

Nash-Rocky Mount Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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Nash-Rocky Mount 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, Nash-Rocky Mount Schools local AIG plan is as follows:

Nash-Rocky Mount Schools Vision for local AIG program: The Nash-Rocky Mount Public School System's Academically or Intellectually Gifted Education Program is a part of a continuum of services that promotes and supports the academic achievement of all students while emphasizing appropriate educational opportunities for the academically or intellectually gifted child.

The Academically or Intellectually Gifted Education program believes that students from all cultural and socioeconomic populations can exhibit exceptional abilities and is committed to providing an appropriately differentiated instructional program responsive to the abilities and needs of all gifted learners to prepare them to be globally competitive in the 21st Century.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$1053974.00	\$51540.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Each school in the Nash-Rocky Mount Public School district has an AIG Leadership Team that works with its assigned AIG Facilitator to make recommendations on student identification and placement, contributes to the decisions regarding AIG programming, and communicates these components to the staff. Information regarding the referral and procedures for identification is shared with personnel, parents/families, students, and the community-at-large through various forms of media.

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

Description: A clear description of each of the following is available on the Nash-Rocky Mount Public School website and embedded within the local AIG plan:

- Screening
- Referral and nomination procedures for the AIG program, including transfer students
- Identification procedures at the school and district level

Each school's AIG Leadership Team has an intentional process of disseminating information to their school personnel, students, and parents/families. Actions may include, but are not limited to, linking information from the school website to the AIG Departmental district website, presenting information at Open House about the AIG program and its components, sharing an AIG overview powerpoint to the staff and parents at the beginning of the school year, and providing an AIG information pamphlet to all parents.

Planned Sources of Evidence:

- District and/or school Web sites, brochures, handbooks
- Agenda and presentations at PTA meetings, faculty meetings, school board meetings
- LEA's AIG Plan
- AIG Informaitonal Powerpoint

Other Comments:

Practice B

Employs multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for

each student. These measures include both non-traditional and traditional standardized measures that are based current theory and research.

This practice is a Focused Practice for 2013-2016.

Rationale: Each student nominated for the Academically or Intellectually Gifted Program in the Nash-Rocky Mount Public School System is reviewed using multiple criteria for student identification. Quantitative and qualitative measures that reveal student aptitude, achievement or potential to achieve are part of each student's comprehensive profile. In the past, Nash-Rocky Mount's AIG Department has not identified students as Intellectually Gifted; therefore, a more focused concentration will be given to this area. As well, the department recognizes the need to further explore non-traditional measures in order to ensure a more comprehensive screening and identified population that is representative of the district's demographics.

Goals: Nash-Rocky Mount's AIG Department will work with other district AIG Departments and college/university partners to identify non-traditional measures to study which are reliable and valid indicators of giftedness.

These non-traditional measures may include, but are not limited to,:

- testing opportunities in a student's native language
- tests/tools that measure creativity, leadership, and student interests
- measures such as Draw-a-Person/Draw-a-Scientist for indicators

Description: North Carolina's state definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.5), states that "Academically or intellectually gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor."

Beginning with the 2013-14 school year, Nash-Rocky Mount's AIG Department will employ a new system of student identification that is more aligned to the state definition. Students meeting 2 of the following criteria will be identified into the AIG program:

- [] composite or subscore at or above the 90th percentile on a nationally normed achievement test in English Language Arts and/or Mathematics
- [] composite or subscore at or above the 90th percentile on a nationally normed aptitude/ability test*
- [] a minimum of three artifacts** of evidence that support the student's high ability/achievement and need for AIG services in that field

*Any student who achieves a composite score at or above the 97th percentile on a nationally normed aptitude/ability test will automatically be identified as Intellectually Gifted/IG. Students identified as Intellectually Gifted will have an Individualized Differentiated Education Plan/IDEP.

Students identified as Academically Gifted in a specific field will have a Differentiated Education Plan/DEP unless a strong need for further individualization is required.

Students identified as Academically and Intellectually Gifted will have an Individualized Differentiated Education Plan/IDEP.

**Artifacts should be both quantitative and qualitative in nature, showing clear supporting evidence for student identification. Artifacts may include, but are not limited to the following: teacher rating scales that indicate gifted characteristics in learning, creativity, leadership, and adaptability with anecdotal notes; above grade level work products; student writing reflections; outstanding achievement outside of the classroom; and other standardized assessment measures.

Formal identification for AIG services begins in third grade. Students in kindergarten through second grade may be formally identified for academically or intellectually gifted services when there is demonstration of extreme need for differentiated service that is at least two grade levels above the current grade level. Students will be screened using nationally normed aptitude and achievement tests, supported by a portfolio of artifacts.

Documented evidence of identification for gifted services from another school district will be used in accordance with the Transfer Policy outlined in Standard 1, Practice E.

Planned Sources of Evidence: •Local AIG Student Eligibility Forms

- Identification Criteria listed on Department Website
- Student AIG folders containing identification information
- School Review Team meeting minutes
- Reflections of non-traditional measurement results and studies

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: A greater awareness of students from traditionally under-represented populations of the gifted who show a need or the potential need for differentiated services has emerged through ongoing awareness sessions for upper elementary and middle school teachers as well as engaging K-3 classroom teachers in the implementation of AIM (Activating Inquisitive Minds - a higher order thinking skills program).

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

Description: A greater awareness of students from traditionally under-represented populations of the gifted who show a need or the potential need for differentiated services has emerged through ongoing awareness sessions for upper elementary and middle school teachers as well as engaging K-3 classroom teachers in the implementation of AIM (Activating Inquisitive Minds - a higher order thinking skills program). Classroom teachers and AIG Facilitators collect informal evidence for kindergarten through third grade students as part of the district-wide nurturing and enrichment identification component and instructional program. At the third-grade level, all students are assessed using the Cognitive Abilities Test (CogAT) and a district wide effort is made to review available scores to identify students who show clear evidence of needing AIG services or who show the potential for needing AIG services. As a deeper awareness of the characteristics of gifted children beyond standardized test scores continues with all school personnel, an increase in referrals from the traditionally under-represented populations should continue to emerge. AIG Facilitators will support teachers in the early recognition of outstanding potential in children from all populations and share opportunities for nurturing these students.

NRMPS accepts the following quantitative measures administered by the LEA or by a licensed psychologist:

- Cognitive Abilities Test (CogAT)
- Iowa Test of Basic Skills (ITBS)
- Otis Lennon School Ability Test (OLSAT)
- Naglieri Nonverbal Ability Test (NNAT)
- North Carolina End of Grade Tests
- North Carolina End of Course Tests
- Woodcock-Johnson III, Tests of Achievements
- Wechsler Intelligence Scale for Children — Fourth Edition (WISC-IV)
- Other nationally normed standardized tests as approved by the Testing and Accountability Office

With all quantitative assessments, Testing Coordinators at each school are responsible for verifying that:

- In accordance with Programs for Exceptional Children, students with an Individual Education Plan (IEP) will be provided with appropriate accommodations and modifications as directed by the IEP.
- In accordance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, students with a 504 Plan are tested as directed by the 504 Plan with appropriate accommodations and modifications.

