

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

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LEA Superintendent's Name: Dr Jeffrey C Moss

LEA AIG Contact Name: Dr. Lynn Warren

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

Lee County Schools Vision for local AIG program: County & Program MISSION STATEMENT
Lee County Schools will teach students the social and academic skills needed to become responsible, productive citizens. The Lee County Schools Academically and/or Intellectually Gifted (AIG) Program will assist students to develop their talents and abilities to the fullest, to become life-long learners, and to be successful competitors in the twenty-first century, global society.

VISION STATEMENT

Lee County Schools, in partnership with the community, will provide challenging learning experiences for students in a safe and supportive environment. We are committed to excellence, social responsibility, and life-long learning. Our success will be demonstrated by the achievement of our students and their positive participation in society.

ACADEMICALLY OR INTELLECTUALLY GIFTED GOALS

1. Identify academically and intellectually gifted students in order to provide differentiated learning opportunities.
2. Differentiate and enrich the core curriculum to challenge advanced learners in their identified area(s) of strength as part of an overall educational program that supports excellence for all students.

8/8/2013

3. Provide information regarding opportunities to earn licensure in gifted education so that teachers responsible for teaching gifted students acquire and develop an appropriate base of knowledge and methodology in gifted education.
4. Set high expectations for academically and intellectually gifted students and support their attainment of knowledge, skills, and work habits to promote their becoming lifelong learners and productive members of society.
5. Increase the percentage of AIG students scoring level 4 on Reading and Math EOGs and English I and Algebra I EOCs to 100% by 2013-2014.
6. Provide appropriate counseling and support services to assure gifted students' affective well-being is addressed.
7. Provide opportunities for gifted children to spend appropriate time with other students who are similar to themselves in order to foster cognitive, academic, and social growth.
8. Provide additional support to develop "giftedness" for students who may not be maximizing their abilities or may not traditionally be recognized as gifted.
9. Provide young students with high abilities access to appropriately stimulating and challenging education to shape their learning habits and challenge and develop their abilities.
10. Use an identification procedure with multiple criteria to appraise student need for differentiated service(s).

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

State Funding	Local Funding	Grant Funding	Other Funding
\$489462.00	\$674489.55.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools has redefined formal screening, referral, and identification processes for grades 3-12, including transfer students who enter our system, who have been identified previously. The program continues to improve communication of these processes to all stakeholders.

An AIG survey of all educators in the district showed that 61.2% felt the district provides clear and equitable identification that leads to appropriate educational services. 51% of the 304 educator responses came from not AIG licensed or endorsed personnel. 54% agreed and 6.8% strongly agreed that the district provides programs and services to meet the needs of AIG students. 34.4% agreed and 5% strongly agreed that the district communicates among and between teachers and schools to ensure effective continuation of AIG services in transition years (5th to 6th and 8th to 9th). Comments also showed concern for K-3 nurturing services as well as clustering versus homogeneous grouping. Inconsistency in grouping practices and services across the district were mentioned. Educators expressed in comments a need for improved AIG communication for themselves as teachers and also for parents. Multiple educators' comments were related to how to provide services in high school.

Goals: • Lee County Schools will incorporate the Primary Education Thinking Skills, Jacob's Ladder Reading materials, and Primary Grades Challenge Math programs to nurture the potential of those students (K-3) demonstrating gifted characteristics.

- Lee County Schools will refine the process to identify students who enter our system already identified as gifted.
- Lee County Schools will revise and publish brochures in English and Spanish that outline screening, referral, and identification .
- Lee County Schools will develop a plan to disseminate the processes to school personnel, parents/families, students, and the community at large.

Description: K-3 NURTURING

All students in K-3 have an opportunity to participate in enrichment/nurturing opportunities in Primary Education Thinking Skills, Jacob's Ladder and Primary Grades Challenge Math. These materials aid in nurturing thinking skills and extend gifted potential for learners who have indicated such a need. K-2 teachers have been trained in the use of the Teacher Observation of Potential in Students Portfolio to help informally identify and support students with gifted characteristics. They have also received training in strategies and materials that support differentiation for the gifted characteristics observed. Such training will be on-going. The K-2 Teacher Observation of Potential in Students Portfolios follow

the K-2 student to the next grade level. This provides the next year's teacher with valuable information about observed characteristics from the previous year's teacher.

GRADES 4-8

4-8 AIG students have the opportunity to work beyond grade level with enrichment activities from Jacobs Ladder #3 and/or Challenge Math materials as determined by AIG teacher in reading and/or math. Middle school students who are gifted are expected to participate in advanced courses.

AIG TEAM

The AIG Team should include individuals with a background in gifted education and others. A committee will be established at each school site and include the principal (or principal's designee), AIG teacher(s), other classroom teachers, ESL teachers, EC teachers, and school psychologist and/or guidance counselor. At the elementary level, one classroom teacher per grade level also serves on the committee. At the middle school, at least two teachers (one being AIG language arts and the other AIG math) per grade level serve. The high school committee also includes one representative from each content area/department. (Appendix A, 16 Elementary, Middle School, High School forms) Team members may volunteer and/or be nominated by the principal to serve. The nominating classroom teacher or appropriate person will present the information to the team and will not participate in any committee decision regarding that particular student. Members of the School AIG Team are sent to the Director of Special Programs/Projects in September on the AIG 16.

AIG Team

SCREENING FOR GRADES 3-12 The AIG program reviews the following multiple indicators for student placement in the gifted program:

- Observation – The classroom teacher must fill out the Renzulli Checklist of Displayed Characteristics for a nominated candidate.
- Performance – Classroom performance information includes current grades for the first three quarters equally weighted and averaged.
- Student aptitude – Aptitude refers to the percentile from a nationally normed standardized test.
- Student achievement – Achievement refers to subject area tests' percentile for either a state administered end of year achievement test or a nationally normed standardized test.

Lee County Schools will use the following instruments to screen the general student population in grades 3-12. Based on these screening instruments, the AIG program will receive nominations.

- Administration of aptitude test Cognitive Abilities Test(CogAT)or alternate assessment as needed for individual students
- North Carolina EOG/EOC scores or the IOWA Test of Basic Skills (ITBS) achievement tests as needed for individual students
- Classroom grades
- Renzulli Teacher Observation Checklist

ANNUAL REVIEWS

Each year the AIG Team should review the progress of each student based on the performance assessment for the differentiated service options as outlined in the measurable objectives aligned with the core curriculum. Usually, annual reviews will occur at the end of the school year. However, reviews may be conducted as needs arise for intervention and IDEP consideration. If a Differentiated Education Plan (DEP) is not meeting the needs of a student and a more specific individual plan is needed, an Individual Differentiated Education Plan (IDEP) should be developed to support student

growth. The purpose of the Annual Review is not to re-evaluate the student by taking him/her through the entire identification process. If a student is performing satisfactorily, complete the AIG 17 Yearly Performance Review of Progress indicating services to be continued and notify parents.

If a student is not performing satisfactorily at the elementary/middle school level, the team should review its decision concerning differentiated service options. When "red flags" such as grade averages below 80%, decreases in achievement scores below 80%, and other concerning evidence begin to occur, the student and parent must be informed so students can have the opportunity to improve (Appendix A, AIG 15). Grades alone are insufficient for exiting students from service options unless parents request their child be exited. At least a year-long intervention plan written as an Individualized Differentiated Education Plan (IDEP) AIG 8 must be documented with teacher, AIG Team Chairperson, administrator, student and parent signatures along with the signature of the Director of Special Programs/Projects signature. Possible strategies may include school guidance counseling sessions, contracts, buddy system, study guides, etc. This form is required to be housed in the student's AIG folder.

At the high school level, if a student does not perform according to potential or has not selected an instructional placement that matches potential, then the AIG team may decide to place the student on an IDEP for the remainder of a semester course. The IDEP should provide strategies to support and monitor student growth and achievement during a semester's work. Advanced Placement and Honors teachers need to offer intervention strategies and modifications as needed.

If at any time the school or parent/guardian initiates a change of service option and/or delivery, documentation should be filed in the student's green AIG folder and/or noted on cumulative record. If a parent wishes to remove a child from current services, the request needs to be in a written letter to the school principal and AIG Teacher. This original letter should be filed in the student's AIG green folder, a copy sent to District AIG Coordinator for update in the student information system. The student's cumulative folder should also reflect the change.

An opportunity for parent conference should be offered and documented when any change occurs. All attempts and minutes/notes from subsequent meetings should be filed in the green AIG folder. The intervention procedures must be followed, and any corresponding documentation of the process must be filed in the students green AIG folder. Any student who becomes ineligible after intervention strategies and/or IDEPs must be removed from the AIG rosters and the label removed in NC WISE. If this happens, the student may be re-evaluated during the next annual review process. Originals of these forms will be housed with the AIG green folders, at the school site, for availability in use of scheduling and parent communication. All forms and green folders for rising sixth graders will be forwarded to the receiving middle school according to policy. All forms and green folders for rising ninth graders will be sent to the appropriate high school according to policy.

AIG teachers who are responsible for meeting the needs of gifted students will meet with parents, at least annually, to explain the goals/objectives and the ways in which progress will be assessed. The AIG program reviews the following multiple indicators for student placement in the gifted program:

- Observation – The classroom teacher must fill out the Renzulli Checklist of Displayed Characteristics for a nominated candidate.
- Performance – Classroom performance information includes current grades for the first three quarters equally weighted and averaged.

- Student aptitude – Aptitude refers to the percentile from a nationally normed standardized test.
- Student achievement – Achievement refers to subject area tests' percentile for either a state administered end of year achievement test or a nationally normed standardized test. At the high school, yearly performance reviews will be accomplished through ongoing communication from the teacher. Interim reports, report cards (progress reports), and any End of Courses or Advanced Placement Exam(s) the student might take will be used.

The students confidential AIG services folder at the end of his/her high school career will contain, at minimum, the following (Appendix A houses all AIG forms):

Summary of Student Eligibility and Options Record AIG 6

Parent Consent for Evaluation (if needed) AIG 3

Differentiated Education Plan K-8 AIG 7

Differentiated Education Plan High School AIG 14

Screening for placements for the next school year will be completed by the completion of an AIG 17 Yearly Performance Review of Progress for any student currently identified. For students nominated for identification by a teacher, the AIG 6 Summary of Eligibility and Options Record must be completed. A copy of this form will be sent to parents before leaving for the summer and the original filed in AIG green folder. It is recommended that these forms be sent home with the final report cards. However, if there is a service option change, parents must be given the opportunity for a conference/appeal within the specified time frame. Parent conferences for students who will have a change in services should occur at the end of the school year to allow time for the parent to appeal and for appropriate student scheduling for the next year. Data will be gathered and placement decisions for the next school will be made and documented on both the AIG 6 for each student. Decisions and corresponding paperwork for student placement, at every level, must be made by the AIG Teams before teachers leave for the summer for scheduling purposes. Parents need to be informed of initial qualification for services along with any changes in service options and given the opportunity for a conference prior to the last teacher workday. Completion of parent conferences and paperwork prior to the end of the school year is the goal. Anytime a change

Planned Sources of Evidence: in service the level of service occurs, it must be noted in 3 places:

1. Student Eligibility Record and Options Record (AIG 6)
2. DEP (AIG 7)
3. Power School Data Management System. (Teacher and or school AIG Chair to contact Data Manager: services folder must be sent to the district office to confirm records and make changes in system. Changes in level of service may occur when:

*A student is not meeting the expectations for his level of service and an intervention has been completed and documented

*The parent requests, in writing, a choice to discontinue the current level of service.

Planned Sources of Evidence

AIG services folders

AIG Team minutes AIG10

Copies of AIG forms

Other Comments: Steps for nomination, referral, identification and placement are as follows:

The AIG program accepts nominations at any time.

AIG Team:

Decision-Making Process for Nominations/Identifications

Within any decision-making process, it is important that each member understands fully the steps to making a well-grounded and documented decision. Decisions based on invalid information or too little information often create placement decisions that can be harmful to the student and others. The following steps indicate the structure used when determining if a student is demonstrating a need for differentiated services in the gifted education program. The referring teacher may be present during the completion of this process, but not as a decision making committee member. This allows for the team to receive input from the person who knows the child best in a school setting.

STEP 1: Nomination/Evaluation

STEP 2: Collection of All Evidence

STEP 3: Review of All Data

STEP 4: Decision

STEP 5: Individual Parent meeting

STEP 6: Development of DEP and/or IDEP

TRANSFER STUDENT

Parents of eligible students transferring from one LCS to another LCS should have the opportunity to meet with the AIG teacher to discuss the receiving school's plan for service and DEP as stated in Lee County School's local AIG plan. It is expected that, as a courtesy, the teacher from the sending school will contact the teacher at the receiving school to make sure the student begins services upon arrival at the new school, if transfers are within the system.

Every effort will be made for a student who was formerly placed in a gifted program outside our district to receive services. Upon transfer, students will be placed with verbal or written information. Within 10 school days of enrollment in Lee County, records of documentation regarding placement in a gifted program will be evaluated by the criteria of Lee County. If the student qualifies for gifted services based on the Lee County School's local AIG plan, the student will remain in the appropriate AIG classes. If the student fails to meet the placement standards for AIG classes, as established in Lee County, then the student will be reassigned to classes that are most appropriate for their individual needs. Students who transfer to LCS and cannot provide documentation of placement in a gifted program will be treated as any other student in our system in relation to screening and identification procedures.

If a student withdraws to move within the district and/or outside the district, the Director, Special Programs/Projects and the Power School data manager need to be notified of this move. This will ensure appropriate coding within the information system as well to ensure the sending of appropriate information to the student's next school.

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: Lee County Schools employs multiple criteria for student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. While the School AIG Teams take motivation and interest into consideration, they will view these criteria in the context of student observations and performance. Lee County Schools seeks to find better ways to identify underserved populations and support K-3 nurturing prior to formal identification.

Goals: Lee County Schools will seek ways to identify underserved populations. Lee County will offer training and assistance to teachers to aid in properly identifying students for gifted program services.

Description: Lee County Schools does a broad sweep in grades 3 and 5 to formally identify students as gifted. Students are formally identified in grade 4. The CogAT (Test of Cognitive Abilities) is administered in the fall in grades 3 and 5 to all students. It is used as one of multiple measures to formally identify gifted students. (Beginning 2013-2014 CogAT will be administered in the spring allowing third graders to have more experience with standardized testing before taking the CogAT.) Lee County Schools seeks to promote and support giftedness prior to formal identification with a K-3 nurturing program. Professional development to support K-3 nurturing with differentiation in whole class settings is ongoing. Professional development was offered to all K-2 teachers during 2012-2013 on the use of TOPS, a portfolio approach to identify young children with gifted characteristics. These folders will follow students in the primary grades to provide data to support their need for differentiated instruction.

GUIDELINES FOR SERVICE DELIVERY IDENTIFICATION CRITERIA

Students will be served directly by the AIG teacher in the regular classroom using a variety of service delivery methods/options.

AIG Identification Process

Measuring Tool	Score	Points	Weighting
Student Achievement			
EOG	95th-100th Percentile	25	25%
	88th-94th Percentile	20	
	80th-87th Percentile	15	
Student Aptitude			
CogAT	90th-99th Percentile	25	25%
	85th-89th Percentile	20	
	80th-84th Percentile	15	
Student Performance			25%
Grades	93-100	25	
	85-92	15	
	80-84	5	
Observable Student Behaviors			25%
Renzulli AIG 9	Very high 128-172	25	
Checklist of Displayed Characteristics	High 112-127	20	

Total 100%

Range to Qualify 70-100 points

APPROVED ALTERNATIVE ASSESSMENTS FOR USE IN FORMAL IDENTIFICATION OF ACADEMICALLY AND/OR GIFTED STUDENTS (Not a complete list)

Individual IQ Tests

1. Comprehensive Test of Nonverbal Intelligence (CTONI)
2. Differential Ability Scales (DAS) or (DAS 2)
3. Leiter International Performance Scale (Revised Leiter-R)
4. Naglieri Nonverbal Ability Test (NNAT)
5. Reynolds Intellectual Assessment Scale (RIAS)
6. Stanford Binet-Fifth Edition (SB5)
7. Universal Nonverbal Intelligence Test (UNIT)
8. Weschler Adult Intelligence Scales-Third Edition (WAIS-III)
9. Weschler Preschool & Primary Scales of Intelligence-Third Edition (WPPSI-III)
10. Weschler Intelligence Scale for Children-Fourth Edition (WISC-IV)
11. Woodcock Johnson Tests of Cognitive Abilities-Third Edition (WJ-III Cog)

Individual Achievement Tests

1. Woodcock-Munoz Batteria III
2. Diagnostic Achievement Battery--Third Edition (DAB-3)
3. Gray Oral Reading Test - Third Edition (GORT-3)
4. Kaufman Test of Educational Achievement-Second Edition (KTEA-II)
5. Key Math Revised, Normative Update (KeyMath-R,NU)
6. Test of Early Mathematics Ability-Third Edition (TERA-3)
7. Test of Early Reading Ability-Third Edition (TERA-3)
8. Test of Early Written Language-Second Edition (TEWL-2)
9. Test of Early Reading Comprehension-Third Edition (TORC-3)
10. Test of Written Language-Third Edition (TOWL-3)
11. Weschler Individual Achievement Test-Second

Any alternate assessment should have a mean of 100 and a standard deviation of 15. If testing is completed by a private psychologist, the most recent form/version of the test must be utilized in order for the results to be valid for possible use. (The Department of Public Instruction has given a general rule of thumb that school psychologists have two years to transition to the most recent instrument.) Use of independent test results is at the discretion of the school AIG Team and/or the Director of Special Programs/Projects under the advisement of the Exceptional Children's Department, if necessary.

