mind, Battle of the Books and Super Saturday at UNCA.

Planned Sources of Evidence:

Nurtured student data

Other Comments:

Practice J

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale:

AIG specialists encourage students to participate in many extra-curricular programs, both school

sponsored and community sponsored. Although there are many offerings available, the elementary specialists would like to investigate more school offerings for gifted students.

Goals:

1. The elementary specialists will look into other extra-curricular offerings for students, such as Battle of the Books.

Description:

Examples of some events that Henderson County students are encouraged to attend or participate in include: Western Carolina's summer camp for the gifted, UNCA Super Saturday, programs at the local Arboretum, Nature Center and children's museum, Green River Preserve camp, Governor's School, DAR Essay Competition, Odyssey of the Mind, Battle of the Books, Quiz Bowl, Science Fairs, Reading Raiders, Destination Imagination, Foreign Language Competition, Math Competition, Engineering Club, Games Day, middle and high school poetry slams, Letters About Literature contest, Science Olympiad, etc.

The elementary specialists would like to see more offerings for gifted students in their schools. They will especially investigate Battle of the Books at the elementary level to see if this is something that would interest other teachers and parents.

Planned Sources of Evidence: Websites
Newsletters

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG department works with others throughout the school community to ensure that partnerships are created and maintained so that the needs of gifted learners are addressed. These partnerships are nurtured through meetings and communication in the form of websites and newsletters throughout the year.

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

Description: AIG specialists work to ensure parents/families understand the definition of giftedness and how students are identified in Henderson County. Throughout the year, specialists meet with parents to discuss DEPS, IDEPs and other issues that are relevant to student needs. Specialists work at their school sites to ensure that all personnel understand what it means to be gifted and how AIG students can be best served. Specialists also serve on many school committees such as the School Improvement Team as representatives of gifted services so that the needs of gifted students are included when schools plan schedules, professional development, etc. AIG surveys are used to communicate with stakeholders and responses from these surveys help guide services. Specialists maintain websites to help inform stakeholders of AIG activities and classroom news so that people can be kept up to date with student services. Each school has an AIGIT to facilitate the identification of students and to keep members of the school communities informed of proper procedures. At the middle and high schools, AIG specialists have parent nights to make parents aware of various course options such as Early College High School, AP classes and on line opportunities. K-8 specialists send home quarterly newsletters, which let parents know what has been going on in the AIG classroom and opportunities available to students such as contests and enrichment programs.

AIG specialists also work within the community to help gain support and understanding of the AIG program. Specialists have received community grants to fund projects and they work with various people to help with classroom projects.

Planned Sources of Evidence: Meeting notes and dates
Websites
Newsletters

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: It is the practice of the AIG department to share AIG information with stakeholders. This is done through a variety of ways including the county and individual webpages, beginning of the year faculty meetings, newsletters and teacher/parent conferences.

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

Description: Each AIG specialist will continue to receive training necessary to create and maintain a webpage that informs the community of contact information, AIG policies and procedures and other information relevant to AIG students. The county website will continue to host an AIG webpage where current information about AIG will be posted.

AIG specialists publish and send home quarterly newsletters containing articles of interest to AIG students. These newsletters also highlight what specialists have been doing with students so that parents will have information about their students' AIG activities on a regular basis. HCPS utilizes the Alert Now calling system where groups of students can receive recorded phone messages. AIG specialists can work with the county Director and their principals to use Alert Now to notify parents of upcoming events. Sometimes the best way to communicate is in a face to face meeting. K-8 specialists may request such a conference for an annual review while a high school specialist may request a conference to help the student develop a four-year plan or to review and make changes to a student's schedule.

Specialists inform others at their schools in faculty meetings or grade level meetings, information from the local plan that is pertinent to them such as identification/nurturing procedures and the importance of differentiation for their gifted students.

Planned Sources of Evidence: Webpages
Newsletters

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: A committee was formed during the last plan cycle to provide input in the development of the local plan. Included in this committee were parents who represented some of the diversity of the county population. A new committee needs to be formed during the 2013-16 cycle as some members have left the system.

Goals: 1. The county AIG committee will consist of teachers, administrators, parents and community members who reflect the ethnic diversity of the student population. The committee will also play a role in developing, implementing and monitoring the plan and program by meeting on a regular basis.