Non-traditional assessments for consideration may include, but are not limited to, the following:

- Performance-based assessments
- Checklists
- Portfolios
- Observations
- Gifted Behavior Scale Checklists
- Individual work products with evaluation rubrics
- Literacy Assessments

- Anecdotal/Case Studies
- Awards/Achievements

The AIG Department will continue to explore other non-traditional assessments as described in Standard 1, Practice B.

- Planned Sources of Evidence:**
- Student AIG folders containing testing information
 - List of traditional and nontraditional instruments used for identification with research-based data
 - Records of all testing data from screening procedures

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Processes and procedures have been in place to ensure reliable and consistent screening, referral, and identification. However, ongoing thoughtful and intentional review of these processes and procedures will continue.

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

Description: Student referrals for AIG identification can be made by classroom teachers, administrators, parents, or AIG Facilitators and is an ongoing yearly practice. Referrals are based on classroom performance, standardized testing scores, and observations. In addition, all third grade students in the district are screened with an aptitude test (currently using the Cognitive Abilities Test/CogAT). Results from the CogAT are carefully reviewed for students reflecting strong performance or the potential to show strong performance.

All referrals are reviewed by the nominating school's Compliance Review Team (can be a subset of the AIG Leadership team). Identification and differentiated services are recommended. To ensure consistency across the district, all recommendations are presented to the District Level Compliance Review Team for review and final placement decision(s). A student can be referred and reevaluated each year.

The AIG Department will provide ongoing education on the characteristics of gifted children from all populations, as well as traits that can obscure gifted behaviors. AIG Facilitators are expected to conduct and participate in Professional Learning Communities and other staff initiatives to decrease stereo-typical perceptions of the gifted student and increase the awareness of atypical gifted learners.

The AIG Department will work in conjunction with the EC Department to provide professional development sessions for classroom teachers to recognize and refer twice-exceptional students - those showing giftedness in one area with learning difficulties present in other areas.

Working together, the AIG Department and the ESL Department will provide assistance to classroom teachers on recognizing and nurturing ESL students showing traits of giftedness. Practices to increase students nominated and identified should include authentic procedures for evaluation such as portfolios or performance assessment, analyzing subtest scores for strengths, and developing culture-specific checklists and rating scales.

Planned Sources of Evidence: •AIG child count reflective of district and individual school's demographics

- Samples of portfolio-based identification using non-traditional criteria
- Documented testing accommodations
- Outline of referral process in AIG plan, district website, parent/family newsletters
- Documentation of professional development participation and agendas

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: In accordance with state law, the Nash-Rocky Mount Public School System employs consistent processes for safeguarding the rights of AIG students and their parents/families. Written procedures that articulate informed consent regarding evaluation and placement are followed throughout the district. Parents/families are informed of the procedures to resolve disagreements when a child is not identified as needing academically or intellectually gifted services or concerning the appropriateness of services offered to the academically or intellectually gifted student

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

Description: Written policies guide all aspects of the identification, referral, and placement process. At each stage of the process, parents/guardians are involved through giving consent for evaluation, completing a parent checklist of student learning characteristics, reviewing documentation as it is made available, and, if the child is identified, consulting with an AIG Specialist on the Differentiated Education Plan.

Nomination, Identification, Placement, and Service Options

[]Every student nominated for referral and testing must have parent/family signature for consent for evaluation. Letters must be kept on file with student records.

[]If a student was nominated or referred for further evaluation, but not identified as needing differentiated services through the Academically or Intellectually Gifted Program, the following documents serve to inform the parent/guardian of this decision:

- Notice to Parents/Families - Results of Nomination including Individual Student Profile which includes information on Procedures to Resolve Disagreements

[]If a student was referred and the district level Compliance Review Team recommended the need for nurturing services through the Academically or Intellectually Gifted Program, the following documents serve to inform the parent/guardian of this decision:

- Notice to Parents/Families - Results of Nomination including Individual Student Profile which includes information on Procedures to Resolve Disagreements
- Nurturing Services Guidelines

[]If a student was referred and identified by the district level Compliance Review Team as needing differentiated services through the Academically or Intellectually Gifted Program, the following documents serve to inform the parent/guardian of this decision:

- Parent/Families Guide to the Academically or Intellectually Gifted Program which includes information on Procedures to Resolve Disagreements
- Notice to Parents/Families - Results of Nomination including Individual Student Profile
- Invitation for Initial Placement Conference and for Differentiated Education Plan (DEP) and/or Individual Differentiated Education Plan (IDEP) review

Add-On Identification/Reassessment Process

If a student indicates the need for reassessment based on additional strengths, the procedures for evaluation and nomination should be followed. Referrals for adding on an area of identification do not have to go through the AIG Leadership Team and can be brought directly to the district level Compliance Review Team.

Transfer Students

The AIG Team is obligated to consider students identified in gifted programs outside of the NRMPS school system for local AIG service eligibility based on individual needs and local options available. When an identified K-5 student enrolls, the parent/families will receive a letter of consent for temporary AIG services with an outline of NRMPS's process for placing transfer students. Students enrolling in Nash-Rocky Mount Public middle and/or high schools, previously identified in another county, will automatically receive local service options unless a documented body of evidence shows otherwise.

Reevaluation Process and Intervention Plan

If concerns about an identified student's performance and placement arise, the AIG Facilitator, student's classroom teacher, parent/families, and a member of the AIG Site Team should collaborate to establish an Intervention Plan and/or modifications in the student's Differentiated Education Plan (DEP). After a minimum of one grading period, the AIG Facilitator, student's classroom teacher, parent/families, and a member of the AIG Site Team should reconvene to review the student's progress and current eligibility status. If improvement has not been made, then an Individual Differentiated Education Plan (IDEP) should be developed and support is provided to the student in order to reenter the gifted service option(s) at a later date, if and when appropriate. The student's formal identification is not removed from the local and state headcount.

Appeals Procedures

Parents/families have the right to disagree with nomination, placement, or service options outlined in the student's DEP and are guaranteed the due process procedures following:

Step I – AIG Site Team Conference

- A. Parent/guardian may make a request for a conference with the AIG Site Team to discuss concerns. (A written request is required and should be filed for documentation.)
- B. AIG Site Team reviews the student's record and their previous nomination, identification, and service option decisions. The committee may gather additional information about the student from the teachers and/or parents as needed. The individual Student Profile may be updated.
- C. The AIG Site Team grants the conference within 10 school days of requests and responds to the parent/guardian in writing within 10 school days after conference is held.