•Annual review will be conducted by AIG Team and the AIG Advisory Council to evaluate effectiveness in identifying under-represented populations. Under-represented AIG populations include the culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice exceptional.

•Analyze data from TOPS and P.E.T.S. to seek correlations between students service K-3 and identified in 4th grade

AIG Teams need to actively seek underserved populations who are demonstrating evidence of gifted

potential. Alternate assessments may include individualized aptitude tests (NNAT, UNIT, etc.) individualized achievement tests (WJAT, Spanish version of WJ or English version with an interpreter, etc.) and/or checklists/inventories (AIG 9 or Renzulli Checklist of Displayed Characteristics). Psychologists should be present at these AIG Team meetings in order to make professional judgments regarding the most appropriate test for the child under consideration.

During the identification process, the School AIG Team should consider in their pool of potential AIG students, high academic performers from different subgroups. The School AIG Team can make the decision to place a student in the AIG program if the evidences is strong. For example, a student might miss one qualifying criteria by a small margin, but other gifted characteristics are strong. Such a student may enter the AIG program with a monitored Individual Differentiated Education Plan (IDEP)that provides support for success.

The identification rubric has been modified for 2013-2014 due to the unavailability of end of grade test results. The modified rubric that will be used for 2013-2014 only.

AIG Identification Process for 2013-2014				Measuring Tool
Score	Points	Weighting		
Student Achievement (not used)				
Student Aptitude				
CogAT	90th-99th Percentile	25		25%
	85th-89th Percentile	20		
	80th-84th Percentile	15		
Student Performance				
Grades	93-100	25		25%
	85-92	15		
	80-84	5		
Observable Student Behaviors				
Renzulli AIG 9 Checklist of Displayed Characteristics	Very high	128-172	25	25%
	High	112-127	20	
Total 75%				
Range to Qualify 45-75 points				

Planned Sources of Evidence: *AIG services paperwork

*AIG staff development rosters

*Data concerning AIG students' performance such as disaggregation of student data by grade level and by subgroup will be used to determine who the highest performing students are in each subgroup.

Other Comments: Ideas for strengthening:

- Annual review will be conducted by each site review team and advisory council to evaluate effectiveness in identifying under-served populations.
- Create a longitudinal database for K-3 using TOPS

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: Lee County Schools will continue to seek ways to identify underserved populations in the AIG program and will strive to align representation in the gifted program with that of the district student population. Lee County Schools administers traditional standardized measures based on current theory and research. The district reviews performance on the North Carolina EOGs as achievement indicators and EVAAS data for growth. To ensure accessibility for non-traditional students, the district will research alternative assessment measures for consideration. Identification headcount data show Lee County Schools does not proportionally represent the student demographics of the district.

Goals: Review of All Data

If evidence exists that the nominated child is from a culturally diverse or economically disadvantaged background, then the AIG Team will give special consideration for alternate assessments. When an under-served child does not meet the required criteria or exhibits evidence of giftedness, then the AIG Team will consider alternate tests. A list of acceptable alternate assessments is found in Standard 1, Practice B. Other tests may be valid and/or available based on the school psychologist's recommendations. AIG Teams will meet with their school psychologists regarding the appropriate alternative test.

AIG Teams can make the decision to serve a child who shows gifted characteristics to a high degree on all the identification criteria but one where he/she is lacking by just few points. The AIG Team can recommend placement with an Individualized Differentiated Education Plan for one year. At the end of that year the child is re-evaluated and must meet the identification criteria to continue in the AIG Program.

Description: Alternative Assessment Checklist AIG 18 (use with AIG6 6 if Alternate Assessments as needed)

Student _____ Date _____

School _____ Grade _____

On occasion, a student who is a candidate for gifted education placement needs to be assessed using nontraditional methods. Students from different cultural or language backgrounds, economically disadvantaged, and handicapped students are often under-represented in programs for the gifted. To ensure the abilities of these students are accurately assessed, they should be evaluated using assessments that are appropriate to their exceptionalities or any extenuating circumstances that may have influenced student data.

If the academically or intellectually gifted team determines from the information below that a student

is in need of alternative assessments, they must use professional judgment to select the evaluation instruments or assessments which would best reflect the student's abilities. A school psychologist should be consulted when considering an individual IQ test and achievement test.

Use available records, interview, etc. to obtain data in order for student to qualify for services.

The student must have one of the following areas checked and demonstrate some evidence of giftedness.

- _____ Free/reduced lunch
- _____ Limited English in the home
- _____ Nonstandard English in the home
- _____ Transience in elementary school (at least 3 moves in elementary school)
- _____ Depressed economic circumstances
- _____ Other

***Handicapping Conditions**

If documented handicapping conditions exist, AIG teams will conduct case by case reviews and will determine placement in the AIG Program. Standard 1 B in this document has a list of alternative aptitude and/or achievement tests.

This form is to be used by an AIG Team if a student does not formally qualify for Academically or Intellectually Gifted placement. This will allow for the group to analyze any student by alternative means for placement into the AIG program. (See Appendix A, AIG 18 for the Alternative Assessment Checklist.)

Psychologists assist in identification for AIG when needed by administering aptitude, intelligence and achievement tests and making recommendations related to AIG placement. To facilitate identification the Lee County AIG Program will purchase an additional aptitude test(s) such as the Naglieri Nonverbal Ability Test Individual (NNATI) and/or the Otis-Lennon School Ability Test (OLSAT) 8th

Edition that can be administered by the AIG Lead Teacher or Director.

Planned Sources of Evidence: Documentation from student folders
AIG site review team minutes
Data analysis of students identified as gifted from different subgroups

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools recognizes the importance of a proportionate representation of various subgroups within the gifted population in relationship to the general student population. In an effort to address this issue, the gifted program has initiated several programs and trainings. These efforts have contributed to in a positive way to the participation of under-represented groups. In the 2010-2013 AIG Plan subgroup percentages were reported as follows for the 945 AIG students: White 74.0%, Hispanic 10%, Black 8.0%, Multi-racial 4%, Native Hawaiian/Pacific Islander 3%, and American Indian/Alaskan Native less than 1.0%. In 2011-2012 the AIG headcount reflects following breakdown for the 1005 AIG students in the district at the time: White 680 students or 67.60%, Hispanic 195 students or 19.40%, Black 88 students or 8.80%, Multi-Racial 25 students or 2.50%, Asian 12 students or 1.20%, Native Hawaiian/Pacific Islander 1 student or less than 1.00%, and American Indian/Alaska Native 4 students or less than 1.00%. Compare these figures with the AIG 2012-2013 1132 AIG student headcount by race: White 749 students or 66.00%, Hispanic 220 students or 19.40%, Black 102 students or 9.00%, Multi-Racial 33 students or 2.90%, Asian 19 students or 1.70%, Native Hawaiian/Pacific Islander 1 student or less than 1.00%, American Indian/Alaska Native 8 students or less than 1.00%. These figures show an increase in the participation of under-represented populations in the Lee County Schools AIG Program. The district numbers for the subgroups (month 6 of 2012-2013) are 0.70% American Indian, 0.10% Hawaiian, 0.60% Asian, 31.50% Hispanic, 21.20% Black, 42.90% White, and 2.90% Multi. Efforts will continue to be sure district under-represented populations are reflected in the AIG program through appropriate identification and services.

Goals: •Lee County Schools has implemented and continues to train in the use of Primary Education Thinking Skills (PETS) program at the K-3 level as a service for students who demonstrate academic potential in small group settings and in class.

- Lee County Schools will continue and strengthen the AVID (Advancement via Individual Determination) program at the middle schools to recognize and develop potential among nontraditional populations. While not an AIG service, AVID helps students who show potential to develop needed skills to realize academic success.
- Lee County Schools will use multiple criteria to identify and nurture high potential among students across all ethnic, geographic, and socioeconomic groups.
- Lee County Schools will provide professional development in the theory and practice of using multiple criteria and recognizing characteristics of gifted students within culturally diverse groups.

- Lee County Schools will strengthen AIG Teams' knowledge and consistency when reviewing identification indicators and need for placement.
- Lee County Schools will implement staff development via Professional Development Certificate for teachers.

Description: NURTURING PROGRAMS

The gifted program will continue, refine, and expand programs that develop and nurture potential among non-traditionally served students within gifted services. The program strengthened the implementation of these programs at each school through training for teachers provided by the Director of Special Programs/Projects, the District AIG Lead Teacher and a contracted instructor. ESL teachers, Exceptional Children's teachers and special area teachers such as music, art, etc. were included in this training. Such training includes Professional Development Certificate courses and trainings on the use of materials which include the rationale for using these programs as well as the strategies for implementation. Compliance checks performed by the Director of Special Programs/Projects and the District AIG Lead Teacher assist in monitoring the effectiveness of these programs in creating opportunities that are more advanced for non-traditionally served students. The program will purchase resources and materials specifically to support these nurturing and potential programs. The implementation of the Teacher Observation of Potential in Students (TOPS) Portfolios in grades K-2 during the 2012-2013 school year will support the identification of underserved populations.

The nurturing program will become an integral collaboration between the gifted program of Lee County Schools and the K-12 Regular Education Program. Through compliance checks, the regular education directors, AIG teachers, and the Director of Special Programs/Projects will work with the schools to ensure commitment to the nurturing of these students.

In addition, the middle and high school advanced content classes include nurtured students as well as AIG identified students. AIG language arts and math classes include students who have high performance and achievement. Also, teachers provide nurturing to students identified by the AVID program through advanced content and additional supplemental materials.

Placement in high school honors and advanced placement classes includes prerequisite performance and recommendations by teachers. Parents may waive teacher recommendation requirements through formal written documents.

Current nurturing and raising potential services offered by Lee County Schools serve students as they transition into gifted programs. The following opportunities exist to nurture potential among students (See Appendix B for additional information related to services for AIG students):

GRADES K-3

- Flexible grouping opportunities for students demonstrating potential in certain areas via RtI
- Jacob's Ladder Reading Comprehension
- Primary Education Thinking Skills (PETS)
- Math

GRADES 4-5

- *Jacob's Ladder Higher Level Thinking and Comprehension Skills Program (Grades 4-5)

*Cluster grouping for students who demonstrate high potential based upon benchmark assessments, classroom performance, etc.

*In-Class/Across Class flexible grouping (student movement based upon current data to encourage development of potential)

*Duke Fourth and Fifth Grade Talent Search (nurture highest achieving students)

*Kaleidoscope Summer Camp for rising 6th graders

GRADES 6-8

*Subject grouping

*In-class/Across-class flexible grouping

*Accelerated classes

*Academic competitions

•Duke TIP Seventh Grade Talent Search (nurture highest achieving students - GPS monitor)

GRADES 9-12

•Honors classes

•Advanced placement classes

•Academic competitions

•Distance learning

•Summer programs offered by colleges and universities

•North Carolina Governor's School

•Lee Early College

•Learn to Earn

•NC Virtual Public High School

Cluster Grouping Recommendations/Information

(From The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement for All, by Susan Winebrenner and Dina Brulles, 2008, Free Spirit Publishing)

Cluster grouping occurs when gifted students are placed as a group in a classroom with groups of other students in a mix-ability classroom. A group of 4 to 8 identified gifted students is usually considered a cluster.

Goals of cluster grouping are 1) to balance ability in the grade level and not use tracking and 2) to reduce the learning range in classes. To use the cluster model, first divide the students in a grade level into 5 groups. Group 1 students are gifted and need to be in a gifted cluster. Group 2 are high achieving but not identified as gifted. Group 3 are average students who typically perform at grade level. Group 4 are below average and Group 5 students produce work considerably below grade level. Students who are twice exceptional, both gifted and have a learning challenge are placed with Group 1. Typical gifted cluster classrooms will include Groups 1, 3 and 4. Others classes at the grade level will include students from groups 2,3,4 and 5. Gifted students and students far below average are not be placed together to narrow the range. Group 2, high-achieving students who are not gifted, provide positive academic models in non-AIG clustered classrooms.

Research shows that keeping gifted students together in their areas of strength for part of the school day promotes their learning to a high level. To be successful, the AIG cluster teacher must be trained in how to teach high ability students in the cluster. Research also supports that average and below average students benefit from heterogeneous classes. The model creates classrooms that are well mixed for abilities, but have the range of student achievement narrowed.

Planned Sources of Evidence: *Data of potential students within the PETS who move to referral in 3rd grade

- *Data of AVID programs who move to referral for AIG
- *Nomination and referral data by various demographics
- *Class Rosters
- *Honors and Advanced Placement data by demographics
- *Governor's School Selection
- *Data of students accessing the online learning opportunities

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: Lee County Schools supports the use of universal screeners for all students and uses this information to provide information for various programs. AIG teachers at each school receive training and will oversee the School AIG Team nomination and referral process.

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

Description: The nomination and referral process supports universal screeners for all students by using the following documents found in Appendix A:

- *Renzulli Checklist of Displayed Characteristics (AIG 9)
- *Bright Versus Gifted Learner Comparison
- *Keys to Better Nominate Gifted Kids
- *AIG Team minutes (AIG 10)
- *See Appendix B for additional resources

Planned Sources of Evidence: Evidence for consistency of implementation

District review of green AIG services folders
AIG Lead Contact Teacher meetings and minutes
Staff development agendas dealing with screening, referral, and identification processes

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: The program has established procedures on identification, placement, service match, service changes, and other pertinent information. Due process within the Lee County Schools gifted education program ensures parents and guardians of their rights during the identification and service option match processes. Vigilance regarding the proper implementation of due process is a constant focus for the program.

Goals: To continually monitor the policies that safeguard the rights of AIG students and their families.

Description: To continue to ensure consistency and validity within the Lee County Schools AIG program, each school will follow procedures for nomination, identification, placement, service changes, and disagreement resolution. To ensure consistency the program has established a transfer policy for school personnel to follow regarding previously identified gifted transfer students.

TRANSFER STUDENTS

Parents/guardians of eligible students transferring from one LCS to another LCS should have the opportunity to meet with the AIG teacher to discuss the receiving school's plan for service and DEP as stated in Lee County Schools local AIG plan. The teacher from the sending school will contact the teacher at the receiving school to make sure the student begins services upon arrival at the new school if transfers are within the system.

Every effort will be made for a student who was formerly placed in a gifted program outside our district to receive services. Upon transfer and based on verbal or written information, students will be placed in AIG classes. Within 10 school days of enrollment in Lee County, records of documentation regarding placement in a gifted program will be evaluated against the criteria of Lee County Schools. If the student qualifies for gifted services based on the Lee County Schools local AIG plan, the student will remain in the appropriate AIG classes. If the student fails to meet the placement standards for AIG classes, as established by Lee County Schools, then the student will be reassigned to classes that are most appropriate for his/her individual needs. Students who transfer to Lee County Schools and cannot provide documentation of placement in a gifted program will be treated as any other student in our system in relation to screening and identification procedures.

If a student withdraws to move within the district or outside the district, the Director of Special Programs/Projects and the Power School data manager will be notified of this move. This will ensure appropriate coding within the information system and ensure the sending of appropriate information to the student's next school.

PARENTS' RIGHTS IN THE AIG PROGRAM

According to Chapter 115c, Article 9b of the General Statutes of North Carolina, a parent/guardian

who disagrees with a school's AIG Team's decision concerning (1) identification of a student for differentiated services in the school's AIG Program or (2) appropriate services for the student, has the right to appeal that decision.

The following procedure will be followed:

If the student was referred but was not identified as needing differentiated services by the school's AIG Team, the team would then inform the parent/guardian of such decision and provide the parent/guardian with the following:

1. Copy of the AIG Law and Due Process Policy for Lee County
2. Copy of the student's Eligibility and Placement Record

If the student was identified by the AIG Team as qualifying for services and in need of a Differentiated Education Plan, the team would then inform the parent/guardian of such decision. As part of this notification, the AIG Team would invite the parent/guardian to a conference and give them the following:

1. Copy of the AIG Law and the Due Process Policy for Lee County
2. Copy of the student's Eligibility and Placement Record
3. Copy of the student's Differentiated Education Plan for the elementary grades, middle grades, or high school

STEP 1- AIG Team Conference

The parent/guardian may make a written request for a conference with the AIG Team to discuss the concerns about the decision(s). The request should be addressed to the Chairperson of the AIG Team. If the concern and/or disagreement is not resolved at STEP 1, the parent/guardian may proceed to:

STEP 2 - Principal Conference.

1. The parent/guardian may make a written request within 30 days of the conference with the school's AIG Committee for a conference with the principal.
2. The principal reviews the concern with the AIG Team Chairperson.
3. The principal grants/conducts the parent/guardian conference within 10 school days of the request and responds in writing within 10 days of the conference.

If the grievance is not resolved at STEP 2, the parent/guardian may proceed to:

STEP 3- Appeal to the Director of Special Programs/Projects and/or Associate Superintendent of Curriculum & Instruction

1. The parent/guardian may appeal the principal's decision to the Director of Special Programs/Projects and/or Associate Superintendent of Curriculum & Instruction within 10 days of receiving the principal's response.
2. The Director of Special Programs/Projects and/or Associate Superintendent will review the concern within 10 days of receipt of the appeal.
3. The Director of Special Programs/Projects and/or Associate Superintendent will respond in writing to the parent/guardian and principal within 10 school days concerning the outcome of the review.