Description: 1. The county AIG committee will be involved in developing, implementing and monitoring the AIG plan. Efforts will be made to include specialists, principals, classroom teachers, school counselors, parents and community members on the committee who represent the diversity of the county population. The committee will be especially involved in looking at the focused practice of identification.

Online surveys have been used to collect data from stakeholders. Administrators, teachers and AIG students have been invited to respond to the survey while at school. Letters are mailed to parents inviting them to log on to the system from any convenient computer to take a survey. Parents will also be invited to come to the school to complete the survey if no computer with internet access is available at home. Information from the surveys is used to reflect on current practices and to plan for future program goals and services.

Planned Sources of Evidence: Committee minutes surveys

Other Comments:

Practice D

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG specialists communicate with parents and community through websites, newsletters and conferences. When needed, both written and oral translation is available, to ensure parent understanding of gifted services.

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

Description: The K-8 AIG specialists send out quarterly newsletters for AIG students and their families to inform them of what has been happening in the classroom, options and opportunities available to students and relevant articles about gifted issues. These newsletters are available in Spanish as needed. Although Spanish is the predominant native language of ESL students, there may be students who need newsletters and information translated in other languages. The AIG Director works with the ESL Director to ensure that needed translations are available to students and their parents.

AIG websites will be updated regularly. During the last plan cycle, HCPS updated their website and added a feature called Google Translate. This allows people to have information translated into their native language. This feature is especially helpful when news and newsletters are posted

electronically. Parents are also able to translate the AIG plan. Websites allow specialists to share information with parents and the community about important events, contests, opportunities and recent news. Many North Carolina opportunities available for students can be found on the CFNC.org website under the student planner tab and college preparation opportunities link. This link gives individuals an opportunity to search a directory of programs that help students in North Carolina prepare for college. AIG specialists will make students and their parents/families aware of this resource. Opportunities outside of North Carolina available for students are often sent to the school in the form of email or standard mail. AIG specialists will add this information or links to their websites to make these opportunities available for all stakeholders.

Planned Sources of Evidence: Newsletters
HCPS website

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: Gifted students need the support of working partnerships between school and others in the community, including, of course, parents. The AIG team has sought, through various means, to form meaningful relationships with others to support the needs of AIG students.

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

Description: AIG specialists work throughout the year to develop and cultivate strong relationships with others so that the needs of gifted learners can be met. Specialists meet with parents on a regular basis to initiate and review DEPS and IDEPS. Newsletters and emails are sent to parents throughout the school year to inform them of what is going on in the AIG classroom. The AIG department has worked with the University of NC at Asheville to support scholarships for Henderson County students to attend the enrichment series, Super Saturday. The AIG Director has also worked with the local National Historic Site, Carl Sandburg Home, to provide teachers with information about programs and contests for students. One of the high school specialists participated in their ranger program and was able to connect her experience to her English classroom. Some of the middle school specialists have worked with community leaders to bring service learning into the classroom. Flat Rock Middle School AIG students were able to learn about philanthropy through a partnership with the Community Foundation and a local food pantry, The Storehouse.

Planned Sources of Evidence: Newsletters
Photographs

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: A local HCPS AIG plan has been developed and maintained over many years. Beginning in 2009-10 when the State Board of Education adopted new AIG standards and practices, the local plan was changed and now addresses the six North Carolina AIG Standards and various practices required by the state. This plan describes the county's AIG program and procedures and is made available to all stakeholders.

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

Description: Over the course of the 2012-13 school year, the local AIG plan has been updated and revised in accordance with the six North Carolina program standards. After a careful assessment of the AIG program, stakeholders met and revised the plan after reviewing AIG data. This review included understanding the AIG Unpacking document, conducting an AIG self-assessment, reviewing the NCDPI comments from the 2010-13 plan and also the comments from the mid-cycle AIG update, conducting stakeholder surveys and participating in the regional AIG meetings where the standards were examined closely.

Planned Sources of Evidence: Local AIG Plan

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The AIG department, through its Director and specialists, continually monitors the implementation of the AIG plan. Specialists understand the plan and articulate AIG procedures to their schools. Monthly AIG PLCs are also times to discuss and update how the plan is being implemented across the county.