If the disagreement is not resolved at the AIG Site Team conference, then an appeal to Coordinator of Academically or Intellectually Gifted Programming may be made.

Step II – Appeal to Coordinator of Academically or Intellectually Gifted Programming

- A. The parent/guardian may appeal the AIG Site Team's decision in writing to the AIG Coordinator within 10 school days of receiving written response from the AIG Site Team.
- B. AIG Coordinator reviews the grievance within 10 school days of receipt of appeal.
- C. AIG Coordinator responds in writing to the parent/guardian and principal concerning the outcome of the review within 10 school days.

If the disagreement is not resolved, then an appeal to the Superintendent may be made.

Step III – Appeal to the Superintendent

- A. The parent/guardian may appeal the AIG Coordinator's decision in writing to the Superintendent or his/her designee within 10 school days of receiving written response from the AIG Coordinator.
- B. Superintendent reviews the grievance within 10 school days of receipt of appeal.
- C. Superintendent responds in writing to the parent/guardian, principal, and AIG Coordinator concerning the outcome of the review within 10 school days.

In the event that the local grievance procedure fails to resolve the disagreement, then the state level grievance procedure would be implemented.

Step IV – State Level Grievance Procedure

The parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

- Whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student
- Whether the local plan has been implemented appropriately in regard to the child

Following the hearing, the administrative law judge shall make a decision that contains fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the

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

Planned Sources of Evidence: •LEA's AIG Plan clearly defining written policies safeguarding student and parent/guardian rights

- Written policies articulating the rights of AIG students and their parents/guardians available on the AIG departmental website within the NRMPS district website
- Written policies outlined in parent handbook and brochures
- Student AIG folders containing written consent for testing and referral

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: AIG Facilitators maintain documentation that explains the identification process and service options for individual AIG students. An annual review has been conducted with parents/families following procedures for the elementary, middle, and freshman students to ensure appropriate services are matched to student needs; however, AIG students in their sophomore, junior, and senior years have not had an annual review of their Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP).

Goals: Beginning with the 2013-14 school year, a plan to ensure the annual review process with high school sophomores, juniors, and seniors will be finalized and implemented.

Description: As articulated in Standard 2, Practice I, AIG Facilitators ensure that an annual review of student's confidential AIG file is conducted with the parent/families of all identified students through the ninth grade. During the annual review, parent/families look at student performance and the appropriate match of gifted services for the upcoming school year. The identification process is reviewed if a student is showing potential or achievement for adding an additional area of identification. For example, a student identified as Academically Gifted in Math has shown the potential or performance to be nominated for add-on identification in the academic field of English Language Arts. Consent for re-evaluation may take place at this meeting or at a later date.

The AIG Facilitator will evaluate the match of services based on student progress reports, report cards, standardized achievement test scores, alternative assessment data pertaining to the student's progress provided to parents by the teacher or mentor, such as evaluations of special projects/units of study, presentations, etc. Parents, classroom teachers, and the AIG Facilitator will indicate any change in services on DEP/IDEP before signing.

If the yearly performance review indicates that a student is not performing satisfactorily and a change in services may be required, the team and parent/family will collaborate to match service needs or

develop an Intervention Plan. (Intervention Plan is explained in Standard 1, Practice E)

At the high school level, the individual leading the annual review process will be at the discretion of the principal with recommendation that it is conducted by a counselor, AP Coordinator, or another educator associated with gifted learning.

Planned Sources of Evidence: •LEA's AIG Plan clearly defining written policies safeguarding student and parent/guardian rights

- Written policies articulating the rights of AIG students and their parents/guardians available on the AIG departmental website within the NRMPS district website
- Written policies outlined in parent handbook and brochures
- Student AIG folders containing written consent for testing
- DEP/IDEPs with annual parent/family signature

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: AIG Facilitators and classroom teachers offer a challenging and relevant curriculum based on the North Carolina Standard Course of Study that meets the diverse needs of gifted learners at all grade levels. All differentiated curriculum developed by the gifted program and classroom teachers begins with North Carolina Standard Course of Study and seeks to modify content, process, product, learning environment, and affect with the needs of high achieving learners in mind. Although this product is mostly evident, placing a focus on this practice will assure committed ongoing development of strategies at all levels by all teachers.

Goals: Using the Rigor/Relevance Framework as a guiding focus, AIG Facilitators will continue to plan units of study that enrich, extend, and accelerate appropriately for students' learning. As classroom teachers throughout the district continue to receive professional learning on classroom instruction that leads students through the upper level of Bloom's Taxonomy and real world application, the AIG Department would like to offer further instruction on differentiating for high achieving students.

In collaboration with the Secondary Educational Specialists, the AIG Department will work to support differentiation strategies with Honors and Advanced Placement Courses.

Description: Enrichment and extension learning activities of the North Carolina Standard Course of Study are achieved as classroom teachers and AIG Facilitators use pre and on-going assessments of high end learners to further direct their instruction. In many circumstances within the elementary classroom, students use time gained through compacting to participate in independent study, choice boards, learning stations and centers, task cards, and flexible grouping opportunities that add depth and complexity into the unit of study. In this manner, classroom teachers are able to adapt the traditional curriculum with differentiated units of study and still meet state standards of learning. Middle and secondary classroom teachers primarily serve classes grouped by ability allowing for greater depth, breadth, and complexity to course objectives. When academic need is greater than can be offered within the regular classroom setting, multiple opportunities exist for students, such as dual enrollment and Credit by Demonstrated Mastery (beginning in the Spring of 2014).

Planned Sources of Evidence: •Sample curriculum units, lessons and activities

- Student work samples
- DEPs/IDEPs
- Documentation of students dually enrolled

- Professional Development Calendar

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Curricular accommodations in math and language arts, as well as other content areas as appropriate, occur in a blend of regular classroom settings and small group settings to provide continuous levels of challenge for all identified high ability students through differentiated curriculum instruction, content acceleration, or grade skipping. Advanced and Honors classes, as well as International Baccalaureate classes, offer further specialized instruction to address a range of high ability levels. With the drive for continuous improvement, the AIG Department will focus on providing additional support to classroom teachers that focuses on differentiation strategies.

Goals: The AIG Department will focus on ways to provide continuous support to classroom teachers for effective implementation of differentiation strategies. Professional learning will occur through the AIG Cohort, PLCs, and other professional learning opportunities.

Description: Within the elementary schools throughout the NRMPS district, accommodations for gifted learners in math and language arts are met through cluster groups, tiered assignments, curriculum compacting, flexible grouping, AIG resource rooms, and individual conferencing. All elementary schools are partnered with an AIG Facilitator to assist classroom teachers in enriching, extending, and accelerating the curriculum.