If the disagreement is not resolved at Step 3, the parent may proceed to:

STEP 4- Appeal to the Board of Education.

1. The parent/guardian may appeal to the Board of Education in writing within 10 school days following the written response from the Director of Special Programs/Projects and/or Associate Superintendent for Curriculum & Instruction.
2. The Board of Education shall offer a final written decision within 30 days of hearing the appeal.

If the disagreement is not resolved with the decision of the Board of Education, then the parent/guardian may file a petition for a hearing under Article 3, Chapter 150B of the General Statutes. All hearings are limited in scope. The hearing is limited to (1) whether the school team improperly failed to identify the student academically or intellectually gifted and (2) whether the local plan has been implemented appropriately in regard to the student.

2. Following the hearing, the law judge makes a decision based on findings of fact and conclusions of law. The decision of the administrative law judge is final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. ATTORNEY FEES ARE THE RESPONSIBILITY OF THE PARENT.

NOTE: Due Process Parents' Rights in the AIG Program contains ideas based on the policies of the Lee County Schools Board of Education and policies governing Exceptional Children's Programs. Format was suggested by work completed by Wake County Schools and other AIG pilot sites.

DUE PROCESS/PARENTAL RIGHTS

All formally identified, academically or intellectually gifted students, ages 5-20, must be provided a free appropriate public education. This means that differentiated services will be provided for the academically/intellectually gifted student (1) at no expense to the parent, (2) according to the guidelines of the North Carolina Department of Public Instruction and Lee County Schools Academically/Intellectually Gifted Program, and (3) according to the student's Differentiated Education Plan (DEP).

YOUR RIGHTS AS A PARENT

Screening and Evaluation. After a child has been referred, an evaluation process will be followed to determine his/her need for differentiated services in the academically/intellectually gifted program. The following must be adhered to in the evaluation process:

1. The parent/guardian must give written permission (Appendix A, AIG 3) before any individual evaluation is initiated.
2. Testing and evaluation materials must be selected and administered so as not to be racially or culturally biased.
3. Selected tests include those that measure educational achievement and aptitude.
4. Student eligibility for differentiated services will be determined using multiple criteria by the AIG Team trained to select appropriate options for the individual student.
5. One test or procedure cannot exclude a student from differentiated services in a school's academically/intellectually gifted program.
6. A review of eligibility will be conducted annually with Year Performance Review (Annual Review) AIG 17.

A parent/guardian has the right to ask to meet with the school AIG Team to review a decision. If the parent/guardian does not agree with the school site's decision concerning eligibility, he/she also has the right to submit results of an independent educational and intellectual evaluation which may or may not be considered in the evaluation for needs of services. These test scores from an outside/private evaluator cannot be more than two years old. This evaluation must be given by a qualified examiner who is not employed by the education agency responsible for the student's education. Measures of intellectual aptitude and achievement are two of the criteria used in determining eligibility, and additional measures do not necessarily guarantee placement in the academically/intellectually gifted program, although those results will definitely be considered. The submission of such results must be handled by the parent/guardian within 20 days of the committee's initial decision.

THE SCHOOL SYSTEM DOES NOT PAY FOR INDEPENDENT EDUCATIONAL AND

INTELLECTUAL EVALUATIONS.

For students identified as academically or intellectually gifted in K-5, a differentiated education plan or program (DEP) must be completed. Such a plan will include student strengths and the options considered by the school AIG Team as appropriate to the student's educational needs.

Placement is the end result of referral, evaluation, consideration of all criteria involved in giftedness, and the development of the DEP. The school system must ensure that placement is based on multiple indicators of giftedness and that options chosen are based on the needs of the student.

Students are formally identified at the end of third grade for fourth grade placement. Student progress will be reviewed annually and recommendations for differentiated options for the next grade levels will be made at those times. Service to students will be based on the individual student need for differentiated education. Emphasis will be placed on providing the appropriate student-service option match so that the student will experience and demonstrate growth in academic subjects rather than labeling students as "gifted" or "not gifted."

Planned Sources of Evidence: •Compliance Check reports

- Copy of Due Process Rights
- Copy of K-12 Summary of Eligibility and Options (AIG 6)
- Compliance check sheets

Informed Consent Regarding Identification and Placement (Appendix A, AIG 3)

The AIG Program has developed the Notice and Consent for Evaluation (AIG 3) and the Summary of Student Eligibility and Options Record (AIG 6) to inform parents and obtain consent regarding identification and placement. The AIG 3 provides the option for parents to agree to individual testing for their child. The AIG 6 outlines the multiple criteria used in identification and the placement decision. Parents receive copies of the the Due Process: Parents' Rights Manual for the AIG Program and AIG 6.

Other Comments: Reevaluation Reassessment Processes

Each year all formally identified students will have an Annual Performance Review (AIG 17) completed using grades and EOG scores in the identified area() at the end of the school year. Lee County Schools AIG Headcount will include those students whose data supports the need for gifted services. The AIG program will review high school students who do not enroll in honors and/or advanced placement courses to determine whether the students need services. Services options match are reflected on the Differentiated Education Plan (DEP).

Addition of Services:

The AIG Team will review nominations for increase in services as necessary throughout the school year. The AIG Team will follow the same process as initial placement when determining need for additional or change in services.

Reduction of Services:

If a student is not performing satisfactorily at the elementary/middle school level, the team should

review its decision concerning differentiated service options. When "red flags" such as grade averages below 80%, decreases in achievement scores below 80%, and other concerning evidence begin to occur, the student and parent must be informed so students can have the opportunity to improve (Appendix A, AIG 15). Grades alone are insufficient for exiting students from service options unless parents or students request it. At least a year-long Intervention Plan IDEP (AIG 8) must be documented with teacher, student, parents, AIG Chairperson, and Director. Possible strategies may include school guidance counseling sessions, contracts, buddy system, study guides, etc. This form is required to be housed in the student's AIG folder. Any change in service requires the completion of the Summary of Student Eligibility and Options Record AIG 6.

Based on data, when students no longer exhibit the need for gifted services, AIG Team will remove the students from AIG Headcount and complete the appropriate paperwork as well as notify the data manager and Director of Special Programs/Projects.

Placement of Transfers Identified in Other Systems

AIG Team:

Decision-Making Process for Nominations/Identifications

Within any decision-making process, it is important that each member understands fully the steps to making a well-grounded and documented decision. Decisions based on invalid information or too little information often create placement decisions that can be harmful to the student and others. The following steps indicate the structure used when determining if a student is demonstrating a need for differentiated services in the gifted education program. The referring teacher may be present during the completion of this process, but not as a decision making committee member. This allows for the team to receive input from the person who knows the child best in a school setting.

STEP 1: Nomination/Evaluation

STEP 2: Collection of All Evidence

STEP 3: Review of All Data

STEP 4: Decision

STEP 5: Individual Parent meeting

STEP 6: Development of DEP and/or IDEP

TRANSFER STUDENT

Parents of eligible students transferring from one LCS to another LCS should have the opportunity to meet with the AIG teacher to discuss the receiving school's plan for service and DEP as stated in Lee County School's local AIG plan. It is expected that, as a courtesy, the teacher from the sending school will contact the teacher at the receiving school to make sure the student begins services upon arrival at the new school, if transfers are within the system.

Every effort will be made for a student who was formerly placed in a gifted program outside our district to receive services. Upon transfer, students will be placed with verbal or written information. Within 10 school days of enrollment in Lee County, records of documentation regarding placement in a gifted program will be evaluated by the criteria of Lee Count

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: The district will continue to support teachers by providing professional development in research-based differentiation strategies that challenge gifted K-12 students.

Goals: Teachers will become more purposeful in their planning by adapting the SCOS (Common Core and Essential Standards) to meet the needs of gifted students within their classrooms.

Teachers will recognize abilities, readiness, interests, and learning profiles of their students through informal assessments and engaging activities.

Teachers will intentionally plan tiered assignments, curriculum compactors, and independent learning opportunities for the gifted learners within their classrooms.

Teachers of gifted students will participate in local professional development.

Description: The district should align program options with national and state gifted education standards, as well as expand the curriculum goals listed in the SCOS/Common Core and Essential Standards. Therefore, Lee County Schools will focus on giving teachers the tools necessary to implement strategies according to identified abilities, readiness, interests, and learning profiles of gifted learners.

*During the licensure and local certificate process, Lee County Schools will incorporate training on selected differentiation strategies for gifted learners.

*Following the licensure process, Lee County Schools' Director of Special Programs/Projects and District AIG Lead Teacher will follow-up with these teachers to assist their novice implementation of these selected differentiation strategies.

Director of Special Programs/Projects and District AIG Lead Teacher will assist teachers in securing or creating informal assessments to determine readiness, interest and learning profile of students.

*The system will offer professional development courses to hone strategies in the use of tiered assignments, curriculum compacting and independent study.

- In order to create a Professional Learning Community (PLC) of educators for the gifted learner, the system will implement "Best Practice" sessions throughout the year to gather teachers together and have them share with each other those strategies which have proven effective with gifted learners.

- Director of Special Programs/Projects and the District AIG Lead Teacher and administrators will conduct walk through visits so the specialists can assist principals in ensuring gifted learners receive appropriately differentiated curriculum.

Planned Sources of Evidence: *Revised Bloom's Taxonomy training handouts

- *Data for AIG growth
- *Advanced Placement/Honors classes rosters
- *Walk through protocol data
- *Professional development rosters
- *Use of AIG Units based on Understanding by Design
- *Implementation of Teacher Observation of Potential in Students (TOPS) Portfolios K-2

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: A survey conducted in April 2013 had 710 AIG student responses from elementary, middle and high school. Students indicated that the AIG Program helped them develop higher level thinking skills (71.4% responded definitely) and that AIG classes allowed them to learn at a faster pace (49.7% definitely). However, 39.7% said their teacher always provides them with challenging work while 53.6% responded this occurs sometimes. There was an expressed need for greater rigor (and not more work at the same level). 89.8% enjoy working with students of similar ability. 69.5% feel that their teacher treats them like everyone else in class. There was a message that AIG students are not all the same in academic ability and this needs to be recognized and addressed in instruction.

Lee County Schools will continue to investigate ways to better support teachers in employing more diverse and effective instructional practices to address a range of learning needs. Through tiered assignments, curriculum compacting, unit planning based on Understanding by Design, independent study and research opportunities, teachers will offer students the opportunity to work to their highest potential. The district provides teachers with support through the appropriate gifted resources, AIG staff development, the District AIG Lead Teacher and the Director of Special Programs/Projects. To advance consistency and inquiry in the instructional delivery of gifted students, Lee County Schools will provide professional development opportunities including on-line, face-to-face learning opportunities, and Professional Learning Communities. Feedback from parents, students, teachers and administrators will assist in determining professional development offerings. AIG Units developed by AIG teachers can be accessed through Pinpoint on the district website. They will also be posted on the district AIG website. A resource for AIG teachers is the North Carolina Department of Public Instruction website called AIG-IRP Wiki at <http://ncaigirp.ncdpi.wikispaces.net/>

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

Description: Curriculum services and resources will be made available to teachers of gifted learners. Lee County Schools will implement or improve implementation of these gifted services (differentiation

strategies, extended curriculum, and resources) within the classroom. The Director and District AIG Lead Teacher and/or principal designee will perform compliance checks to ensure the consistent delivery of these gifted services according to local and state curriculum initiatives.

OPTIONS FOR THE ACADEMICALLY OR INTELLECTUALLY GIFTED PROGRAM (Appendix B) ADVANCED PLACEMENT COURSES

The Advanced Placement (AP) program consists of college-level courses and examinations for high school students. Teachers who have received special training follow carefully prescribed AP course descriptions/syllabus.

CLUSTER GROUPING WITHIN A REGULAR CLASS

A cluster group consisting of four to eight gifted students is assigned to a regular heterogeneous class. The cluster teacher receives extensive training in gifted education and works closely with a gifted specialist to design appropriate differentiated curriculum for this group.

CLUSTER GROUPING ACROSS TEAMS

Each team identifies students performing at an advanced skill level. Such students are pulled together during an instructional period and taught by one teacher. The group usually stays together for a specific marking period or instructional unit. At the end of that time, the groups may be reconfigured, thus keeping the grouping flexible. In order for this arrangement to work effectively, teams must meet regularly and plan collaboratively.

CLUSTER GROUPING WITHIN TEAMS

Students are relegated to heterogeneous teams. The academically able students within each team are reassigned to one or more teachers for a specific block of instructional time. Placement within this group is flexible and based on student performance. Teams meet on a regular basis to review student progress.

COMPUTER-BASED INSTRUCTION/TELECOMMUNICATIONS

Computer-based instruction can be used both to enrich the curriculum and to remediate specific skill deficits. This is particularly appropriate for gifted students having specific skill gaps (e.g., gifted underachievers, learning disabled, culturally diverse, and credit accrual).

DISTANCE LEARNING

Online courses are available to students in North Carolina through the State Department of Public Instruction Virtual Web of NC/NC Virtual Public High School as well as through the North Carolina School of Science and Math. Students sign up for specific courses and attend classes at their base school or at a central facility.

CONTRACTS

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

CROSS-GRADE GROUPING

Students are placed in a higher grade for a specific subject for part of their day. This grouping may be periodic, not necessarily occurring daily. Depending on their skill level and performance, students are grouped and regrouped within a grade level. Grouping is not limited to gifted students, but is determined by performance. Student progress must be carefully monitored.

CURRICULUM COMPACTING

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills. Curriculum compacting can be implemented at any grade level and with minimum additional funding. Teachers do require training and support during implementation. During compacted time,

students may pursue activities in their classroom, media center, or special resource center.

DIFFERENTIATED UNITS

One of the most effective ways to deliver differentiated curriculum to gifted students is through designing differentiated units that incorporate individual learning abilities and levels of content and skill. This instructional design has proved to be an effective planning tool and is appropriate for gifted students in regular classrooms, part-time classes, resource settings, and full-time placements.

DUAL ENROLLMENT

This option allows students to be enrolled in two levels of schooling at the same time (elementary and middle school and high school, or high school and community college). Students may remain at one level and attend another level for a specific course or period of time.

ENRICHMENT CLASSES K-5

High ability students may be served without formal identification especially to enhance communication skills and/or math. Under-represented students who are demonstrating gifted potential need to be included in these nurturing classes as early and as consistently as possible. This flexible service practice should be based on academic need. Identification will be made at each grade level through grouping based on data collected by teachers such as information from the TOPS Portfolios, student work and benchmarks. Services for groups of students with gifted potential will be delivered by a teacher who holds either state licensure or a local professional development certificate. Service delivery must occur consistently with appropriate materials available, at every grade level, such as Primary Education Thinking Skills (PETS) and/or Jacob's Ladder. If the flexible grouping model is not used (often due to scheduling issues), enrichment services are provided in the classroom for high ability students by the K-3 regular classroom teacher for whom training is on-going such as that provided through the implementation of TOPS. AIG formally identified students in grades 4 and 5 must be served by a state licensed or locally certified AIG teacher for math and reading.

FLEXIBLE GROUPING

Students in each class are assigned to a small group for instruction. These groups may be homogeneously grouped according to skill level. To be effective, grouping should be flexible and fit the instructional purpose. Each student will be provided tasks that are challenging and appropriate.

GRADE ACCELERATION (See guidelines below in Planned Sources of Evidence)

Students move ahead one or more years, skipping grade levels in the normal sequence of promotion. This option has been used successfully with highly gifted students. Schools will follow Board of Education policy on acceleration.

HETEROGENEOUS CLASSES

Students are carefully placed in order to create a balanced learning environment. Care is taken to equalize classes by race, gender, and learning ability. If this arrangement is used, it is imperative that enough high ability students are clustered together to ensure an appropriate instructional group that can provide challenge and competition.

INDEPENDENT STUDY

This may be used as a way to either accelerate or enrich learning. Students displaying content mastery and having a special interest may contract with the teacher for an independent study project. This works best for students who are self-directed, who have strong interests, and who have a clear idea of what they would like to investigate. The teacher serves as a resource person and meets periodically with the student to assess progress. Independent study may also be used at the secondary level as a course in which students work independently and come together periodically to share experiences in a seminar.

INTEREST-BASED

Special electives provide opportunities for students to pursue areas of interest or special talent

through dual enrollment and/or distance learning.

Learning Centers

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

MASTERY LEARNING

Teachers design units of instruction with enrichment activities that students choose to pursue once they have demonstrated content mastery (85%) of the basic material. Reinforcement activities are also designed for students needing additional work or performing below mastery. The units are "learner based" but "teacher paced." This allows teachers to appropriately pace the instruction for the entire class for an extended period of time (a marking period) and yet provide differentiation and an incentive for high performance. By "testing out", students gain access to the enrichment activities. In a team situation, one teacher might take the "reinforcement group" and one the "enrichment group." At the end of the unit, everyone begins again at the same place. In this way, enrichment and reinforcement groups remain flexible. This process is a district-wide option with the date of full implementation three to five years after initiation of plan.

MENTOR PROGRAMS

Students having strong interest in specific topics are assigned to an adult with a similar interest. The mentor serves as a resource to the student who is completing an independent investigation. Such programs have proven to be highly effective with all age groups. Mentor programs have also been proven highly successful with culturally diverse students who are paired with adults who serve as role models and who may continue contact with the students over several years.

(continued under Other Comments)

Planned Sources of Evidence: *Documentation of data for individual students

*Differentiated student work

*DEP

*IDEP

*EVAAS Growth Data

*Disaggregated EOG/EOC data

GRADE ACCELERATION GUIDELINES

Grade acceleration is ultimately the principal's decision, but the factors below should be considered when making the decision to have a student skip a grade level.