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

Description: The local AIG plan must follow the guidelines of both Article 9B and the state Program Standards as it is being developed, implemented and maintained. Article 9B states: Academically or intellectually gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Article 9B also requires LEAs to develop three year AIG plans that are approved by the local school boards and sent to the Department of Instruction for review. In July 2009, the state board of education adopted AIG Program Standards to provide LEAs with a framework for quality programming. These standards reflect Article 9B and articulate best practices for AIG programs based on current national research. The AIG Director and specialists monitor the implementation of the local plan through various means, which include: monthly AIG meetings, continued discussion and meetings with school personnel, county committee meetings and stakeholder surveys.

Planned Sources of Evidence:

Meeting agendas
Surveys

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: It is important that state AIG funds are used to support the local AIG program. In Henderson County, all state AIG funds are used for the AIG program. While most of the funding supports AIG personnel, money is also used to purchase materials that support the advancement of AIG students.

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

Description: Each year the AIG Director must submit a local AIG budget to the county Finance Director. Included in this budget is the distribution of state allotted AIG funds. The distribution can include: specialists' salaries, instructional materials, technology, professional development, continuing education (AIG certification). Although the bulk of AIG money goes to pay teacher salaries, over the past few years the AIG department has been committed to help support the incorporation of technology in the AIG classrooms. AIG funds have been used to purchase computers, printers, data projectors, document cameras, SmartBoards, classroom response systems, software and other items that directly benefit AIG students, both identified and nurtured. All

purchases used with AIG funds are documented and kept by the AIG Director. All AIG specialists submit yearly inventories that record all materials purchased with AIG funds. The AIG Director meets with specialists and administrators on an annual basis to discuss AIG needs. To date, AIG funds have been used solely for the AIG program.

Planned Sources of Evidence: Purchase orders
School AIG inventories
AIG budget

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: AIG performance growth data is maintained, analyzed and shared with teachers and administrators at the schools. Drop out data is also kept at the county level and analyzed frequently. Now that accountability focuses on student growth and some of a teacher's overall evaluation is based on student growth, this practice is maintained regularly.

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

Description: The AIG Director will meet with the test coordinator to review and analyze the growth of AIG students. Currently, performance and growth data is shared with teachers and principals, and all teachers have had some training in EVAAS, which allows teachers to see the progress of their students across the years. It also lets schools see patterns of growth and areas where more growth is needed. The AIG Director works with the test coordinator and AIG specialists to see patterns of growth or non growth in grade levels, subject areas and individual schools for AIG students. This information is shared with administrators and the AIG department works with schools to increase the performance growth of AIG students.

The AIG department meets with the county administrator who maintains drop out data. They have devised a communication system so that the AIG department is informed when an AIG student has dropped out of school. The AIG teacher at the identified student's middle or high school works in conjunction with the school counselor to follow up with the student via the telephone or home visit to find out why the student dropped out of school and to see if there is anything that can be done to get the student back into school. At monthly meetings specialists will discuss students' reasons for dropping out of school and determine what the program can do to support students at risk for dropping out.

Planned Sources of Evidence: EVAAs reports
meeting agendas
drop out reports

Other Comments:

Practice E

Monitors the representation and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG department, through regular monthly meetings, monitors the representation of students in the AIG program, both identified and nurtured, who are from under-represented populations.

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

Description: Constant review of both the identification and nurturing services is done to look at who is being served. Special attention is given to looking at under-represented populations, including economically disadvantaged, highly gifted and twice-exceptional, to ensure they are represented in the AIG program and that numbers align with the county's demographic data. Data of both identified and nurtured students will be analyzed and given to AIG specialists, principals and the county committee. During the 2010-13 plan cycle, special attention was focused on under-represented populations in the AIG program through a book study, the examination of the K-3 nurturing program, and the initiation of conversations surrounding identification procedures. During this next plan cycle, the department will continue working on K-3 nurturing and will examine identification criteria.

To date, retention of students in the AIG program is almost 100%. Once identified, students remain in the program and if problems arise, specialists work with teachers, counselors and parents to help students continue in their academic growth. Demographic representation in the AIG program and in the middle/high school honors classes is monitored and reported to school personnel. AIG specialists at the middle and high school levels work with other school personnel to place students in advanced classes. Minority representation can be a consideration when filling these classes, especially at the schools with higher sub-group populations.

Planned Sources of Evidence: Annual student data
Survey information
Course enrollment data

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: Data regarding the training and certification of those who serve AIG students is maintained at the individual and county level. The county personnel department maintains data regarding the credentials of all personnel and this is available to the AIG Director.