Curriculum differentiation and acceleration at the middle schools include subject grouping based on ability, flexible classroom grouping, tiered assignments, curriculum compacting, independent studies, and mentorships. All middle schools are partnered with an AIG Facilitator to further assist classroom teachers in enriching, extending, and accelerating the curriculum.

Academic provisions at the High School level include, but are not limited, to the following:

- Credit by Demonstrated Mastery - beginning in the spring of 2014
- International Baccalaureate Classes
- Advanced Placement Courses
- Internships, mentorships
- Honors Classes
- Dual Enrollment at Local Community College
- Distance Education/North Carolina Virtual Public School
- Independent study (student need based)
- Grade acceleration(based on School Board Policy)
- Differentiated curriculum in pace, content, sequence, and depth

- Curriculum compacting and curriculum tiering
 - Capstone Project (local cross-curricular high school project required of all students)
 - AVID

Planned Sources of Evidence: •Syllabus from Advanced and Honor Classes

- Documentation of Dual Enrollment
- Evidence of Student Independent Study
- AIG Service Delivery Options at each school
- Sample assignments and student products
- Samples of curriculum compacting and curriculum tiering

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG specialists meet monthly to explore supplemental resources for instruction that provide students with meaningful, challenging opportunities for learning content beyond the North Carolina Standard Course of Study. Many AIG Facilitators are also Teacher Leaders from their schools and meet monthly with content area educational specialists resulting in additional knowledge of supplemental resources.

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

Description: AIG Facilitators and classroom teachers of AIG students use a variety of curriculum instructional practices and materials that respond to the strengths and needs of gifted learners. These may include, but are not limited to, the following:

- Rigor/Relevance Framework/Dr. Bill Daggett
- Advanced Organizers and Thinking Maps
- Project Based Learning Activities
- Paideia Teaching and Seminars
- Socratic Seminars
- Cooperative Learning
- Compacting
- Experimental Inquiry
- Literature Circles
- Tiered Lessons, Centers, and Products
- Research Based Strategies for Increasing Student Achievement/Robert Marzano
- How to Differentiate Instruction in Mixed Ability Classrooms/Carol Ann Tomlinson

- Talents Unlimited/Calvin Taylor, Ph.D.
- Multiple Intelligences/Howard Gardner
- Units of Study from Willam and Mary/School of Education
- Learning Centers and Contracts
- Independent Projects
- Curriculum compacting

Planned Sources of Evidence: •Examples of differentiated lessons and resources

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Nash-Rocky Mount Public School System is committed to the guiding mission of the North Carolina State Board of Education to graduate from high school, students who are globally competitive for work and postsecondary education and prepared for life in the 21st century. When students are actively engaged in the learning process, it is then that real achievement takes place. Adoption of Dr. Bill Daggett's Rigor and Relevance Framework, as well as a one-to-one- technology initiative with every 4th - 12th grader, has elevated teacher's proficiency at infusing 21st century content and skills at an advanced level into their curriculum.

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

Description: In combination with the Professional Development and Technology Departments and the district's Educational Specialists, the AIG Department is dedicated to the district's implementation of the Rigor and Relevance Framework. Incorporating more rigorous and relevant instruction in classrooms is critical to meet and exceed the 21st Century content and skills 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. AIG Facilitators will offer ongoing professional learning, classroom modeling, and application of instructional practices that merge the upper level of Bloom's taxonomy with authentic real world applications.

Planned Sources of Evidence: •List of district professional learning opportunities

- Opportunities (such as outreach programs and camps) that provide authentic learning
- Service learning projects that address 21st century content and skills
- Examples of differentiated curriculum units, lessons, and activities which promote real world inquiry, problem-based learning, open-endedness, multidisciplinary curricula, collaboration/cooperative learning, concept based instruction
- Sample student research projects that reflect inquiry, investigation, and experimentation
- Rubrics for advanced research projects and presentation skills that require applied information, media, communication, and technological literacies
- Documented student involvement in school, community, regional, and global applications of life skills

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Nash-Rocky Mount employs multiple district-wide assessments to evaluate student achievement. Through data-driven professional learning communities using formal and informal assessments, teachers are able to utilize student information to develop, revise, and enrich classroom curriculum and instruction.

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

Description: All teachers in Nash-Rocky Mount participate in Professional Learning Communities (PLCs) that are grade level and discipline focused. Using the formal and informal data from on-going assessments, teachers and AIG facilitators are able to design classroom instruction and curriculum supplements to further challenge high achieving students.

Planned Sources of Evidence: •Examples of pre, formative, and post assessment data

- Documented student readiness or diagnostic assessment results
- Use of flexible skills grouping
- Samples of classroom lesson plans that show differentiated instruction as a direct response to assessments

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Nash-Rocky Mount's AIG Department has made positive additions to the program to support the social and emotional needs of gifted students; however, we recognize that more must be done in this area. The AIG Department will partner with other departments to continue to work towards addressing this aspect of gifted education.

Goals: By establishing a stronger connection with other departments, awareness of the unique social and emotional needs that gifted and highly gifted students have will aid in creating curricular and instructional practices to meet those needs. Counselors at each school will collaborate with AIG facilitators to survey students and parents on needs, then plan on ways to meet those needs. In addition, teachers in the AIG Cohort are exploring the social and emotional needs of gifted students, thereby facilitating their own creation of curricular and instructional practices within their classrooms. More opportunities to recognize academic achievement should be created and celebrated.

Description: As articulated in Standard 3, all stakeholders in gifted education must receive awareness on recognizing gifted characteristics with an emphasis on the unique social and emotional needs of gifted students. Some of the topics may include, but will not be limited to, perfectionism, underachievement, asynchronous development, and bibliotherapy.

Planned Sources of Evidence: •Agenda and Roster from Collaboration meetings between AIG Department and Counseling/Student Services Department
•Recognition "documents" that celebrate student achievement

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG Facilitators have worked collaboratively with K-3 classroom teachers, modeled whole classroom instruction, and served pull-out groups to further develop the potential of young (K-3) students. AIG Facilitators have incorporated strategies and resources to enrich the curriculum at each grade level. The AIM program will continue with a minimum of three whole class lessons led by the AIG Facilitator in each K-3 classroom during the first and fourth six weeks and focused small group sessions during the other assessment periods.