*Use a case study approach and all of the criteria below should be met for a student.

1. Demonstrated achievement of 2+ years beyond through a portfolio containing both student and teacher selected documents.
2. 98th percentile on the achievement in all tested areas
3. Overall grade average of A in core classes
4. Teacher recommendation based on a) student interest and motivation and b) work samples
5. 98th percentile in aptitude
6. Demonstrated appropriate social/emotional development

*The IOWA Acceleration Scale 2nd Edition Manual needs to be consulted in the decision-making process for grade acceleration.

Other Comments: SPECIALIZED STUDIES

Specialized Studies are designed to provide enriching experiences and develop interest in topics that either are extensions of the curriculum or areas not covered in the prescribed course of study. Specialized Studies may be developed based on the interests of students or the talents of the instructor. Since they are based on interests, multi-age groups have proven to be effective. They may be developed around a particular theme and cover a specific number of sessions.

SELECTED PROJECTS

Optional projects are offered that students can collaborate with instructors to pursue individual areas of interest as partial completion of coursework.

SEMINARS

Students with similar interests have an opportunity to come together at a specific time and discuss topics of interest with knowledgeable adults. Seminars can also be used as a vehicle for bringing together students working on independent studies. Such sessions are held periodically and provide a support system for involved students.

SPECIAL SETTING

Students from a school travel to a special location to join with peers for instruction.

THEMATIC UNITS

Thematic units deal with information from various disciplines that is integrated under a broad based theme such as conflict, power, patterns, etc. Because it provides the opportunity to deal with content at a highly abstract level of sophistication, it is an appropriate way to modify curriculum for gifted students.

TIERED ASSIGNMENTS

The teacher uses different levels of activities within a class to accommodate the needs and prior knowledge level of the student. Students may explore basically the same content but at different levels of complexity.

Early admittance to kindergarten follows state statutes. Parents with questions concerning early admittance may contact their child's school or a Gifted Program Specialist.

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools has selected and uses a variety of research-based supplemental resources that augment curriculum and instruction. Teachers have access to these resources at their schools. the district uses AIG and local funds to purchase research-based supplemental resources.

Goals: *Provide resources to enrich and extend the curriculum for AIG students in the areas of Reading/Language Arts and Math so appropriate instructional differentiation occurs

*Participation of middle school and high school students in advanced courses.

Description: *Primary Education Thinking Skills (PETS), Jacob's Ladder and Challenge Math materials have been purchased for all elementary schools for use in the K-3 Nurturing Program and

grades 4 and 5 for identified AIG students. Additional PETS materials were purchased in 2013-2014 so every 2 classroom teachers could share a set so they could do a whole class lessons.

*Jacob's Ladder materials have been provided to middle school AIG teachers

*Teacher Observation of Potential (TOPS) Portfolios have been provided to all K-2 teachers along with training on how to use the portfolios to support instruction

*Grades 3-5 teachers and grades 6-8 AIG teachers have been given the Renzulli Observational Checklist along with training on how to use the instrument to plan instruction

*Individual requests from AIG teachers for instructional materials are honored as long as the budget will allow

*K-12 AIG Units designed by AIG teachers based on Understanding by Design are available for use on the district website. The work on these units is on-going. The units offer models for instruction for AIG students.

Planned Sources of Evidence: *Collaboration with teachers on use of resources by the Director of Special Programs/Projects and the District AIG Lead Teacher

*School materials inventory

*Implementation of AIG Unit Plans

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: With a focus on 21st Century Learning Skills, Lee County Schools has trained teachers on the newly revised Teacher Evaluation Instrument which encompasses 21st Century Learning Skills. The district provides teachers with learning opportunities to ensure AIG students receive rigorous curriculum that embeds the 21st Century Learning Skills reflected in the evaluation instrument. The district has adopted Understanding by Design as the vehicle to transition to the Common Core and Essential Standards. This curriculum planning approach is rigorous in developing instructional plans and assessment measures. It fosters critical thinking and problem solving, real-world learning, high level communication and challenging research.

Goals: *Lee County Schools will offer AIG licensure and certification opportunities for teachers.

*Lee County Schools will provide opportunities for participation in Professional Development Certification courses to train teachers in tiered assignments, curriculum compacting, and independent studies.

*Lee County Schools will expand distance-learning opportunities.

*Lee County Schools will offer accelerated courses for AIG students in middle school and high

school.

*Lee County Schools will continue to work within Professional Learning Communities (PLCs) to develop common assessments and real world learning opportunities.

*Lee County Schools will continue to use Understanding by Design to develop challenging curriculum units of study based on the Common Core and Essential Standards for AIG students. These units of study reflect 21st content and skills that support the needs of gifted learners.

Description: Lee County Schools will support teachers who wish to pursue AIG licensure, Professional Development Certification in AIG and AP Certification. Training in targeted research-based strategies (tiered assignments, curriculum compacting, and independent learning) will be offered to teachers to focus on 21st Century Learning Skills. Administrators will place gifted learners with AIG licensed/locally certified teachers who will offer curriculum that embeds 21st Learning Skills. The Director of Special Programs/Projects and the District AIG Lead Teacher will coordinate offerings at school sites as well as at the district level. They will also work with the school AIG Teams to support PLCs that use data to create learning opportunities for gifted students. To maintain the integrity of online learning opportunities, AIG teachers will work with identified students.

Planned Sources of Evidence: *North Carolina Virtual Public School enrollment

*AIG credentials for honors teachers, K-3 teachers, and others as needed

*AP certification for AP teachers

*PLCs minutes

*Use of instructional technology to support challenging, rigorous and relevant curriculum at an advanced level for AIG students

*AIG licensure cohort roster

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools' initiative to promote Professional Learning Communities (PLCs) in schools has provided teachers with knowledge regarding the use of data driving information to plan differentiated curriculum and instruction. The district quarterly assessment data and common assessments analyzed in PLCs provide teachers with student and class feedback in both reading and math. Student data is stored and readily available to teachers on Pinpoint, a district data warehouse which also houses district-developed instructional units with formative assessments. Teachers will develop formative assessments to use along with nine-week assessments to chart student growth and plan the most appropriate student instruction. In grades K-2, the TOPS portfolios provide important data for young students showing gifted characteristics. This anecdotal observational data follows the child to the next year's teacher so the information can be used for instructional planning. Running records and the use of MClass give data for early elementary students. Lee County Schools will continue to utilize Responsiveness to Instruction for the 2013-2014 school year which uses universal screeners to target those students who are performing below their academic potential.

Goals: •Lee County Schools will offer AIG licensure and certification opportunities for teachers.

*Lee County Schools will continue to plan challenging units for AIG students using Understanding by Design which requires assessment for the unit to be addressed before further planning of instruction. This approach support formative assessments developed to higher levels of thinking that are tied to district transfer goals.

•Lee County Schools will provide opportunities for participation in Professional Development Certification courses to train teachers in tiered assignments, curriculum compacting, and independent studies with formative assessments explicitly addressed.

•Lee County Schools will continue to work within Professional Learning Communities (PLCs) to develop common assessments and real world learning opportunities.

Description: Differentiation in instruction as well as assessment for AIG students promotes their growth. With the Common Core and Essential Standards teachers have received training on how to teach to a higher level and to measure learning at a higher level. This training is on-going as teachers learn the practices supported by the Core. In addition, Lee County Schools will support school AIG Teams to operate as PLCs. (The suggested make-up of the teams includes teachers from across grade levels and others.) In this role, the teams will act as the advocates for AIG students at the school level in the identification, selection and research-based instructional strategies. The team will examine assessment data and make recommendations to support academic decisions. PLCs are a district-wide initiative and through this framework, regular discussion about gifted students and their education will occur at the school level. On-going assessments will continue to provide critical information on student performance, program effectiveness, and instructional design. On-going assessment will be a part of discussion at district AIG Lead Contact Teacher meetings as well as curriculum and instructional development planning sessions. It will be a regular part of AIG staff development.

Planned Sources of Evidence: *Progress monitoring checks

*Benchmark data

*Quarterly assessment data

*Running records

*TOPS portfolio data

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Currently, teachers who receive AIG licensure/certificate learn about the social and emotional aspects of gifted students. These AIG teachers receive training to identify and address the special needs of gifted subgroups they encounter in their classroom. However, the district recognizes that this support requires a collaborative approach among parents, counselors and teachers.

On a student survey conducted in April of 2013, 24.1% responded never and 31.9% responded rarely

to the question, "As an AIG student, my teacher allows me to choose what I study once I know the material being studied in class." More professional development in independent study as a strategy needs to be considered in professional development. Student comments about doing projects and group work study show a desire for depth of learning. Students want to interact and have more hands-on classwork.

87% of AIG students responded that their teachers' expectation of them was "just right." Yet there were comments about the need for greater rigor in the program as well as concerns about too much work.

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

Description: AIG students who are having difficulty as reflected in the Annual Review with red flags such as grade averages below 80% and achievement scores below 80% in the area(s) of identification, require an Individualized Differentiated Education Plan ((IDEP) that address areas of need. The plan is developed collaboratively with the teacher, parent and student. If there are social and/or emotional issues affecting student performance, the plan will incorporate strategies to support those needs such as the involvement of a counselor. Professional Learning Communities, such as the school AIG Team, offer a forum to discuss strategies to support identified needs for AIG students so that appropriate supports are in place. PLCs are a district-wide initiative, and through this framework, teachers will discuss gifted education regularly. Gifted Program personnel will research and identify appropriate information concerning the social and emotional needs of gifted learners. Program personnel will use this information to create professional development for teachers and school counselors and to share with parents through brochures, websites, and other media. Efforts to inform counselors about the special needs of gifted students in the social/emotional area, will be coordinated by the Director of Special Programs/Projects and the Director of Student Services. At parent nights that feature the AIG Program information will be shared to inform parents about the social and emotional issues that can affect gifted students.

Gifted subgroups could include:

- *Accelerated
- *Underachieving; underperforming
- *Twice exceptional
- *Students from diverse populations

Counselors support appropriate placement of gifted students through services when applicable as follows:

- *Subject acceleration
- *Grade acceleration
- *Early entrance to kindergarten
- *Dual enrollment
- *NC Virtual High School
- *Early College
- *Learn and Earn
- *Career Promise

Counselors also meet the needs of gifted students by assisting them with:

- *Course selections
- *Grade transitions
- *College applications
- *Career planning

- *Scholarships
- *Enrichment opportunities

Planned Sources of Evidence: *IDEPs

- *Brochures, powerpoints, AIG website
- *Professional development agendas

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: A nurturing program, designed to motivate and stimulate all learners to reach their maximum potential, exists to bridge the gap between gifted services and those students who exhibit high potential yet are not formally identified. Supporting the regular education program, a nurturing program provides a challenging curriculum that develops the abilities, skills, and talents of all students including those students from special populations. Through participation in this program, potentially gifted students strengthen skills and abilities which often support their transition into gifted services and/or honors or AP courses. The district purchases resources and materials to support the nurturing program.

Teachers of students in grades K-3, who recognize high potentials in their students, offer differentiation to expand learning opportunities. Teachers in grades K-2 use the Teacher Observation of Student Potential (TOPS) portfolios to identify students of high potential and teachers in grade 3 use the Renzulli Checklist of Displayed Characteristics. Teachers may use informal instruments like classroom performance, student interest inventories, and assessment data to help identify high potential.

Lee County Schools currently uses Primary Education Thinking Skills (PETS), Jacob's Ladder Reading Comprehension Program (JL), and Primary Grades Math as tools for teachers to nurture the thinking skills of K-3 students.

Goals: Lee County Schools will support the identification of gifted characteristics in K-3 students and appropriate differentiation through on-going training and the provision of materials that support young gifted learners.

Description: Lee County Schools will continue to offer professional development in implementing a nurturing program in K-3 classrooms. (Training was provided at all K-5 schools during 2012-2013 by the Director of Special Programs/Projects and the District AIG Lead Teacher.) Such staff development will be ongoing and is offered to teachers regularly upon request by the District AIG Lead Teacher. The Teacher Observation of Student Potential (TOPS) Portfolios were implemented during 2012-2013 at all elementary schools providing an infrastructure to identify and support young students exhibiting gifted characteristics. The portfolios will be shared by the principal with the child's

next year teacher to support on-going differentiation. Training was also done in grades 3-5 with the Renzulli Checklist of Displayed Characteristics. Teachers in grades K-5 have received training in the use of Primary Education Thinking Skills (PETS) and Jacobs Ladder materials. The District AIG Lead Teacher continues to work with teachers on strategies for their Core Curriculum planning such as Paideia Seminars. Lee County Schools will continue to train teachers about the needs of young gifted learners in the Professional Development Certification classes and other staff development offered through the Center for Gifted Learning at the College of William and Mary and district personnel.

Planned Sources of Evidence: *Professional development rosters

*Teacher Observation of Potential (TOPS) Portfolios and grade 3 Renzulli Checklist of Displayed Characteristics

*K-3 Understanding by Design units developed for gifted learners

*Diversity of students identified for 4th grade AIG placement

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: Lee County Schools has initiated a professional development focus on differentiation. The district acknowledges that all students should receive differentiated instruction to meet the needs of various learning styles and intelligences. AIG teachers and other professional staff will be provided opportunities to collaborate on differentiated instruction to challenge the gifted student. Twice exceptional gifted students will require focused differentiation strategies which continue to assist them to become more academically successful.

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

Description: *Lee County Schools will offer professional development in implementing a nurturing program in K-3 classrooms.

*A group of 20 K-12 AIG teachers worked together July 10-12, 2012 to develop AIG Curriculum Units using the Common Core and Essential Standards curriculum with the framework of Understanding by Design. A national Understanding by Design (UbD) presenter and gifted state licensed teacher (our AIG District Lead Teacher) facilitated the work with the Director of Special Programs/Projects. The goal was to collaborate to develop units appropriate for gifted students at different grade levels that matched the CC curriculum. Teachers were trained in the unit planning process from UbD which looks at Desired Results (Stage 1): big ideas, essential questions, what students will know and be able to do, Assessment Evidence (Stage 2): performance tasks and the criteria used to measure, and the Learning Plan (Stage 3): how to design the instruction. Ten units were developed. Some teachers chose to collaborate in the development of their units. These units are available on-line and have been implemented by the AIG teachers from this summer group.

The AIG units and the process to develop them in July served as a model for other UbD units

developed by the district. During these planning sessions teachers worked collaboratively across grade levels including specialists in ESL, AIG and EC. and have since been implemented in classrooms to support AIG students.

The local AIG certificate cohorts have been offered each semester since fall of 2010. The course is called "Curriculum Differentiation for the Gifted Learner in Lee County." All teachers are invited to participate and teachers teaching AIG student in math and/or reading are required to have the state license or local certificate in AIG. This is a 45 hour CEU course. To date 85 teachers have completed the course which broadens the understanding of differentiation and the strategies needed for AIG students in all classes. Strategies emphasized are Curriculum Compacting Units, Tiered Assignments, and Individual Student Project Plans.

AIG teachers were invited to attend the NCGAT Conference this year and 10 teachers attended from different grade levels--elementary, middle school and high school. All found the experience for professional learning and networking positive. The group is developing a presentation to share with their schools on AIG practices they found important to AIG instruction.

Lee County Schools continues to partner with the Curriculum Director of the Center for Gifted Learning at the College of William and Mary to provide professional development especially in the area of K-3 nurturing.

AIG Team meetings have the dual role of being the AIG PLC Team for the school. In that role there is discussion of differentiated strategies to support the learning of AIG students. Also, the AIG Team is responsible for identification and assistance with paperwork.

Planned Sources of Evidence: *Professional development rosters

*EVAAS Growth

*State test scores

*AIG Team minutes

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: Lee County Schools has had a continuum of services available to gifted students since 1998. The district provides these services to gifted students based upon need. These options enable students to develop their potential through an array of flexible and dynamic service delivery options. Administrators will maintain true clusters within regular classrooms. Development of Differentiated Education Plans (DEPs) or Individualized Differentiated Education Plans (IDEPs) for AIG students with special needs provides documentation of the continuum of services. As students move from various learning environments, program personnel will ensure a smooth transition of services.

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

Description: Program Services and Options Criteria

Gifted learners have a variety of needs. Since no single program option can provide an optimal educational environment, the district offers its gifted students an array of service delivery options from multiple indicators.

Content Modification

Lee County Schools will encourage the consistent use of tiered assignments, curriculum compacting, independent learning, and research strategies in all classrooms. Through professional development, the program will train teachers of gifted learners in these strategies. Teachers should incorporate and use these strategies consistently. Teachers providing services to gifted learners must hold or be working toward AIG licensure, Advanced placement certification, or professional development.

Lee County Schools will identify students who demonstrate a need for a differentiated learning environment: Grades K-3 (nurturing/enrichment) and grades 4-5 (heterogeneous self-contained or cluster). Grade 6-8 (AIG language arts or AIG mathematics--heterogeneous or cluster) with the expectation that AIG middle school students are to take accelerated courses. Grades 9-12 (Honors or Advanced Placement Courses) indicated on their Differentiated Education Plan (DEP).

Annual Reviews

Each year the School AIG Team should review the progress of each student based on the performance assessment for differentiated service options outlined in the measurable objectives aligned with the core curriculum. Usually, the annual review will occur at the end of the school year. However, reviews may be conducted as needs arise for intervention and IDEP consideration.