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

Description: Personnel information is housed in the county personnel department. Current data, which includes certification information and continuing education units, is available at any time to both employees and the AIG Director. The AIG Director also maintains credential information on AIG specialists, updating it yearly. The county's in house PLACE website streamlines the process of registration for professional development and maintains employee registration for all professional development.

Planned Sources of Evidence: Licensure information
CEU documentation/PLACE records

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: During the last plan cycle, a county committee was formed to help review the AIG program. This committee was made up of various people including teachers, administrators, counselors, parents, etc. The committee will meet during the 2013-2016 cycle to review the plan, help with program decisions and review identification criteria.

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

Description: An AIG county committee was formed in 2009-10 to help in the development of the new local plan. This committee consisted of AIG specialists, classroom teachers, guidance counselors, the assistant EC Director, K-12 administrators, parents and community members. This committee met during the three year plan cycle and periodically reviewed the plan, and discussed various AIG topics that members felt were important. During the fall of 2013, new committee members will be selected so that the team can begin meeting and discussing the focused practices of the new plan.

Planned Sources of Evidence: County committee members
Agendas and presentations

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Feedback from stakeholders is important in order to ensure that the AIG program is meeting the needs of its students. Feedback, through surveys, meetings and PLCs is gathered to help the AIG department grow and serve students effectively.

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

Description: The AIG department has used an electronic survey to get feedback from stakeholders. Through these survey results, specialists are able to understand what the needs are, especially getting information from parents about things they feel are working well and things they feel need improvement. Results from the parent surveys sent out during the winter of 2012-13 were very positive about the AIG program and the rigor of the services students received. During the upcoming plan cycle, more student surveys will be sent out to ensure that student voices are heard and their needs are listened to by the AIG specialists. Continued parent and school staff surveys will be sent out and these results will be shared with specialists and their principals.

Planned Sources of Evidence: Survey responses
Meeting notes, agendas

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: For programs to grow and be successful, data must be used to gauge effectiveness. The AIG department regularly reviews the local plan to ensure that the plan is working as it continues to strengthen AIG services.

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

Description: The AIG Director and the specialists review the local plan frequently. Reviews are based on DPI feedback, survey information, county committee feedback and direct information from school personnel such as teachers, administrators, counselors and specialists themselves. In reviewing the plan and the focused practices, it will be important to gauge the effectiveness of policies and procedures and the impact of these on students. Specialists are constantly referring to the plan

as they receive questions during the year from parents, students themselves and school staff. This plan serves as the basis of all that is done by the AIG department and for it to be effective, it must be reviewed on a regular basis.

Planned Sources of Evidence: Feedback information
Plan revisions

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The local plan and any data associated with the evaluation of the program are made available to the public. This availability allows for questions to be answered and program criteria to be understood by stakeholders.

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

Description: After being approved by the local school board, the AIG plan will be housed on the county website for anyone to access. A hard copy will be available through each specialist and the county Director will also maintain a hard copy for those who prefer to examine the plan off line. Plans will be electronically sent to principals and AIG specialists so that they will be available prior to school beginning in August. Evaluative data will be reviewed by the county Director and shared with the Assistant Superintendent for Curriculum and Instruction. This data will also be shared with AIG specialists and the AIG county committee. Information will be housed in the AIG Director's office and will be available to any interested stakeholders.

Planned Sources of Evidence: Local AIG Plan
HCPS website

Other Comments:

Practice K

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The AIG program has policies, procedures and practices that are in place to protect the rights of all AIG students.

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

Description: HCPS has well defined policies, procedures and practices that protect the rights of all AIG students and inform those who work with these students, including parents, of these rights. The AIG specialists communicate with school personnel and parents regularly to involve them in decisions made concerning students. The program has developed a written "Procedures to Resolve Disagreements" which is routinely given to parents (See Standard 1E: Description). HCPS' Strategic Plan calls for all staff to focus on every child, which includes supporting the physical, mental and emotional well-being of every child. The AIG department, as they follow the Strategic Plan and the local AIG plan, focus on the rights of their gifted students in a routine and precise manner.

Planned Sources of Evidence:

Documentation of complaints and LEA responses
"Procedures to Resolve Disagreements"

Other Comments:

Glossary (optional):

Appendix (optional):

HCPS K-8 AIG Service Delivery Options.docx (*Appendix - Standard 2*)
2013-16 Signed Board Approval.pdf (*Local Board Approval Document*)