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

Description: AIG Facilitators have developed and implemented the K-3 AIM (Activating Inquisitive Minds) program at all elementary school sites. The program is based on Costa's Higher Levels of Thinking, Daggett's Rigor/Relevance Framework, and the Primary Education Thinking Skills program, all which foster higher levels of critical and creative thinking in conjunction with real life application of knowledge and skills. AIG Facilitators, working together with the classroom teacher, lead several

whole class lessons based on the AIM program materials at the beginning of each semester. Smaller student focus groups are derived through informal assessments during each whole class lesson and meet with the AIG Facilitator for the remainder of the semester in a small group setting. During small group settings, additional resources supplement the program, such as Build to Express Legos using Literacy as a common thread, Hands-on-Algebra, and Technology.

AIG Facilitators will partner with K-3 classroom teachers to further respond to students' learning profiles and interests by varying content, instruction, and learning products within the regular classroom setting. Professional learning activities based on Costa's Higher Levels of Thinking, Bloom's Taxonomy, and the Primary Education Thinking Skills program will be shared with classroom teachers to assist them in offering multiple instructional options based on students' learning profiles, interests, and strengths.

Planned Sources of Evidence: Sources of Evidence

- Lesson/Unit plans
- Classroom curriculum units/lessons
- Photographs and reflection sheets from Build to Express connections
- Survey results from parents and teachers of K-3 students
- Newsletters

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: Each school within the Nash-Rocky Mount Public School System ensures collaboration among school personnel through Professional Learning Communities (PLC). AIG Facilitators are involved in school PLC's as their schedule permits, allowing collaboration among themselves and other professional staff, including exceptional children's personnel, ESL personnel, and others related to AIG students. Using student assessment data, development of differentiated curriculum and instruction is a primary focus of these Professional Learning Communities.

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

Description: AIG Facilitators work with classroom teachers to further respond to students' learning profiles and interests by varying content, instruction, and learning products within the regular classroom setting. Learning activities based on Daggett's Rigor/Relevance Framework, Costa's Higher Levels of Thinking, Bloom's Taxonomy, and the Primary Education Thinking Skills program will be shared with classroom teachers to assist them in offering multiple instructional options based on students' learning profiles, interests, and strengths.

AIG Facilitators work closely with the teachers in the Exceptional Children's department to ensure that twice-exceptional students are receiving appropriately challenging instruction.

Planned Sources of Evidence: •Minutes from PLC meetings

- Examples of differentiated lessons and resources
- AIG Facilitator Schedules
- Documented evidence of professional growth opportunities focused on potentially gifted K-3 students

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: As articulated in Standard 1, all AIG identified students have a Differentiated Education Plan (DEP) that is revised and reviewed annually with parents/families. This practice has remained consistent at the elementary, middle, and ninth grade levels; however, students in the sophomore, junior, and senior years have not had an annual review of the DEP. Beginning with the 2013-14 school year, this annual review will occur at every grade level.

Goals: Beginning with the 2013-14 school year, a plan to ensure the annual review process with high school sophomores, juniors, and seniors will be finalized and implemented.

Description: In grades kindergarten through rising ninth graders, the AIG Facilitators ensure that an annual review of student's confidential AIG file is conducted with his or her parent/family to look at student performance and the appropriate match of gifted services for the upcoming school year. The AIG Facilitator will evaluate the match of services based on student progress reports, report cards, standardized achievement test scores, alternative assessment data pertaining to the student's progress provided to parents by the teacher or mentor, such as evaluations of special projects/units of study, presentations, etc. Parents, classroom teachers, and the AIG Facilitator will indicate any change in services on DEP/IDEP before signing. The student, counselor, and other personnel may be invited to the conference if needed.

If the yearly performance review indicates that a student is not performing satisfactorily and a change in services may be required, the team and parent/family will collaborate to match service needs or develop an Intervention Plan. (Intervention Plan is explained in Standard 1, Practice E)

At the high school level, the individual leading the annual review process will be at the discretion of the principal with recommendation that it is conducted by a counselor, AP Coordinator, or another educator associated with gifted learning.

Planned Sources of Evidence: •Student DEP/IDEPs

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Nash-Rocky Mount Public Schools has a full time AIG-licensed educator who develops, implements, monitors, and evaluates the AIG Program.

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

Description: The NRMPs Academically or Intellectually Gifted Program Coordinator's role includes, but is not limited to, the following best practices:

- Establishes and ensures consistency of clear, comprehensive, and equitable screening, referral, and identification processes for all grade levels, including traditionally under-represented populations of the gifted such as culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.
- Establishes written policies that safeguard the rights of AIG students and their parents/families.
- Organizes ongoing professional development opportunities for all personnel involved in the AIG program and services.
- Collaborates with AIG Facilitators and classroom teachers to enrich, extend, and accelerate the curriculum to address a range of ability levels in content areas.
- Provides support to personnel in fostering the development of 21st century content and skills at an advanced level.
- Ensures the intentional programming for cultivating and developing the potential of young (K-3) students.
- Partners and communicates all areas of the AIG program, plan, and other policies related to gifted education with parents/families and the community at large.
- Uses and monitors state funds allotted for the local AIG program according to state policy.
- Monitors programs and services to ensure that they are effective in meeting the academic, intellectual, social and emotional needs of gifted learners.

Specific job responsibilities also include, but are not limited to, the following:

- Chairs the Compliance Review Team for identification and placement of gifted students
- Directs countywide assessment of students for identification of gifted, including ability and achievement testing at all levels
- Coordinates the AVID (Advancement Via Individual Determination) program at select schools

- Coordinates the North Carolina Governor's School application process
- Works with school personnel to provide appropriate mentorships, internships, or acceleration for selected AIG students
- Organizes and supports the following district wide competitions and programs: Battle of the Books, Quiz Bowl, Duke TIP, and others as established
- Meets with AIG Facilitators on a consistent basis

Planned Sources of Evidence: •Nash-Rocky Mount Public School Personnel Records

- AIG coordinator job description reflects guidance, planning, developing, implementing, revising, and monitoring the local AIG program

Other Comments:

Practice B

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG Facilitators work directly with students and teachers to ensure that the academic, intellectual, social, and emotional needs of gifted learners are met. Through a hybrid approach of co-teaching and pull-out, AIG Facilitators are involved in direct student instruction. Monthly meetings for all AIG Facilitators include professional learning explicitly focused on continuous ways to meet the needs of all students. Clear expectations are provided for each staff member with continual support given to ensure successful programming at each school.

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

Description: Each elementary and middle school is assigned a licensed AIG Facilitator responsible for helping meet the needs of AIG students and students with high potential, as well as working together with classroom teachers to ensure all student needs are met. Monthly meetings for all AIG Facilitators include professional learning focused on addressing the academic, intellectual, social, and emotional needs of gifted learners. Ongoing monitoring of programs is the responsibility of the AIG Coordinator to be met through school visits, individual conferences, and feedback from school personnel, parents, and students.