Service Options Match

The School AIG Team matches the identified gifted student to the appropriate service delivery options. The team reflects on the following questions when formally identifying a student as gifted.

1. Does the student need differentiation in more than one content area?
2. Is the differentiation needed (even if it is only in one area) at a substantially high level (one or more years ahead)?
3. Is the need for differentiation sustainable? Will we need to provide services across grades to meet this student's needs?

Once the team has reflected on these questions, they should proceed with the review process. This should be done using the criteria for placement specified for each option and the information collected about the student's needs during the student search and review process. Information must match the placement option to ensure that the student's needs are taken into account. The AIG teacher completes the DEP (and an IDEP, if warranted) once they have determined the appropriate service options match at the beginning of the school year. Documentation of formal identification in the AIG Program is marked appropriately in the student's cumulative folder which will have a white dot in the lower right-hand corner and AIG specified on the cumulative folder. All paperwork associated with AIG identification is housed in the AIG green folder.

School AIG Team Decision-Making for Nominations/Identifications

Within any decision-making process, it is important that each member understands fully the steps to making a well-grounded and documented decision. The following steps indicate the structure used to determine if a student is demonstrating a need for differentiated services within the gifted education

program. It is recommended that the referring teacher be present during the completion of this process, but not as a decision-making committee member. This allows the team to receive input from the person who knows the child best in the school setting.

1. Nomination/Evaluation: Approved Renzulli Checklist of Displayed Characteristics AIG 9 must be completed to begin the process. Next, all other pertinent data must be collected and documented on form AIG 6 and AIG 11 for team use in determination.

2. Collection of all evidence: All pertinent data (classroom grades, achievement scores, subtest grade score percentiles from the aptitude test, Renzulli Checklist of Displayed Characteristics, etc.) must be collected and documented on the Summary of Student Eligibility and Options Record AIG 6. All data must be available if a child qualifies for differentiated services. There are times when individual testing is warranted. If aptitude and/or achievement scores are not available or are questionable, the School AIG Team may contact the Director of Special Program/Projects to request individual testing by one of the school psychologists. The Director of Special Programs/Projects will coordinate this effort with the Director of Exceptional Children who supervises the district's psychologists. If a student transfers into a school as an identified gifted student from another school system, the School AIG Team is obligated to provide the child with gifted services. Within ten school days, the teacher will collect the necessary data from the cumulative record, and the School AIG Team will convene to evaluate. The team will make the decision regarding the level of service for the student based on the requirements in the Lee County AIG Plan. There will be times when the most appropriate placement differs from the placement made at the time of transfer. The child will be placed in the classes deemed to provide the most appropriate placement based on the Lee County criteria and may be evaluated in the Annual Review process at the end of the school year or earlier if recommended by the classroom teacher.

3. Review of all data: If evidence exists that the nominated child is from a culturally diverse or economically disadvantaged background, the School AIG Team needs to give special consideration for alternate assessments. When an under-represented child does not meet the required criteria or exhibits some evidence of giftedness, then the School AIG Team must consider alternate tests. A list of acceptable alternative assessments can be found in Standard 1, Practice B. Other tests may be valid and available based on the psychologist's recommendation. School AIG Teams need to meet with their school psychologists regarding the appropriate use of alternative tests. Any child needing additional testing that is not available in the cumulative record must have the Permission for Evaluation AIG 3 signed by a parent prior to testing. A copy of this signed form will be returned to the parent/guardian for their records along with a copy of the Lee County Schools Due Process Policy.

4. Decision: The School AIG Team must make a recommendation once all the information is available. Four options are possible. 1. No services recommended at this time. 2. Watch for further indications and 3. Differentiated services are recommended and 4. Further evaluation data needed. If the team recommends option one, no services, they have decided that the student's needs are best met within the regular education program. Since the student has been taken through the evaluation/identification process, the AIG Team needs to meet with parents to explain this decision and get their signature on the Summary of Student Eligibility and Options Record AIG 6. Services designed to provide differentiation through ALL and MANY options (Appendix B) should meet the student's individual needs. A teacher may after at least one grading period, nominate the student if checklist or grade factors did not meet standard for formal identification. Option two, recommendation for differentiated services requires that the team now decide the most appropriate service options match for the student. The team must complete the AIG 6 and ensure that all pertinent documentation is signed and ready for the AIG folder and for notifying the parent/guardian. If a student qualifies with the Naglieri Nonverbal Ability Test (NNAT), the student may need placement in math class or the support of an Individual Differentiated Education Plan (IDEP) in

general education rather than an advanced verbal class.

5. Development of Differentiated Education Plan (DEP) and IDEP: Based on service options match, a DEP AIG 7 must be completed and an IDEP AIG 8 if appropriate. It may be appropriate to address the special needs of some gifted students. When it is felt that the DEP does not adequately express the special needs of a student or group of students, the IDEP must be completed.

6. Parent meeting: After the School AIG Team has made the recommendation concerning the student/service options match and the parent/guardian wishes to appeal a decision, then they may follow the procedure listed in Standard 1, Practice F.

Planned Sources of Evidence: *Identification/evaluation documentation in AIG green folders

*Compliance checks from Director of Special Programs/Projects and AIG District Lead Teacher

*Program service options match

*AIG student scheduling

*Annual parent conferencing for AIG students related to DEP and IDEPs

*Student growth as reflected in EVAAS and state data

Other Comments:

Standard 3: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Practice A

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools employs the Director of Special Programs and Projects to oversee the AIG and ESL Programs. The director holds a Doctorate in Curriculum and Instruction and has completed the local Professional Development Certificate in AIG. In addition, a half-time District AIG Lead Teacher provides oversight and leadership for the Lee County Schools AIG Program. The District AIG Lead Teacher is a state licensed gifted teacher with extensive experience and knowledge of the local program.

Goals: *Implement to fidelity the Lee County Schools AIG Plan

*Promote optimal academic, social and emotional growth for students who display gifted characteristics through the K-3 nurturing program and for formally identified students grades 4-12

*Provide the needed oversight, leadership and support for the Lee County Schools AIG Program through professional development, materials and assistance at the district and school level.

*Offer a high quality program with appropriate and challenging service options that is cohesive in the district and understood by stakeholders

Description: The District AIG Lead Teacher began work with the Director of Special Programs in March of 2012 and continues with the district in this capacity. This role has added an important dimension to the Central Office services for AIG teachers in the district as well as administrators. The Director and AIG Lead Teacher work closely and have facilitated the revision of the identification criteria, AIG forms and training of teachers in the schools. She has been instrumental in assisting teachers with documentation/compliance with the AIG green folders. This position allows for a greater school and classroom presence for the AIG Program in our schools. Also, because the AIG Lead Teacher was a former AIG teacher in our district, she is familiar with the program over time and is a respected peer.

Planned Sources of Evidence: *Credentials and experience of the Director of Special Programs/Projects and District AIG Lead Teacher

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: The Director of Special Programs/Projects and the District AIG Lead Teacher will address AIG issues at the district level as well as support AIG teachers and administrators as they address AIG issues in the school. Teachers will continue to receive training in gifted curriculum and how to recognize social and emotional needs for gifted students who may be struggling at school. Support for students who may need counseling will be a topic of discussion/information at meetings such as AIG Lead Contact Teacher meetings and parent meetings.

Goals: *Support AIG students who are well-rounded including academically, intellectually, socially and emotionally

*Emphasize the development of the whole AIG child at AIG teacher meetings and in staff development

*Coordinate social and emotional needs of AIG students with the Director of Student Services who oversees counselors and social workers

*Provide information to parents on academics and the social/emotional piece at parent meetings

Description: Parent night presentations developed from Central Office with teacher support will offer information to support the overall development of the AIG student. The parent presentations will offer information to middle school and high school parents about the different pathways that their children can pursue. Professional development for teachers will address the dimensions of academic, intellectual, social and emotional development as a part of on-going staff development. K-2 teachers were trained this year in the use of TOPS which uses the Harrison-Ford gifted characteristics. Grades 3-5 teachers were trained in the use of the Renzulli Checklist of Displayed Characteristics. Training was done with the Renzulli Checklist last year as well and included grades 6-8. These instruments consider the whole child and possible areas that may require intervention to fully support overall gifted development. In addition to academic differentiation, the Lee County Schools Professional Development Certificate course includes study of the social and emotional development of gifted students and how to support students in these areas with topics like "asynchronous" development.

Planned Sources of Evidence: *Professional development rosters

*Individual Differentiated Education Plans (IDEPs)

*Student academic achievement/growth as reflected on state testing and grades

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: Lee County Schools continues to establish 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. Teachers are encouraged to seek state AIG licensure, participate in the Professional Development Certificate offered locally, and obtain the Advanced Placement credentials. Additional training for teaching gifted students is offered on an on-going basis by district personnel and AIG experts contracted to support teacher professional development.

Goals: *Support School AIG Teams in their advocacy role as a PLC for the gifted population at their schools

*Increase understanding of AIG identification and instructional support through differentiation for administrators, teachers and support personnel in the schools with on-going professional development

*Incorporate and model the PLC concept at the district level for AIG through AIG Lead Contact Teacher meetings and/or other types of teacher involvement facilitated by the Director of Special Programs/Projects and the District Lead AIG Teacher

Description: The AIG Professional Development Certificate will continue to be offered as funding allows. Currently 84 teachers have completed this training which is offered to all licensed personnel in the district. Teachers will be invited to attend professional development sessions offered by contracted personnel such as Dr. Kim Chandler, Curriculum Director from the Center for Gifted Learning at the College of William and Mary and others. The Director of Special Programs/Projects and the District AIG Lead Teacher will initiate a PLC for AIG teachers at the district level that will be voluntary with a focus on learning more about serving our gifted students. Training will be on-going in small groups to whole staff at the schools to promote differentiation for gifted learners in the classroom.

Planned Sources of Evidence: *Professional development rosters

*Responses to educator surveys about AIG

*Human Resources records of state AIG licensed personnel and Professional Certificate completers for the local AIG cohort

*Contracted services from expert AIG consultants

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Lee County Schools places AIG students in classrooms with teachers who are AIG licensed or working on state AIG licensure or the local professional certificate. Principals place AIG identified students heterogeneously or in cluster groups with no less than four AIG students per classroom for reading and math content in grades 4-8. Honors classes in high school are taught by teachers who are completing or have completed the 45 hour Honors Credentials Course. Within three years of beginning teaching honors level courses, the teacher must have completed this

credential course. Advanced Placement teachers must certify through the College Boards' Advanced Placement process and renew this certification every three years. Lee County Schools supports teachers through workshop registration, travel, payment for substitutes and other expenses for this advanced placement requirement.

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

Description: Principals receive a list from the Director of Special Programs/Projects of teachers who have completed the Professional Education Certificate for AIG through the local offering of classes. This information is available from the Human Resources office as well. Human Resources maintains a list of state AIG licensed personnel and lets administrators know that AIG students must be placed with state licensed or locally certified personnel for math and reading. The Director of Special Programs/Projects also shares this message and monitors for compliance to state regulations. Lee County Schools is committed to providing instruction to AIG students from qualified personnel.

Planned Sources of Evidence: *Human Resources records of AIG state licensed teachers
*Human Resources and Director of Special Programs/Projects records of AIG local certificate teachers who completed
*AP training records
*Principal scheduling for AIG

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: Lee County Schools will provide gifted students with quality instruction by AIG licensed teachers and/or teachers trained locally in targeted gifted education pedagogy. The licensure/training process increases a teacher's ability to meet the needs of our diverse population of gifted students. College courses, professional development offered at the school and district levels, Professional Development Certificate in AIG offered locally and Honors and AP training provide research-based strategies that meet the academic needs of gifted learners within the service options (Nurturing, AIG 4-8, Honors and AP Courses). Input from teachers shows a need for professional development in the area of writing K-12 and for high school: general instructional differentiation, social and emotional needs of AIG students, and twice exceptional students.

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

Description: Lee County Schools AIG program supports the district initiatives, which include Professional Learning Communities, integrated technology, and global awareness for all students and teachers. AIG Units developed by K-12 AIG teachers utilize the Understanding by Design approach recently adopted by the district for curriculum planning related to the Common Core and Essential Standards.

Recently at AIG Advisory Council Meetings and AIG Subcommittee meetings, the need for professional development and a focus K-12 in writing and research skills K-12 has been expressed. Such training will support student growth and prepare them writing in the content areas and for better performance on assessments like the English II EOC. Writing supports gifted students' learning in all content areas. An example given by an AP teacher is that math teachers need to have students write word problems and explanations for the process used to solve problems. According to several Honors/AP teachers, AIG students are not coming into advanced classes prepared in the area of writing.

Also, staff development requested by High School Honors and AP Teachers is:

- *Social and emotional needs of AIG students

- *Twice exceptional AIG students

- *General instructional differentiation

Lee County Schools will be responsive to teacher requests by planning and providing targeted professional development in areas of expressed need such as those above.

The AIG Program will support these initiatives by providing licensure courses to teachers in all levels of services provided to gifted students. Teachers who wish to pursue AIG licensure through other institutions may do so and still benefit from full tuition reimbursement.

The following courses make up the licensure process:

Education 510 Introduction to Teaching the Academically Gifted Student

The course focuses on gifted education from an international, national, state, and local perspective. Participants examine the historical foundations of gifted education and the impact this history has had upon legislation, characteristics of gifted learners, identification of gifted learners, and services for gifted education. The course places a special emphasis upon Article 9B, North Carolina's legislation for gifted education.

Education 511 Curriculum Differentiation: Methods and Models for Gifted Education

The course includes an examination of the process of modifying basic curricula in content, process, products, and learning environments for the academically and/or intellectually gifted learners. The course emphasizes interdisciplinary approaches to instruction as well as other integrative methods for designing appropriate learning experiences for gifted learners. Additionally, this course addresses major process and organizational models featured in gifted education. Teachers in the course examine critical plans integrating productive thinking, decision-making, forecasting, planning, and communication into all areas of the curriculum.

Education 512 Problems and Issues in Gifted Education

The course focuses on various issues within gifted education. Participants will examine current trends and issues influencing gifted education at the local, state, and national levels. Participants will also complete a case study on an identified gifted student who experiences some aspects of difficulty.

Education 513 Teaching and Learning Strategies for the Gifted Learner

The course includes an in-depth examination of selected "best practice" teaching strategies for gifted learners. The individual school or school district selects the teaching strategies that would enhance their district or schools gifted education plan and the quality of learning experiences for gifted learners. Examining these strategies in greater depth will extend the process of modifying basic curriculum in content, process, products, and learning environments

Planned Sources of Evidence: *Rosters of professional development

- *Minutes from AIG Advisory Council minutes, AIG Subcommittee minutes
- *AIG licensure records from Human Resources
- *AIG Professional Development Certificate list of completers
- *College Boards' Advanced Placement list of completers
- *Honors Credentialslist of completers

Other Comments: Ideas for Strengthening:

- High School Teachers who instruct honors courses must obtain AIG Licensure or complete a semester long 45-hour Honors Credentials course. Within three years of beginning teaching honors level courses, the teacher must have completed this credential course.
- Advanced Placement teachers must certify through College Boards' Advanced Placement process and renew this certification every three years . Lee County Schools supports teachers through workshop registration, travel, and expenses for this advanced placement requirement.

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: Teachers have received training on the new teacher evaluation instrument, which aligns instruction with 21st Century Learning Skills. This training will assist teachers of gifted learners as they implement research-based instruction.

With the publication of North Carolina's Gifted Education Standards, Lee County Schools believes that classroom alignment will improve with current research practices. National Education Technology Standards express the need to integrate the core with instructional technology.

Goals: •Lee County Schools will conduct site observations, focusing on service delivery to gifted students.

•Lee County Schools will establish best practice sharing sessions and create a gifted PLC among schools and district personnel.

Description: Teachers will learn to better align with program goals, national teaching standards, and the teacher evaluation instrument. Director of Special Programs/Projects and the District AIG Lead Teacher will conduct site visits and best practice sharing sessions. With the focus on differentiated instructional strategies, tiered assignments, curriculum compacting, independent study, and research skills, teachers will explore the implementation of these strategies within their classrooms. They will also learn more about product evaluation.

In addition to professional development, Lee County Schools will create district-wide professional learning communities for those teachers of the gifted. In these professional learning communities, teachers will share best practices for teaching the gifted learner.

Planned Sources of Evidence: *Professional development rosters

*Professional Learning Communities minutes

*AIG teacher-developed units based on the Common Core and Essential Standards designed using the Understanding by Design approach

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools provides time for teachers in instructional planning during Professional Learning Communities (PLCs). The district realizes the need to provide professional development in the areas of tiered assignments, curriculum compacting, independent study, and Paideia seminars. Also, the areas of K-12 writing and research skills require more professional development. AIG teachers in Advisory Council meetings, AIG Subcommittee meetings and in informal discussions indicate there needs to be greater emphasis on writing, writing to learn in the content areas and research skills. Teacher input is that this should be a district focus to support AIG students across the grades and classes. Teacher, as a part of a district initiative, have participated in developing units for the Common Core and Essential Standards using Understanding by Design. Time has been provided with stipends offered for this work which has been collaborative both across schools and within grade levels.

Goals: Offer professional development to assist teachers in implementing differentiation strategies (i.e. tiered assignments, curriculum compacting, independent study, Paideia seminars and writing)

- Establish best practice sharing sessions and create a gifted PLC among school and district personnel
- Provide and protect time for gifted PLCs to meet regarding gifted service delivery within schools and across the district
- Provide professional development opportunities for Director of Special Programs/Projects and District AIG Lead Teacher to refine and increase strategies

Description: The Director, Special Programs/Projects and the District AIG Lead Teacher will provide this support through the following opportunities:

*Provide staff development during instructional day or after school in areas of differentiation and 21st Century Skills with a focus on tiered assignments, curriculum compacting, independent learning through lesson development and Paideia seminars

*Offer professional development on teaching writing as a process and within content areas

*Develop an appropriate and constructive walkthrough protocol which allows teachers to understand how they can improve the instructional planning for the gifted learner

In order to continue to have effective support for teachers of gifted learners, Director, Special Programs/Projects the District AIG Lead Teacher will offer training and support on the most recent research based gifted pedagogy. Lee County Schools will provide these professional development

8/8/2013

opportunities through:

- *professional development opportunities online or face-to-face.
- *purchasing of resources that provide professional development.
- *attendance at the state annual gifted conference.
- *attendance at various professional development opportunities related to gifted services.

Planned Sources of Evidence: *Professional development rosters

- *Walkthrough protocol
- *Walkthrough and conference documentation
- *Informal teacher feedback
- *Attendance at conferences

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 Focused Practice for 2013-2016.

Rationale: Lee County Schools seeks to deliver comprehensive programs and services for the academic, intellectual, social and emotional needs of gifted learners across all grade levels and settings. Lee County Schools supports collaborative efforts among administrators, counselors, teachers, parents and students to explore avenues to meet each gifted learner's holistic needs. We continue to investigate opportunities to improve.

Goals: *Delivery of service options that are consistent across the county for the grade spans of K-3, 4-5, 6-8 and 9-12

*Address the whole gifted child--academic, intellectual, social and emotional determining services

*Train personnel to offer flexible services, actively seek potential, to recognize giftedness, and provide alternative instructional strategies

Description: Grades 4-8 students must be taught in math and reading by state licensed or locally endorsed AIG teachers. Advanced Placement students must be taught by teachers who have completed the AP certification process and renewed within six years of initial certification through the College Board. AIG teachers utilize strategies such as curriculum compacting, tiered assignments, individual student project plans, research, writing for different content areas and Paideia seminars and work with students in accelerated classes (grade 6-8). High school students who are gifted participate in AP and Honors courses. In the K-3 Nurturing Program teachers are taught to use the Teacher Observation of Potential in Students (TOPS) Student Observation Form to recognize gifted characteristics first by looking at their whole class and then developing a portfolio for individual students who rate high on this instrument. Teachers are encouraged to differentiate instruction for students who display gifted characteristics using Primary Education Thinking Skills, Jacobs' Ladder, Challenge Math, and others generated through collaboration and sharing. In training with K-3 teachers they are asked to generate ways to support the gifted characteristics from the TOPS instrument: learns easily, shows advanced skills, displays curiosity and creativity, has strong interests, shows advanced reasoning and problem solving, displays spatial abilities, shows motivation, shows social perceptiveness and displays leadership. These discussions during professional development lead to the social and emotional dimensions of the gifted learners and how to offer support/growth in those areas. Professional development to facilitate reliable and valid use of the Renzulli Checklist of Displayed Characteristics builds similar capacity by looking at creativity, motivation, learning, and leadership characteristics.

Lee Early College offers dual enrollment with certain courses offered at Central Carolina Community

College.

Individual Differentiated Education Plans (IDEPs) are developed for AIG students who are struggling. These plans are developed for students whose grades or EOG score are less than 80% during the annual review. The plan involves the teacher, the student and the parent. Areas that are affecting performance are addressed in the plan. Sometimes the assistance of a counselor is needed if social and emotional factors need to be addressed. The development on IDEP is an opportunity to plan for and deliver assistance and it is a year-long plan.

Professional development to build capacity for differentiation is on-going for teachers. There is a continued focus on K-3 nurturing. Unit plans for gifted students have been developed by AIG teachers in elementary, middle and high school that serve as models for rigor, complexity, problem solving and creativity for others to use in the district when planning for differentiated services. The units are available on-line and are planned using the Understanding by Design approach which is district initiative.

Lee County Schools is a 1 to 1 laptop district and has been for 3 years. The district is advanced in the technology area. On-line offerings/accelerated courses are available to AIG students in middle school and high school. Distance learning programs provide a wide range of advanced courses that would not otherwise be available. Distance learning also develops skills necessary for the 21st Century such as global awareness, self-directed learning, communications technology, and problem solving. Research shows that on-line learning can be a good fit for gifted learners, if instructional practices such as a clear and well-organized site is established, there is proactive and responsive communication, teachers know the student and the learning experience is differentiated. The district will continue to study how to foster complex, rigorous and successful learning using available technology.

Parents are a part of the identification process when a School AIG Team recommends a student for placement in the gifted program, the Differentiated Education Plan (DEP), and the Individual Differentiated Education Plan (IDEP). Lee County Schools expects that teachers communicate annually with parents about the DEP and a conference is required if an IDEP is developed. There is an IDEP for a Need to Differentiate and also one for Reduction in Scores.

The Director of Special Programs and Projects and the District AIG Lead Teacher are collaborating in the development of power point presentations for parent nights for the upcoming 2013-2014 school year for elementary, middle school and high school to inform parents about the AIG Plan. This will provide consistent information across the district.

Planned Sources of Evidence: *TOPS Portfolios and Renzulli Checklists

*AIG service options

*AIG Parent Nights

*DEPs and IDEPs

*Survey results to parents, students and educators

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 Focused Practice for 2013-2016.

Rationale: In previous years, Lee County's AIG program K-12 identified students based on strengths and needs for gifted services within mathematics and reading. The district now seeks to improve matching identified students' needs to appropriate content modification and learning environments. Middle schools offer subject grouping for language arts and mathematics classes. High schools offer honors and Advanced Placement courses, along with options to attend Lee Early College, dual enrollment and Virtual Public High School (VPHS) classes. Differentiated Education Plans (DEPs) and/or Individual Differentiated Education Plans (IDEPs) should match students' achievement and performance needs to channel the proper academic instruction. Program personnel should match resources with student needs to maximize potential.

Goals:

- Lee County Schools will improve alignment of DEPs with students' achievement and performance needs that demonstrate a match between student data and gifted service options (i.e., tiered assignments, curriculum compacting, independent learning opportunities).

- Lee County Schools will improve access to advanced, honors, and AP classes for traditional and nontraditional, diverse learners in all middle and high schools.

- Lee County Schools will monitor the performance of students in the advanced language arts and mathematics classes in middle school using EVAAS data, EOG, and EOC scores.

- Lee County Schools will research and develop possibilities of extended curriculum for language arts and math in grades 4-8.

- Lee County Schools will provide professional development opportunities demonstrating how to effectively match gifted service options with identified student need through the DEP.

Description: Lee County Schools seeks to align services which identified gifted learners receive with identification criteria. After training and collaborating with the Director of Special Programs/Projects and/or the District AIG Lead Teacher, the AIG Team identifies services which articulate opportunities for interest and talent development for the student. The Differentiated Education Plan (DEP) outlines rigorous coursework and appropriate gifted strategies (such as tiered assignments, curriculum compacting, and independent study). In addition to this focus of alignment, the gifted program will:

- coordinate professional development to assist teachers in Differentiated Education Plan (DEP) development.

- coordinate professional development on appropriate research-based differentiated instruction for gifted learners.

- complete compliance checks to monitor paperwork completion.

- educate school personnel regarding offerings in appropriate service options.

Within the high schools, the Director of Special Programs/Projects and/or District AIG Lead Teacher will monitor the diversity of enrollment of students within the AP and honors courses. Vertically aligning the advanced courses at the middle school level with the appropriate honors and Advanced Placement (AP) sequences at the high school is critical in examining this diversity.

As financial resources are distributed, gifted education personnel will utilize the data to determine how to appropriate these resources to the service options.

Planned Sources of Evidence: *AIG DEP

*Compliance check to monitor DEP alignment and documentation

*Walk-Through observations

*Professional development rosters

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools will deliver AIG program services that are integral and connected to the total instructional program of the LEA policy and practice. Each teacher follows the standard course of study as specified by the Common Core and Essential Standards and uses strategies and teaching tools to enhance and enrich classroom instruction. The district continues to investigate opportunities to improve as this is an on-going effort.

Goals: *The AIG program reflects the district's goals for teaching and learning

*AIG teachers know the Common Core and Essential Standards curriculum

*AIG teachers know how to differentiate learning for gifted students using the Common Core and Essential Standards curriculum

*AIG teachers collaborate with colleagues and inform the instructional process for gifted learners at the school

*The School AIG Team operates in a Professional Learning Community (PLC) role advocating and informing appropriate instruction for AIG learners

Description: Professional Learning Communities offer regular opportunities for teachers to plan collaboratively and analyze data to improve AIG student learning. Unit planning using Understanding by Design with a focus on the Common Core and Essential Standards encourages cognitive processing beyond remembering and understanding to applying, analyzing, evaluating and creating. Transfer goals have been established for the district that guide instruction for all areas including AIG. Unit planning for AIG teachers and others uses the district transfer goals. The District Transfer Goals were developed with teacher and administrator input. They guide all planning as they are the Desired Outcomes for our students. Lee County Schools District Transfer Goals are listed below.

1. Can demonstrate effective and creative written and oral communication in various formats appropriate for purpose and audience.
2. Can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and then construct arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions.
3. Can solve real-world problems by applying various strategies.

4. Are self-directed learners who can self-evaluate using different perspectives.
5. Are responsible/respectful leaders citizens who can empathize in various situations.

AIG instruction planned for our summer two-week AIG enrichment program, Kaleidoscope Camp, also uses the unit planning process described above. AIG teachers create rigorous, challenging and fun units to create a highly performance-based learning experience.

AIG teachers are trained in differentiation strategies to promote learning of the Common Core and North Carolina Essential Standards. Teachers consider differentiation in content, process, product and the learning environment when planning units of study. For gifted students differentiation includes enrichment, extension and acceleration. Lee County Schools students have a high level access to technology that supports their differentiated learning opportunities.

Professional development to support AIG teachers through the Office of Special Programs/Projects is offered annually. The district training to teachers in Common Core and the Essential Standards does increase understanding of differentiation to meet the needs of all students including AIG. Such training will be on-going.

AIG Teachers in the Lee County Schools deliver the state curriculum for students in grades 4-5 and in grades 6-8 for math and reading/language arts. Students are identified at the end of grade 3 in the Lee County Schools for formal placement into the AIG Program in grade 4. K-3 teachers deliver the state curriculum and also nurture students who show gifted characteristics through the Teacher Observation of Potential in Students Student Observation Form (TOPS). AIG teachers support LEA policy and practice.

Planned Sources of Evidence: *AIG Unit Plans based on the Common Core and Essential Standards

*Differentiation reflected in regular classroom teachers' unit/lesson plans for AIG students

*Assessments

*PLC minutes

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools strives to inform all teachers, school administrators, and support staff about the delivery of differentiated instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. The Director of Special Programs/Projects and the District AIG Lead Teacher discuss the locally adopted gifted education plan. In addition to the professional development requirements, the program requires that teachers serving on the School AIG Teams understand the regulations associated with the gifted education plan to ensure the schools' commitment to the gifted learner. The Lee County Schools AIG Plan is approved by the local Board

of Education and sent to the State Department of Instruction for review and comment. The approved AIG Updated Plan for 2013-2016 will be posted on the district website. A meeting with all AIG teachers at the beginning of the school year will go over the plan. A notebook with a copy of the AIG Updated Plan will be provided to each school.

Goals: *Established structure for sharing information about AIG delivery of services with teachers, school administrators and support staff on a periodic basis
*Consistent implementation of AIG services across schools
*Informed practice for AIG differentiated instruction for all identified students

Description: The current AIG Plan will be posted on the Lee County Schools website. One printed copy will be available at the schools for reference. The Director of Special Programs/Projects and the District AIG Lead Teacher will share about the plan with schools annually through staff meetings, professional development opportunities, and Central Office Director's meetings. Information related to the AIG Plan will be offered with regular opportunities for learning about the plan and how to best serve students. AIG Lead Contact Teachers' meetings will be a vehicle for discussing the AIG program and plan. The AIG website will offer information related to the plan and the differentiated needs of our AIG students. A brochure about the program will be available to interested stakeholders. A power point to be used on AIG Parent Nights at the schools about the AIG program will inform parents and school staff about the program. School AIG Team members will offer information and guidance at their schools for differentiated AIG student needs.

The Director of Special Program/Projects will meet with staff as needed to address questions related to AIG.

Planned Sources of Evidence: *AIG Lead Contact Teachers meetings minutes

*Rosters for training offered

*Appropriate scheduling of AIG students based on AIG 6 identification

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools communicates among and between teachers and schools to ensure an effective continuation of services, especially at key transition points. Through Professional Learning Communities, vertical planning opportunities exist for teachers to communicate across grade levels.

Goals: *Continuous improvement in communication about the K-12 AIG services

*Explicit Individual Differentiated Education Plans (IDEPs) for students having difficulty at transition points or for students who show a need for differentiation

*Curriculum planning for the Common Core and Essential Standards that promotes communication

across grades and schools

*Whole school and smaller group information sessions about AIG services

Description: AIG Lead Contact Teacher Meetings involve elementary, middle and high school teachers. These are opportunities to share information vertically. A meeting was held last spring involving 5th grade and middle school teachers where teachers were able to share about the needs of individual students transitioning to middle school. This was especially helpful for fifth grade students struggling who needed an Individual Differentiated Education Plan (IDEP). All elementary staffs received training in Teacher Observation of Student Potential (TOPS), the Renzulli Checklist of Displayed Characteristics, Primary Education Thinking Skills (PETS) and Jacob's Ladder last year including teachers who taught music, art, ESL, EC, etc. This builds capacity for understanding services offered through the AIG program and how regular and special teachers can support gifted students.

The Director of Special Programs/Projects shares information about the AIG program at Principals' meetings and Directors' meetings to promote greater understanding of the AIG program and the services available to gifted students.

We continue to look for ways to improve communication at the high school level. We currently have several high school teachers who teach AP and Honors courses working with the Director of Special Programs/Projects to promote communication about high school gifted students and how to best meet their needs. They have indicated a need for training in: the social and emotional needs of gifted students, twice exceptional, and general instructional differentiation. Staff development will be planned for high school based on these recommendations. Also, these teachers see a real need for better writing instruction to support the success of AIG students at all grade levels. Lee Early College will participate as a staff in the AIG Cohort training in the fall of 2013 based on a request from the principal.

Planned Sources of Evidence: *Meeting agendas and rosters

*IDEPs

*Professional development offerings and rosters

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools has instituted Professional Learning Communities (PLCs) to provide an organized structure for teachers to analyze qualitative and quantitative data, share best practices, and improve instruction for all students. With the progression of the PLCs, teachers will recognize the need to cross previously established educational boundaries among regular, gifted, and exceptional needs students. Strategies that work in one area serve students in other areas for example

Advancement via Individual Determination (AVID). All areas contain populations of underperforming, underserved, underachieving, and under-motivated students who also excel in those same areas. In order to work toward district goals and initiatives, the district desires more collaboration among various entities, to provide a more cohesive, comprehensive focus on student-centered teaching and learning.

Goals: *Lee County Schools will establish Professional Learning Communities (PLCs) with representation from various departments (AIG, EC, ESL, and regular education).

*Lee County Schools will continue promote Advanced via Individual Determination (AVID) to support non-traditionally served students at the middle school.

*Lee County Schools will develop parent involvement opportunities via online, printed, and face-to-face presentations.

Description: Lee County Schools will support professional learning communities at each school including School AIG Team Professional Learning Communities (PLCs) to support and inform services for gifted students. In addition, the gifted education program will develop opportunities for teachers of gifted learners to come together centrally to discuss best practices and issues throughout the year. In accordance with board policy, the gifted education program will:

Define PLCs with representation from various departments

*Gifted personnel assist with data analysis and interpretation.

*Gifted personnel attend school improvement meetings, PLCs, or leadership meetings at school sites as requested.

*School AIG Team Members operate as a PLC.

Lee County Schools deems of utmost importance the communication between parents and gifted education personnel. In addition to the AIG Advisory Council, the gifted education program will:

Increase and improve communication with parents

•Gifted personnel hold district parent information sessions and participate in site meetings.

•Gifted personnel develop avenues of communication incorporating 21st Century Learning Skills.

•Gifted personnel update website.

•Gifted program provides brochures for schools on program services.

Planned Sources of Evidence: * Brochure/pamphlet

* Agenda/PowerPoint presentation

* Website screenshot

* PLC minutes/outlines

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 Focused Practice for 2013-2016.

Rationale: Lee County Schools' AIG students have particular social and emotional needs as evidenced by underachieving gifted students. District personnel must be knowledgeable about peer relationship issues among AIG-students. Knowing that gifted students may be faced with home and peer pressures, the program desires improved collaboration among school counseling personnel, regular education teachers, parents/families, and other stakeholders to address students' social and emotional needs.

Goals: *Lee County Schools will include counselors on the AIG Teams

*The Director of Special Programs/Projects will continue to collaborate with the Director of Student Resources to improve the district's ability to address the social and emotional needs of AIG students

*Lee County Schools will include regular education teachers on AIG Teams and AIG Advisory Council.

*Lee County Schools will provide professional development on social and emotional needs of gifted learners for teachers, counselors, and parents.

*Lee County Schools will monitor progress of collaboration on program evaluation survey.

*A counselor will be asked to serve on the AIG Advisory Council.

*A high school student and a student from another grade level will be invited to participate on the AIG Advisory Council.