Responsibilities of AIG Facilitators include, but are not limited to, the following:

- Adapt the NC Standard Course of Study (SCOS) according to the identified abilities, readiness, interests, and learning profiles of K-12 students in the AIG program
- Employ diverse instructional practices that center around the unique learning needs of high-end learners. Content, process, products, and learning environment are modified with the needs of gifted learners in mind.
- Select and use a variety of research-based supplemental resources that augment curriculum and instruction

- Foster 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
- Use on-going assessment to differentiate classroom curriculum and instruction
- Ensure collaboration and involvement among AIG personnel, regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming, curriculum, and instruction
- Engage in ongoing professional learning opportunities in the field of Gifted Education, attending monthly AIG Professional Development Opportunities and Meetings
- Serve as the chair of school based AIG Partnership Advisory and Leadership Teams
- Coordinate student screening, nomination, referral, and identification at school site
- Facilitate testing for students referred for AIG/IG
- Maintain accurate student and program records in accordance to local and state policy
- Develop and document a plan (DEP/IDEP) that articulates the differentiated curriculum and instruction services that match the identified needs of each AIG student. The document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and school transitions.
- Inform 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
- Communicate among teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points
- Serve as a liaison between the AIG Coordinator, school administration, AIG Partnership Advisory Committee, and AIG Leadership Committee
- Create affective curricular and instructional practices which support the social and emotional needs of AIG students
- Encourage extra-curricular programs and events that enhance and further develop the needs and interests of AIG students
- Cultivate and develop the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction following the outline of the NRMS AIM program
- Engage in direct instruction of students, through co-teaching and pull-out

Planned Sources of Evidence: Sources of Evidence

- Time logs and teaching schedules
- AIG specialists/parents/teachers/administrator surveys
- Calendar of professional learning
- Minutes from AIG/PAC and Leadership Meetings
- Observational Notes and Reflections from School Visits

- Notes from AIG Facilitator and Administration Conferences
- School AIG Documentation Notebook
- Individual Student Records reflecting Annual Review of DEP/IDEP with all required signatures

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: An advisory group was formed and developed 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. However, due to other professional development requirements in the district, these have not yet been fulfilled.

Goals: Recognition that specific and appropriate professional development requirements for all personnel involved in AIG programs and services is critical to the ongoing success, creating opportunities for delivering such sessions will be a priority focus for the AIG Department. (Standard 4, Practice G)

Description: In collaboration with the Exceptional Children's Director, ESL Director, and other administrators, specific professional development requirements for each of the following groups involved in AIG programs have been established:

- Classroom teachers - "Characteristics of Gifted Students", "Social and Emotional Needs of Gifted Students", "Differentiating for Gifted and High Achieving Students"
- School counselors - "Characteristics of Gifted Students", "Social and Emotional Needs of Gifted Students"
- Exceptional children personnel - "Characteristics of Gifted Students/ Twice-Exceptional Learners"
- ESL personnel - "Characteristics of Gifted Students"
- Administration - "Characteristics of Gifted Students", "Social and Emotional Needs of Gifted Students", "Meeting the Academic Needs of Gifted Learners"

Planned Sources of Evidence: • Examples of professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, ESL personnel, counselors, and school administrators

- Documented professional development participation

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Nash-Rocky Mount Public School System has committed to providing a 30-hour cohort for classroom teachers of AIG students to meet the LEA's professional development requirements in fulfillment of AIG Program Standard 3, Practice D. The first cohort of 4th-8th grade teachers will complete the requirements at the end of the 2013-2014 school year. During the school year, AIG students will be clustered and placed in classroom of participating teachers.

Goals: In order for participants to receive quality training, cohorts will consist of approximately 24 teachers representing 4th - 8th grade at all NRMPs elementary and middle schools with such populations. At the high school level, previous training for AP and IB teachers will be given special consideration until elementary and middle school teachers have met the local pd requirements. After the completion of the first cohort, some "train the trainer" education will begin; however, it will be important to the integrity of the program to continue having educators from institutes of higher education lead the program.

Description: Teachers interested in pursuing the NRMPs Professional Development Requirements for teaching a cluster group of K-8 students will need to complete the following seminars for a total of 30 hours:

Understanding Gifted Education (accumulation of nine hours)

Introduction to gifted education emphasizing definitions, characteristics, methods of identification, and service delivery options. Teaching strategies modeled and embedded within these sessions would include:

- Overview of Gifted Education (three hours)
- Characteristics (three hours)
- Identification and Service Delivery (three hours)

Social and Emotional Needs of Gifted Learners (suggested three hours face to face, one hour outside of class)

Awareness of the distinct social and emotional needs inherent to many gifted learners, such as perfectionism, asynchronous development between intellectual development and social/emotional development, deliberate underachievement, depression, peer acceptance, etc.

Adapting Instruction and Curriculum for Gifted Students (accumulation of fifteen hours face to face, two hours outside of class)

Investigation into methods for differentiating instruction for gifted learners through content, process, and product; Promotion of creativity, cultural understanding, diversity, and full student engagement in the learning process. Classes should include but are not limited to the following titles for a total of fifteen face to face hours:

- The Third Tier (3 hours)
- Enrichment, Extension, or Acceleration (3 hours)
- Learning Contracts (3 hours)

- Problem-Based Learning (3 hours)
- Critical Thinking (3 hours)

Upon completion of 30 accumulated hours, participants will earn 3 CEU's and recognition of meeting the local LEA's PD requirements for teaching AIG students. Another LEA has the right to accept or decline these courses in fulfillment of their district's requirements. Likewise, the NRMS AIG Department will review nature of coursework outside of the district and has the right to accept or decline in fulfillment of local PD requirement.

Cohort Composition:

Elementary Level – one 4th grade and one 5th grade teacher from each school

Middle School Level – 3 teachers – (one from each grade level – ELA or Math)

Planned Sources of Evidence: Sources of Evidence:

- Cohort Membership Lists and Sign-In Sheets
- Outline of Coursework
- "Exit tickets" and reflection sheets from participants
- CEU Credit Forms

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: Using the district's strategic plan and focusing on the curriculum and instructional practices for the upcoming year, the AIG Coordinator works to align program professional development with the school system's opportunities. AIG Facilitators work with classroom teachers to ensure AIG perspective is reflected in school based professional development sessions, as well as professional development opportunities aligned with AIG program goals.

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

Description: A strong commitment to strengthening all teachers through ongoing professional learning has been and remains a primary focus within the NRMPD district. In alignment with the district's goals, the AIG Department will continue to foster professional development opportunities that allow classroom teachers and AIG Facilitators to further applications of district initiatives in direct relation to the gifted learner.