Description: The gifted education program must make a concerted effort to involve the Student Resources Department in assisting with gifted learners' affective development. Counselors play a vital role in scheduling students within the school day as well as working with students on an individual basis. The gifted education program seeks to make a clearer connection and definition of roles to support those gifted learners who demonstrate a need for affective service options such as counseling. The gifted education program will:

*invite counselors and/or Director of Student Resources and regular education teachers to participate on AIG Teams and AIG Advisory Council

*include counselors in the Individual Differentiated Education Plan (IDEP) process when needed for the emotional and social development of an AIG child

*will offer appropriate professional development for teachers and counselors

*assist counselors in communicating effectively on gifted issues with students, parents, and teachers.

*will include items related to social and emotional needs of gifted students on AIG survey.

Planned Sources of Evidence: *Minutes of AIG Team minutes

*Rosters of AIG Advisory Council members and roles

*Agendas from district AIG Leadership Team meeting

*Rosters from professional development

*Survey results

*IDEPs

*AIG notebook for each school

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: Lee County Schools Board of Education Policy Manual has a subject and grade acceleration policy in place for students who indicate a need. The system reviews an appropriate body of evidence for an individual gifted learner. This policy documents and outlines the requirements for the subject and grade acceleration.

Goals: *Offer grade and subject acceleration to gifted students who have a documented need

Description: Lee County Schools is committed to meeting the needs of individual gifted students. Accelerated courses are available in middle school including courses offered through the Virtual Public School. High school counselors and teachers work with students and parents to develop a challenging program that will meet students' needs. Advanced Placement Courses and Honor Courses, including Advanced Electives are self-selected by students. Certain programs and courses are offered through the local community college (CCCC) with prerequisites and credit decided upon through articulation between instructors at the high school and instructors at the community college. Lee Early College provides an opportunity to students who successfully complete the application process.

For students considered for grade acceleration (skipping a grade), a case study is recommended for each individual student. Meeting the following criteria provides a body of evidence for this decision and should involve the School AIG Team in the review as well as a parent interview. The Director of Special Programs/Projects and the District AIG Lead Teacher offer consultative services to the Principal who is responsible for making the decision based on all evidence.

1. An overall average of A
2. 98th percentile on achievement
3. 98th percentile on aptitude testing using subtest scores
4. Demonstrated proficiency of 2+ years beyond grade level in the core curriculum as evidenced through a portfolio containing both student and teacher selected documents
5. Teacher recommendation/nomination based on documented evidence, such as:
 - *Work samples demonstrating above grade level performance
 - *Student motivation (based on interview)
 - *Student interest (based on interview)

6. Demonstrated appropriate social/emotional development

It is recommended that the IOWA Acceleration Scale 2nd Edition Manual be consulted in the decision-making process for grade acceleration

It is important to ensure that concepts and content are not missed that can cause future learning issues as well as social and emotional problems for an accelerated student. Students may be highly gifted in one area and not others. A 3-5 year plan for learning, if grade acceleration is the decision, should address potential problems for the student.

Planned Sources of Evidence: *School AIG Team minutes

*Principal contacts with Director of Special Programs/Projects regarding grade acceleration

*AIG students completing accelerated courses in middle school

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools offers services to under-represented populations.

Goals: *Use identification procedures that identify students from culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice exceptional.

*Provide K-3 nurturing services to all students through the use of appropriate materials such as Primary Education Thinking Skills, Jacob's Ladder and Challenge Math

*Develop portfolios for K-2 students to identify and offer differentiated services to students who display gifted characteristics in the primary grades

Description: Through much study and consultation with experts Lee County Schools developed a new identification process approved April 2012. The process uses four major indicators of achievement. The identification criteria (achievement, aptitude, grades and Renzulli Checklist of Displayed characteristics) are used to identify gifted students in the Lee County Schools. Within each criteria is a range of points. This range allows students to be considered who may not be at the highest point range for that particular criteria rather than simply using a single point cutoff and giving no credit for a gifted characteristic. The development of the identification criteria was a deliberate process over time involving parents, teachers and administrators.

The School AIG Team can use some judgment when considering a student for placement who may have slightly less than the required points in one area, but is exceptionally strong in the other three indicators of giftedness. An IDEP must be developed in such cases and the student is evaluated after one year in the AIG Program. The student must have the required points to continue in the program. If the student, meets the criteria, they continue as AIG. This approach allows some students under-represented in the AIG Program to be participate in services with differentiated and challenging instruction.

The K-3 nurturing program has been strengthened in Lee County to support younger students who require exposure to challenging instruction to support their giftedness prior to formal identification. All elementary schools participated in training during 2012-2013 in this area offered by the Director of Special Programs/Projects and the District AIG Lead Teacher. Portfolios completed for students who display gifted characteristics will follow the child to the next grade's teacher. Principals will oversee this process of collection at the end of school year and the distribution at the start of the next school

year. This process builds a much needed infrastructure for supporting the learning of these young students and builds the awareness of their teachers about their gifted characteristics. Previously such information was not available year to year for these children and important information related to their learning was lost. Under-represented students may not appear gifted without on-going enriched instruction, especially by the time they take the CogAT for formal identification in third grade. Practicing with different types of thinking along the way ensures their greater success. Training was offered to ESL and EC teachers as well as regular teachers who teach special areas like music, art and PE with the philosophy that more informed eyes are a benefit.

Elementary teachers have also received training in the use of Primary Education Thinking Skills and Jacob's Ladder, the challenging materials to support young learners.

Planned Sources of Evidence: *Tops portfolios

*CogAT Test scores for under-represented populations

*Number of students identified from under-represented populations

*IDEPs

*AIG Team minutes

*AIG Headcount

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: Lee County Schools offers extra-curricular programs and events that enhance and further develop the needs and interests of AIG students such as Governor's School, Duke TIP, Kaleidoscope Camp, District Spelling Bee, summer STEM Camps and participation in a local robotics competition.

Goals: *Continue to offer extracurricular opportunities for gifted students

*Increase the types of extracurricular opportunities for gifted students

Description: Lee County Schools participates annually in the search for Governor's Schools candidates. The Director of Special Programs/Projects oversees Governor's School in the district and works closely with high school counselors to encourage and support student participation. Governor's School candidates are selected at the high school and applications are sent to the Director. The Director organizes a committee at the Central Office for review of the applications and a rank ordering of the candidates to submit to the State Department of Public Instruction for review. The district pays the tuition cost for the students attending and the student is presented to the local Board of Education with the opportunity to address the Board.

Information for Duke TIP is shared with the schools directly from Duke. The Director of Special Programs and Projects sends reminders about participation to the AIG teachers who identify students who qualify. The Lee County Schools AIG Program is looking for a way to provide this information to

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AIG teachers so they do not have to search cumulative records. AIG teachers would then be able to focus on providing qualifying students and their families with information in a timely manner. Kaleidoscope Camp has been in operation for 36 years in Lee County and is supported by local funding. This camp is for two weeks at the end of June and serves rising AIG 6th graders. The camp is an enrichment camp with daily guest speakers and a challenging and fun curriculum in science, math, technology, art, music, drama, social studies and writing. Efforts are made to build the camp curriculum based on student interest. A survey was conducted for the 2013 camp and classes planned are based on interests expressed by the 5th grade AIG students. A three-day trip to Washington D.C. occurs after the camp for students whose parents wish for them to participate and are willing to pay. Some scholarships are offered as donations allow. The itinerary is packed with experiences related to history and the arts. It is a multi-generational experience for some families where parents have been to camp and to D.C. and AIG siblings have had the same experience.

The local PAGE Group has sponsored a Districtwide Spelling Bee for grades 3-8 for two years. This opportunity is open to all students, but has been an attractive challenge for many AIG students. The PAGE Group plans and conducts the event in collaboration with Lee County Schools. Lee County Schools pays for the schools to participate in the Scripts Program. The winner for the district goes to Washington D.C. to compete in the national spelling bee.

The Career and Technical Program plans and supports summer STEM Programs involving middle schools students. These camps provide a challenging and fun curriculum in math, science and technology.

Lee County Schools participates in a local robotics competition.

Planned Sources of Evidence: *Opportunities offered

*Number of AIG students participating

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools appreciates the need for parent and community involvement. Lee County Schools' AIG Program has procedures in place to inform parents of AIG placement decisions. In an effort to ensure active participation with parents and the community, our program will continue to aggressively seek representation from school personnel, parents of gifted children, and interested community members to plan and make decisions regarding program design, implementation, and evaluation of the plan.

In a survey conducted April 2013, parents responded to the meeting of emotional and social needs of their gifted students in the following ways. 13.6% disagreed, 4.8% strongly disagreed and 41.6% did not know/were not sure that the counseling program at the school was meeting their child's needs. 16.7% disagreed, 5.6% strongly disagreed and 24.6% did not know/were not sure that the gifted program at the school met the socio-emotional needs of their child. Comments from parents also indicated some concern about the dilution of the program (less rigorous) and large class sizes. Parents also indicated they were not aware of AIG at high school, how transfer students were identified, and that there is a need for more extra curricular activities to support AIG students. 46% of parents indicated they had not been informed of possible path courses in middle school and high school.

Goals: *AIG Advisory Council will participate in planning and making suggestions regarding program design, implementation, and evaluation of the plan.

*Lee County Schools AIG Program will develop brochures in English and Spanish concerning academic, intellectual, and social/emotional needs of AIG students.

*Lee County Schools website will include information explaining appropriate services for the academic, intellectual, and social/emotional needs of AIG students.

*Director of Special Programs/Projects with other district administrators will research and implement the most effective means to inform all stakeholders.

*The district will plan meetings to inform parents and the community of relevant AIG issues and policies.

*The district will work to ensure diverse representation on the Advisory Council.

*The district will seek to include non-Lee County Schools employed parents as participants on the Advisory Council.

*The district AIG Advisory Council will include a counselor in its membership.

Description: Description:

Lee County Schools seeks to engage all stakeholders in ensuring that gifted service options are appropriate for gifted learners. In doing so, various inputs will be established to provide a "voice" to various stakeholders.

Lee County Schools Director of Special Programs/Projects will:

- *facilitate AIG Advisory Council meetings to discuss current AIG issues, standards, and implementation.
 - *hold district and school site AIG meetings to educate all stakeholders regarding district's AIG policies and programs.
 - *offer parent involvement meetings as a forum for discussion with the stakeholders.
 - *distribute brochures in Spanish and English to all schools and make available to the public.
 - *update the Lee County Schools website to include information explaining appropriate services for the academic, intellectual, and social/emotional needs of AIG students.
 - *The Director of Special Programs/Projects will continue to work with the Director of Student Resources to build capacity for students in the social and emotional areas.
 - *Staff development in the social and emotional needs of AIG students will continue through the cohort and other professional development.
 - *The Director of Special Programs/Projects will work to inform AIG parents of pathways available in middle school and high school by collaborating with the Director of Secondary Education. Information related to this will be included in AIG parent presentations developed for the schools to use.
- The Director of Special Programs/Projects will facilitate the work of subcommittees to work on areas of improvement in the AIG program. These subcommittees generally form based on needs expressed by members of the Advisory Council. They are working committees. Examples of areas that subcommittees have worked on or are currently working on are: student identification criteria, AIG curriculum, parent communication and AIG plan revision. The committees consist of parents, teachers, administrators. The work of the Advisory Council and it's subcommittees is in an advisory capacity to district leadership. Their work provides helpful direction based on group study for continuous improvement and accomplishes important work.

Our district has a PAGE Group. Members of this community group participate on the Advisory Council and on the subcommittees. The Director of Special Programs/Projects has been invited on several occasions to speak at PAGE meetings.

Planned Sources of Evidence: •AIG brochures (English and Spanish)

- AIG Advisory Council agendas
- LCS AIG Program website
- District AIG meeting agendas
- AIG Team meeting rosters
- District AIG meeting PowerPoint
- Parent Involvement meeting agenda
- AIG Advisory Council

Other Comments:

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG

program, the local AIG plan, and other policies relating to gifted education.

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools shares information with all stakeholders about the local program and policies through various media, but fully recognizes this is an area to improve. Communication came through as a dominant theme in a recent survey. 139 parents responded to a survey conducted about the AIG Program in April of 2013. 31.5% strongly agreed and 50% agreed that they had received an explanation of the AIG identification process. 61.5% stated they received a Differentiated Education Plan. However, 48.1% had not seen the district AIG Plan and 33.1% were not aware of the process for hearing grievances. 30.6% stated they did not receive information about the AIG Program while 53.7% did so through a teacher discussion and 34.7% did so through a written overview. 37.6% report they do not receive communication about AIG activities/projects from the teachers and 33.1% report they do not receive communication from the school about AIG services. While 7.9% strongly agreed and 48.2% agreed, 38.6% disagreed and 5.3% strongly disagreed that they have been given an opportunity to provide input into their child's gifted service.

Goals: *Maintain an up-to-date AIG webpage on the district website

*Ensure the web-based communication is reader friendly to AIG parents and community members

*Maintain an updated brochure explaining the Lee County Schools AIG program

*Dissemination of the brochure to schools

*Develop and share AIG presentations for use at the schools on parent nights

*Include in the school, parent and administrator presentations major findings from the surveys

*Continue to explore other avenues for communication

Description: The Lee County Schools has a district curriculum page that houses the AIG website. A webmaster has been contracted part-time to improve the website and maintain current postings. Websites from other districts have been considered in this improvement process. The current brochure for the district describing the program will be reviewed by the Director of Special Programs/Projects, the District AIG Lead Teacher and the Advisory Council for possible updating. Brochures will be sent to the schools to inform about the program. AIG presentations for elementary (completed), middle school and high school will be available to schools for use on parent nights describing the program. These presentations will include major findings from the surveys. A hard copy of the Updated AIG Plan will be provided to the schools in a notebook for easy reference. It will also be posted on the AIG website. In presentations and meetings with AIG teachers and administrators, the importance of parent communication will be emphasized.

Planned Sources of Evidence: *Responses from the parent surveys about the AIG program

*Responses from the educator surveys about the AIG program

*Feedback from Advisory Council members and others about communication

*Parent night agendas

Other Comments:

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the

development, implementation, and monitoring of the local AIG program and plan.

This practice is a Maintained Practice for 2013-2016.

Rationale: Lee County Schools has an AIG Advisory Council that has influence/input in an advisory capacity on AIG issues and policies. Team membership is diverse. There is a need to involve more parents who are not employed by the Lee County Schools to provide a more informed perspective. The Director of Special Programs/Projects will continue to seek parental representation that reflects our student population on the Advisory Council. The AIG Advisory Council will express community perspectives through brainstorming sessions, survey question development, and suggestions on how to improve services for the gifted population. Through the program's survey, a diverse population of stakeholders, including students, parents, teachers and administrators, will have opportunities to provide feedback on the goals and services of the AIG program. Classroom teachers implement lessons that meet the needs of the diverse gifted population. Administrators will place gifted students in appropriate learning environments. The Director of Special Programs/Projects and the District AIG Lead Teacher will assist with the implementation and monitoring of services offered.

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

Description: The district plans to implement additional planning sessions and review budgetary restraints to the implementation of gifted service options. The AIG Advisory Council will give input about the gifted program within Lee County Schools. With the leadership of the Director of Special Programs/Projects and the District AIG Lead Teacher, the program will help to facilitate and implement effective communication.

- Lee County Schools, AIG Advisory Council, and Director of Special Programs/Projects will
- *offer district AIG meetings to educate all stakeholders regarding Lee County Schools AIG program's policies and information concerning gifted students.
 - *offer parent involvement meetings as a forum for discussion with the stakeholders.
 - *distribute brochures to all schools.
 - *provide printed materials to interested stakeholders.
 - *establish membership that reflects the diversity of AIG parents/families and the community.
 - *continue to hold meetings which address topics of interest as well as programmatic updates for the gifted education program.

It is the intent of the Academically and/or Intellectually Gifted Program to pursue a more active partnership with our parents, business, and community groups who can offer support and guidance to the program. The Director of Special Programs/Projects will be responsible for district support of gifted programs and will communicate program content and information to parents and the community. The AIG Advisory Council will be established to facilitate communication of the program plan to both parents and the community. The Council will serve in an advisory capacity to the Lee County Schools and as a vehicle for parental and community concerns.

An Advisory Council will have representation from all stakeholders in AIG education. Membership will include educators (3), a counselor (1) parents (4), students (2), and community members (2). Ex-officio members will be selected from personnel. Representatives from each stakeholder group will be nominated from schools and then invited to serve by the district's Director of Special Programs/Projects. This advisory group will meet on a regular basis (generally 4 times a year unless special meetings are called), either as a full group or in subgroups concerned with specific aspects of

the program. The responsibilities of the Council will be to facilitate communication with parents and community, to encourage parental and community involvement, and to assist in the design, implementation, and evaluation of the AIG plan. Any interested stakeholder may participate in the Council. Director of Special Programs/Projects will actively seek participation by all stakeholders in this group. AIG teachers will be informed of AIG Council meetings.

Planned Sources of Evidence: * AIG Advisory Council roster

* District AIG meeting agendas

* District AIG meeting rosters

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG plan outlines the information that the district will provide to parents and families of AIG students. Lee County Schools provides information about opportunities for AIG students in the Spanish language as there is a large Hispanic population in the district. The vast majority (98%) of limited English proficient students in the district speak Spanish, The remaining 2% of the student population speaks a different language and schools seek communication avenues to assist these parents.