As part of the required professional development requirements for classroom teachers who work with AIG students, classes will be offered that focus on, but are not limited to, the following topics:

- Introduction to Gifted Education
- Nature and Needs of the Gifted Learner
- Social and Emotional Needs of the Gifted Learner
- Adapting Curriculum Materials and Classroom Differentiation for Gifted Learners
- Methods of Instruction, AIG Program Design and Implementation
- Curriculum Acceleration, Enrichment, and Extension

Planned Sources of Evidence: •Schedule and agenda of professional development opportunities aligned with AIG program goals

- District professional growth plan reflects needs of gifted learners
- Teacher/Administrator surveys reflecting a needs assessment for professional development for gifted learners
- Documented professional development participation

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: North Carolina's Professional Teaching Standards and the North Carolina AIG Program Standards share core beliefs that teachers must assume leadership roles in improving educational programming; give greater attention to diversity among learners; effectively use collaboration among other educators, families, and service/support personnel; and strategically, deliberately, and broadly incorporate 21st Century Skills into their teaching.

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

Description: Nash-Rocky Mount provides ongoing professional learning opportunities in all content areas, technology, and effective use of data analysis to its employees. In addition to the district's offerings, the AIG Department will provide professional learning that aligns with each of the four broad areas of the North Carolina Professional Teaching Standards:

Standard 1: Teachers Demonstrate Leadership

Professional Learning Opportunities will include, but are not limited, to the following:

- "Small Learning Communities" for AIG Facilitators to provide opportunity for mentoring
- AIG Facilitators will participate in implementing professional growth opportunities at assigned schools that improve educational programming

Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students
Professional Learning Opportunities will include, but are not limited, to the following:

- "Social and Emotional Needs of Gifted Learners" for all K-12 guidance counselors, AIG Facilitators, and other personnel involved with AIG programming
- "Differentiation using Thinking Maps" with a focus on incorporating different points of view to provide greater attention to diversity
- "The Leader in Me" - Steven Covey's book on the habits of mind for classrooms
- A Book Study will be utilized with AIG Facilitators and other personnel involved with AIG programming

Standard 3: Teachers Know the Content They Teach

Professional Learning Opportunities will include, but are not limited, to the following:

- "Professional Learning Communities" and "Smaller Learning Communities" for AIG Facilitators will provide time to broaden curriculum content and develop ways to interconnect areas/disciplines with 21st Century Skills

Standard 4: Teachers Facilitate Learning for the Students

Professional Learning Opportunities will include, but are not limited, to the following:

- "Project Based Learning" with a strong emphasis on employing a wide range of techniques (technology, learning styles, differentiated instruction)
- Research and evaluate formative and summative assessments

Standard 5: Teachers Reflect on their Practice

Professional Learning Opportunities will include, but are not limited, to the following:

- Training on how to analyze student performance data to improve classroom effectiveness
- "Smaller Learning Communities" for AIG Facilitators will provide time to systematically and critically think about student learning in their classrooms and schools

Planned Sources of Evidence: • Documented alignment of professional development with North Carolina Professional Teaching Standards

- Documented alignment of professional development with North Carolina AIG teaching standards
- Documented alignment of professional development with the National Association for Gifted Children Program Standards
- Documented participation in professional development opportunities
- Documented professional development participation in Smaller Learning Communities

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Through monthly AIG Facilitator Professional Learning Communities, structured time is given for AIG specialists to plan, implement, and refine applications of their professional development learning. Smaller Learning Communities involve AIG Facilitators and classroom teachers working together to further strengthen AIG programming.

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

Description: Through monthly AIG Facilitator Professional Learning Communities, structured time is given for AIG specialists to plan, implement, and refine applications of their professional development learning. Smaller Learning Communities (SLC) formed of AIG Facilitators and classroom teachers work together to analyze and improve their professional growth, provide support for one another, and engage in ongoing activities that are designed to promote individual and team learning. Components of the Smaller Learning Communities (SLC) will include, but are not limited, to the following:

- [] leadership opportunities through collaboration and consultation
- [] additional support, training, and mentoring to teachers new to the AIG program
- [] deeper understanding of AIG Program Standards and local initiatives
- [] continual refinement of professional practices and growth

Planned Sources of Evidence: • Documented participation in professional development opportunities

- Documented professional development participation in Smaller Learning Communities
- District AIG Plan incorporated into School Improvement Plans
- Examples of curriculum produced through professional development opportunities

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: Nash-Rocky Mount Schools provide a variety of programs and services for gifted and potentially gifted students that modify, supplement, and build on academic skills and knowledge; however, focused attention to continue to improve all areas will be given. As reflected in previous standards and practices, a greater emphasis on educating all stakeholders on the unique social and emotional needs of gifted students will bring a more comprehensive program to our district. Beginning to identify students as Intellectually Gifted will create a new set of services the department will need to give attention to matching with student need(s).

Goals: Identifying students as Intellectually Gifted will provide a new challenge of creating programming options that best meet the needs of these highly gifted students. The AIG Department will work to ensure that opportunities for Credit by Demonstrated Mastery, Dual Enrollment, Independent Studies, and other service options will be offered as part of a student's IDEP. The social and emotional needs of gifted learners continues to be an area that the AIG Department will give focus to by providing educational sessions to all stakeholders.

Description: Please see the above goals for description of how the AIG department will continue to give focus to the practice of a more comprehensive program.

Planned Sources of Evidence:

- List of teachers involved in the AIG Cohort under "Social and Emotional Needs" class
- Offerings for IG students
- Social and Emotional Awareness sessions for all stakeholders - rosters and agendas

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: Based on North Carolina's definition of giftedness, NRMS identifies students as

academically gifted in a specific field, English Language Arts/Reading and/or Mathematics. Beginning with the 2013-14 school year, students will be identified as Intellectually Gifted and those students qualifying as both will be noted through local reporting. Delivery services need to be examined and adjusted to ensure that students receive appropriate services in their identified area. Feedback from stakeholders has revealed that AIG students are most often cluster grouped by one area of identification, thereby placing them in advanced level classes outside of their identified area of need. Continuous focus on AIG programs and services at all levels is critical to ensure alignment with the needs of students.

Goals: Based on current funds and resources, the Nash-Rocky Mount Public School System will work to further align AIG programs and services with specific areas of identification that modify, supplement, and build on the academic skills and knowledge attained at all grade levels. AIG Facilitators should give a more intentional development of Differentiated Education Plans in order to reflect the individual student's needs. Awareness of students with an identification of "Intellectually Gifted" and ways to meet the needs of those students will be developed through Individual Education Plans.

Description: The expectation that students are intentionally placed in academic classes with other students of their cognitive ability is vital to the academic, intellectual, social, and emotional needs of AIG students. At the elementary level, the practice of cluster grouping for English Language Arts/Reading and Mathematics will continue with those students being placed in a classroom with an AIG certified teacher or one who has met the LEA's local requirements for teaching AIG students. Recognizing that further time is required to involve all cluster grouping classroom teachers in the AIG Cohort, it is the further expectation that students will have at least one teacher during the academic day having already met or working towards the requirements.