Goals: *Communication about the AIG plan and services for non-English speakers

*All AIG documents translated into Spanish

Description: The Director of Special Programs/Projects oversees both the K-12 gifted program and the K-12 English as a Second Language Program. This collaboration creates a strong awareness of the need for adequate communication with parents and students who do not speak English. The Director schedules monthly staff meetings with ESL/AIG staff members who work at a district level. A district translator is employed to translate documents into Spanish that are used at the district level. In the past year changes have been made in a number of the AIG documents/forms. These documents will be translated into Spanish for the 2013-2014 school year.

The ESL Program employs bilingual teacher assistants to assist with translation both written and oral such as in conferences and by phone. Currently such assistants are in all K-8 schools. There are a bilingual high school counselor as well as bilingual ESL teachers in both high schools. These individuals are resources for the Hispanic parents and students. Languages other than Spanish are handled on an individual basis when the need arises. The Director of Special Program/Projects assists when contacted to help find resources available within or outside the district for these families.

Planned Sources of Evidence: *Attendance by non-native speakers at school and district AIG meetings

*Hispanic representative on the AIG Advisory Council

*Translated documents

*AIG Team minutes related to parents who do not speak English

*Percentage of students participating in the AIG program who are limited English proficient or recently exited that status based on language proficiency testing

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: The district desires to enhance opportunities for parent and community involvement within gifted education. To insure parent support and commitment to the Lee County Schools AIG Program, district personnel will inform and involve the parent/family on aspects of the gifted program, including gifted services.

Goals: *Lee County Schools will refine AIG Advisory Council membership to include representative populations.

*Lee County Schools will plan and invite parents to annual parent involvement meetings with speakers on gifted-related issues as necessary and/or available.

*Lee County Schools will print and distribute brochures on LCS grades K-2, 3-5, 6-8, and 9-12 gifted services.

*Lee County Schools will continue to communicate with parents each year to advise them about their students' services through students' Differentiated Education Plan (DEP) and, if appropriate, the Individual Differentiated Education Plan (IDEP).

Description: The gifted education program will seek more opportunities to engage and gather input from parents/families within the various components of the district's plan. These opportunities may be found at the local or district level.

*Lee County Schools will invite parents/families and the larger community to district informational sessions that will include topics of interest in gifted education.

*Director of Special Programs/Projects will coordinate membership of the AIG Advisory Council to include representative populations.

*PTO meetings are a vehicle for communication with parents.

*Director of Special Programs/Projects and the District AIG Lead Teacher will distribute brochures to communicate the services offered to students in the system at each of the grade level spans.

*Teachers of AIG students will annually conference with parents about their child's Differentiated Education Plan (DEP) and Individual Differentiated Education Plan (IDEP) (if applicable) to ensure they are informed about their child's differentiated service(s) and schedule.

*IDEPs will be developed with the teacher, the student, and the parent through an individual conference at the beginning of the school year. Information about the student will also be included in the plan from the teacher who taught the student during the past year when red flags about

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performance were raised. This teacher knows the child and his/her input is essential to making an individual plan for the student. Strategies on the IDEP must address academic performance issues and/or social, emotional issues affecting school success. The individualized nature of the plan and its importance, requires understanding and commitment from all three individuals (student, parent and teacher) as well as their signatures.

Planned Sources of Evidence: •Parent brochures

- Student DEPs/IDEPs
- Meeting rosters
- AIG Advisory Council meeting rosters, agendas and minutes

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: Lee County Schools outlines its program through a Board adopted AIG plan which provides dynamic and flexible services to K-12 gifted learners. In a review of the district goals regarding Professional Learning Communities, 21st Century Learning Skills, Understanding by Design and global awareness, the AIG program desires to evaluate, refine, and redefine practices, procedures and policies to support the district and its stakeholders. The AIG plan must reflect the identification and services of gifted learners and align program and system goals and initiatives.

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

Description: Lee County Schools AIG program will submit the written plan to the local board of education for approval as board policy. Once the local board approves, the Director of Special Programs/Projects submits the plan to Department of Public Instruction for comment. This plan contains an extensive array of services for implementation within the gifted education program. In the development of this local plan, the Lee County Schools Gifted Education plan will:

- *outline student identification and placement.
- *provide differentiated curriculum and instruction.
- *describe personnel roles and professional development.
- *deliver comprehensive programming within the total school community.
- *create partnerships and involve various stakeholders.
- *ensure program accountability.

Planned Sources of Evidence: *AIG plan

- *Board agenda
- *Documentation of approval
- *AIG Advisory Council meetings, agendas and minutes
- *AIG Subcommittee meetings, agendas and minutes

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools monitors the implementation of the program and plan in accordance with Article 9B. The Director of Special Program/Projects and the District AIG Lead Teacher monitor the goals for the AIG program through multiple means to insure compliance and a quality instructional program. During the plan cycle years when the plan is not being updated, the Director of Special Programs/Projects will provide an annual update about the implementation of the gifted education plan to the Lee County Board of Education.

Goals: *Monitor the implementation of the Lee County Schools AIG Program according to state legislation and policies

*Develop a checklist/rubric for monitoring that includes required state legislation and policy

*Share the checklist/rubric with principals and School AIG Teams so there is a common understanding

*The Director of Special Programs/Projects will work with the District AIG Lead Teacher to oversee implementation to fidelity through monitoring

*Provide a summary of findings from the monitoring checklist/rubric for principals and School AIG Team members.

*Support efforts to improve implementation of the gifted education plan based on findings

Description: The Director of Special Programs/Projects and District AIG Lead Teacher will develop a schedule for monitoring implementation of the district AIG plan at the schools. They will develop a checklist/rubric that includes required state legislation and policy for AIG plans to be used with all schools. A common measuring instrument promotes a more valid and reliable measure. This checklist will be shared at AIG Lead Contact Teacher meetings and with principals and by other means as appropriate. Such a checklist/rubric will insure that expectations are explicit and consistent in the district. The Director and District AIG Lead Teacher will provide a summary of findings from the monitoring checklist/rubric to the principal and School AIG Team. They will also offer support to improve implementation of the gifted education plan based on findings for areas of need. Strong practices will be highlighted and shared with other schools as a part of the learning process for continuous improvement. The Director of Special Programs/Projects will analyze findings from monitoring for patterns across the district. These patterns will offer direction for assistance and training needed from the district level. Training and assistance with AIG paperwork has been on-going, but was very intense during the 2012-2013 school year. Green folders with service changes have been reviewed and feedback has been given. Support through the presence of the Director of Special Programs/Projects and the District AIG Lead Teacher has been given upon request and as deemed needed.

Planned Sources of Evidence: *Checklist/rubric developed

*Summary of findings for individual schools

*Meetings with School AIG Teams and principals following monitoring to discuss findings

*Patterns reflected for the district through in-house monitoring

*Records of support efforts offered through district office

*AIG notebook for each school

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Director of Special Programs/Projects develops the budget for PRC 034 state funds under the guidance and approval of the Associate Superintendent of Curriculum and Instruction and the Assistant Superintendent for Finance. Collaboratively these individuals monitor the funds for the AIG program and develop a budget to ensure proper use of state allotted funds. The Associate Superintendent works with the Assistant Superintendent of Finance to provide funding beyond the annual state allotment for the Lee County Schools AIG Program as needed. Such additional funding is substantial and reflects the commitment of the district to gifted students.

Goals: *Develop an annual budget for state funds that supports the gifted program according to state policy

*Monitor state funds allotted for the local AIG program

Description: The Director of Special Programs/Projects develops an annual planning budget for use of PRC 034 funds for the upcoming school year in collaboration with the Associate Superintendent of Curriculum and Instruction. The budget is also reviewed by the Assistant Superintendent of Finance. Amendments and adjustments are made periodically to ensure that the line items are corrected from the planning budget. The Assistant Superintendent for Finance works closely with the Director of Programs/Projects to ensure funds are expended according to state policy.

Planned Sources of Evidence: *AIG budget plan based on the planning allotment submitted yearly

*Budget amendments and adjustments

*Lee County Schools finance records for PRC 034

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Director of Special Programs/Projects with the support of the Associate Superintendent of Curriculum and Instruction maintains, analyzes and shares records that show student performance growth and dropout data for AIG students. Data is maintained and analyzed and we will continue to investigate ways to share this information and improve performance.

Goals: *Continuous improvement of the AIG program through data maintenance and analysis such as EVAAS data, state tests for accountability of the AIG subgroup and dropout data

*Communication of AIG student performance growth

Description: Under the direction of the Director of Special Programs/Projects and the Associate Superintendent of Curriculum and Instruction, a study of AIG student performance will occur annually. The Director of Accountability participates in the data analysis and provides data as requested by the Director of Special Programs/Projects. Data will be shared through the AIG Advisory Council and Subcommittees focused on student growth. Conclusions will be drawn and included in the AIG plan to guide program improvement. When appropriate, findings will be a part of the agenda at meetings during the school year. AIG student dropout rates will be available during the evaluation of student growth. The evaluation of AIG student growth through various types of data will inform the direction of the program. Decisions such as staff development efforts, the purchase of materials, communication with parents, student schedules, and targeted areas for monitoring, to name a few, will consider conclusions from the data.

Planned Sources of Evidence: *AIG data from EVAAS, EOGs/EOCs and AIG dropout data

*Minutes from data analysis meetings

*Data conclusions

*Plan of action based on the data derived

*Meeting agendas

*Presentations to parents and staff which include information about AIG student growth

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools monitors the representation of diversity within the gifted education program using appropriate data sources. The program will continue to deliberately monitor this practice in order to guarantee a more equitable gifted education program.

Goals: *Lee County Schools will examine data each year through NCWISE headcount.

*Lee County Schools will examine data through K-2 Teacher Observations of Potential (TOPS) portfolios, EVAAS, and EOG/EOC scores

*Lee County Schools will examine Honors course enrollment data.

*Lee County Schools will examine the use of AP Potential data throughout the system

Description: Lee County Schools will monitor the various subgroups represented within the gifted education program. Through a collaborative effort with counselors and the Director of Student Resources, the gifted education program will also monitor those students who may choose not to enroll in a rigorous course of study in high school.

Director of Special Programs/Projects and the District AIG Lead Teacher will:

- *assist teachers in examining data from their individual schools to compare the enrollment of the diverse gifted learners within rigorous courses of study.
- *provide data reports to the Associate Superintendent of Curriculum & Instruction on the representation of diverse gifted students in the AIG program based on information from NCWISE

Planned Sources of Evidence: *Headcount reports

- *TOPS portfolios
- *Percent of middle school AIG students who maintain enrollment in accelerated classes
- *Percent of high school gifted learners enrolled in Honors and AP classes
- *AIG 11 Data Collection Spreadsheet

Other Comments:

Practice F

Maintains current data regarding the credentials of personnel serving AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools maintains current data regarding the credentials of personnel serving AIG students through the Department of Human Resources.

- Goals:**
- *Maintain a current list of AIG state licensed and holding a local professional certificate in AIG
 - *Share this information with principals so they schedule AIG students in math, reading and English classes with with teachers who hold the state AIG license or have completed the local AIG certificate
 - *All AIG students are served by teachers hold the AIG state license or local AIG professional certificate

Description: Human Resources maintains a list of AIG state licensed teachers in the district as well as a list of the teachers who have completed the local AIG professional certificate. The Director of Special Programs/Projects shares the list with Human Resources for the local AIG professional certificate as each AIG cohort completes the course and their credits are approved by the Associate Superintendent of Curriculum and Instruction. The Director of Special Programs/Projects posts a list of all teachers qualified to teach AIG students on the AIG website so principals can check prior to scheduling.

Planned Sources of Evidence: *AIG cohort lists for teachers completing the local professional certificate

- *Posted AIG teacher list on the AIG website
- *Human Resources 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 Focused Practice for 2013-2016.

Rationale: Lee County Schools maintains an AIG Advisory Council which reviews the AIG plan and makes recommendations for program improvement.

Goals: *Maintain an AIG Advisory Council that gives input for AIG program improvement

*Maintain a representative AIG council made up of community member, students, parents and educators

*Facilitate communication with parents and the community

*Increase community and parent involvement to assist in the design, implementation and evaluation of the AIG plan

Description: The Lee County Advisory Council will have representation from all stakeholders. Membership includes community members (3), parents (4), students (2) and educators (4 including 1 counselor). Ex-officio members are selected from personnel. Representatives from each stakeholder group are nominated by each school site, and then invited by the Director of Special Programs/Projects to serve for a term of up to three years. Attention is given to forming a group that is representative of the diverse student population in the AIG program. The advisory group will meet on a regular basis either as a full group or in subgroups concerned with specific aspects of the program. Any interested stakeholder may participate in the council.

The Lee County AIG Advisory Council facilitates communication of the AIG program plan to both parents and the community. The council serves in an advisory capacity to the Lee County Schools and as a vehicle for parental and community concerns.

Planned Sources of Evidence: *Rosters, agendas, minutes from the AIG Advisory Council meetings

*Membership on the council

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools seeks feedback from students, parents/families, teachers and other stakeholders regarding the AIG program. Parents, students and educators are surveyed when the plan is in a cycle of revision to provide input into the process. The district is working to develop a plan to analyze data that is deliberate and consistent so results can be more methodically studied over time.

Goals: *Lee County Schools will revise the surveys to receive feedback on the current focused standards of the AIG program in its entirety.

*Lee County Schools will develop a plan to analyze and address feedback from the surveys.

Description: Lee County Schools has refined the gifted program survey to provide input into the AIG plan update. The parent, teacher and educator surveys were developed by members of the AIG Advisory Council subcommittees--the Parent Communication Subcommittee and the AIG Plan Update Subcommittee. The members included parents, teachers and administrators. The Director of Special Programs/Projects will oversee the analysis of survey data. Conclusions from the surveys will be used to inform the AIG plan revision process. Results will be shared with School AIG Teams and the AIG Advisory Council.

Planned Sources of Evidence: *Copies of surveys for all stakeholders

*Survey data

*Analysis and conclusions from survey data--written results

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG program uses multiple sources of data for program improvement. Lee County Schools collects multiple sources of data to effectively monitor plan implementation. Program effectiveness is evaluated using EOG/EOC test scores, EVAAS growth data and surveys from parents, students and educators. When appropriate and feasible to further inform the process, focus groups and interviews will be used.

Goals: *Use multiple sources of data for continuous program improvement

*Gather input in the development of surveys

*Address feedback from surveys and other data sources

Description: Lee County Schools uses EVAAS scores to study the growth of the AIG subgroup. Data is shared and discussed with the AIG Advisory Council with the help of the Director of Accountability who also is available to offer guidance in the understanding of EOG/EOC scores for AIG students. Such scores will be broken out in the fall by subgroup providing another level of data. By the request of the AIG Advisory Council, two subcommittees were established during the 2012-2013 school year to assist with focus issues. These subcommittees are the AIG Plan Update Subcommittee and the Parent Communication Subcommittee. The committees met jointly to develop the surveys for parents, students and educators designed to provide feedback to the plan update process. The results of the surveys will be studied to offer insights for the improvement of the AIG plan and student services.

Planned Sources of Evidence: *Survey development process as captured in subcommittee minutes

- *Surveys for parents, students and educators
- *Conclusions from survey results
- *The updated AIG plan

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools will seek avenues to disseminate results from the evaluation of the local AIG program to the public.

- Goals:**
- *Lee County Schools publishes the annual headcount to the Board of Education
 - *The Director of Special Programs/Projects will share and discuss evaluation findings with the AIG Advisory Council
 - *Lee County Schools will share program evaluation results with stakeholders

Description: Lee County Schools will seek to become more transparent in its information to the public. Lee County Schools will continue to seek ways to inform stakeholders of the results of the program evaluation. Evaluation results will be a part of school level presentations and will be reflected in the updated plan to the Board.

Planned Sources of Evidence: *AIG Advisory Council minutes

- *AIG plan update
- *Meeting agendas with stakeholders
- *Parent night presentations
- *Presentations to staff

Other Comments:

Practice K

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

This practice is a Focused Practice for 2013-2016.

Rationale: Lee County Schools protects the rights of all AIG students through established policies, procedures and practices as set forth in the Lee County Schools AIG Plan. The Director of Special Programs/Practices monitors for compliance in these areas. The Director oversees situations where such established policies protecting the rights of AIG students may have not been followed and intervenes on behalf of the student if necessary. The Director also works to resolve complaints from parents of AIG students related to the rights of their child both informally and through a formal appeal process if that avenue is used. Lee County Schools is committed to providing fair and equitable treatment to all AIG students so they experience the challenging curriculum needed for their growth.

Goals: *Treat all AIG students and their parents fairly and in accordance with the policies, procedures and services outlined in the AIG plan

Description: Parent complaints that come to the Director of Special Programs/Projects are investigated and handled expediently by contacting all parties involved at the school and consulting with the Associate Superintendent of Curriculum and Instruction if necessary. The parent is contacted periodically and informed of the status of the situation if it is not able to be resolved quickly. Unfair practices for one student may lead to further investigation depending on the circumstances.

When parents lodge a formal complaint or appeal, the Director of Special Programs/Projects explains the process to the parent. The facilitates the resolution to the appeal by investigating with all parties involved and consulting with the Associate Superintendent of Curriculum and Instruction when necessary.

Planned Sources of Evidence: *Parent complaints

*Parent appeals to the school level decision

*AIG plan policies, procedures and practices

Other Comments:

Glossary (optional):

Appendix (optional):

Appendix B 2013-2016Final.docx (*Appendix*)

AppendixA 2013-2016Final.docx (*Appendix*)