For middle and high schools, subject grouping will be the preferred method of serving gifted students in their area(s) of identification. As stated above, it is the further expectation that students will have at least one teacher during the academic day having already met or working towards the requirements of completing the AIG Cohort as articulated in Standard 3, Practice D.

At the elementary and middle school levels, the practices of inclusion, pull out and enrichment opportunities will continue to be offered to foster the academic and intellectual growth of AIG students.

Although at the high school level, a full continuum of service options, differentiated curriculum, and instructional opportunities are present through Advanced, Honors, and International Baccalaureate Classes, as well as opportunities for Distance Education and Credit by Demonstrated Mastery, focus must be given to increase AIG programs and services.

Planned Sources of Evidence: •DEPs and IDEPs

- Student identification matched to service options
- PRC 034 funds matched to AIG services
- Local funds allocated for AIG services
- List of teachers involved in the AIG Cohort and their individual classroom rosters reflecting cluster

groups

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Nash-Rocky Mount Public Schools Academically/Intellectually Gifted Education Program intersects with and enhances the total instructional program of the LEA. NRMPS strives to provide a high quality education that prepares all students to be productive and contributing citizens of a global society. The Academically or Intellectually Gifted program's standards are woven through all programs and services offered by Nash-Rocky Mount Schools.

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

Description: With the adoption of the Rigor/Relevance Framework and high priority on Literacy, the district's emphasis on quality educational tools and principles mirror the mission of the AIG program. Focus on differentiation is part of the instructional framework across the district and school level AIG Facilitators work with classroom teachers to further guide them in implementation. The AIG Coordinator will continue working in tandem with the district's content Educational Specialists to ensure the needs of AIG students are heard.

Planned Sources of Evidence: •LEA's AIG plan incorporated in School Improvement plans
•AIG Professional Learning opportunities reflecting the district's instructional focus

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Department focused on greater communication of all areas of the AIG plan and programming during the last plan cycle. Establishing school based Leadership and Partnership Advisory Committees increased delivery of information pertaining to the local AIG program and plan throughout the district to all stakeholders.

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

Description: The AIG Department develops an annual powerpoint presentation reflecting current state and local program policies and regulations related to gifted education. AIG Facilitators are responsible for sharing the presentation with teachers, school administrators, and support staff at the beginning of each academic year. Communication will further be shared by:

- Collaborative planning meetings between AIG Facilitators and classroom teachers
- District and school web sites
- School based AIG Leadership and AIG Partnership Advisory Committees
- District meetings
- AIG Informational Brochures

Classroom teachers collaborate with AIG Facilitators and other stakeholders in the development of student DEP/IDEPs allowing greater communication of service delivery and the local AIG plan.

Planned Sources of Evidence: •Minutes from collaborative planning meetings

- Parent, student, teacher surveys
- District and school web sites
- Agendas from district and school meetings
- Power point presentation

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Several measures are used to ensure effective communication between teachers and schools, including district wide AIG Confidential Folder exchange allowing AIG Facilitators opportunity to communicate with the AIG Facilitator at the receiving school. Forms indicating students identified for differentiated services or nurturing services is shared, information about students who need further observation before reevaluation is noted, and assessment history of AIG testing is shared. Through the use of Differentiated Education Plans (DEPs) and/or Individual Differentiated Education Plans (IEPs), communication among and between teachers and schools as students move from elementary into middle school has been successful. Greater communication with the high school staff will be given attention during the 2013-2016 plan cycle.

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

Description: At the close of each academic year, a district wide AIG Confidential Folder exchange is held, allowing AIG Facilitators opportunity to communicate with the AIG Facilitator at the receiving

school. Forms indicating students identified for differentiated services or nurturing services is shared, information about students who need further observation before reevaluation is noted, and assessment history of AIG testing is shared.

Through the use of Differentiated Education Plans (DEPs) and/or Individual Differentiated Education Plans (IEPs), communication among and between teachers and schools has been successful. Attention has been given at key transition grades to ensure that there is a continuation of services. The Nash-Rocky Mount Public School System uses a consistent form for all 5th graders transitioning into middle school that includes quantitative and qualitative data about each student. Students with an AIG identification are clearly marked on the form, along with the statement that the child has a Differentiated Education Plan (DEP) and/or Individual Differentiated Education Plans (IEP). This form of communication, as well as the Differentiated Education Plan (DEP) and/or Individual Differentiated Education Plan (IEP), has been key in successful transitioning and continuation of services.

Students transitioning from 8th grade to high school work with their parents, teachers, and a guidance counselor to complete a plan for their four-year course of study with consideration given to Pre-IB and/or Honor Courses. Differentiated Education Plans (DEPs) and/or Individual Differentiated Education Plans (IEPs) for secondary students allow for self-selected courses based on student's strengths. Parent input and a signature is required for each.

Planned Sources of Evidence: •Consistent AIG services among the district schools

- Agendas and minutes from meetings
- Student and parent orientation at key transition points (e. g., elementary to middle school, middle school to high school)

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In concurrence with Standard 2, Practice H ensuring collaboration to develop and implement differentiated curriculum and instruction, this practice examines collaboration to provide differentiated programming and services. This collaborative networking occurs at both the school level, as well as among the district level Curriculum and Instruction Team.

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

Description: At the school level, elementary and middle schools have AIG Leadership and AIG

Partnership Advisory Committees who examine ways to provide differentiated programming and services. AIG Facilitators chair each committee with an articulated list of stakeholders who should make up the membership of each committee, reflecting the diversity of the school.

At the district level, the AIG Coordinator works with the members of the Curriculum and Instruction Team to ensure that programming and services reflect differentiated services at all levels. Intentional strategies for differentiating curriculum and instruction to meet the needs of gifted learners will continue to be reflected. With an ever increasing knowledge of AIG students and their unique needs, 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 can be ensured.

Planned Sources of Evidence: •Agendas and minutes from school and district wide meetings

- Surveys for parents, teachers, administrators
- Documentation of parent/school partnerships

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: The Nash-Rocky Mount School System strives to create an environment in which the distinct social and emotional needs of gifted learners at all ages are understood, valued, nurtured, and supported. To ensure that effective collaboration among school counselors, classroom teachers, AIG Facilitators, and parents/families are specifically focused on the social and emotional needs of AIG students, additional time is needed to adequately focus training in "Social and Emotional Needs of Gifted Learners" for all stakeholders. Appropriate sessions have been devised (Standard 3, Practice C); however, more time is needed to ensure time for collaboration between all stakeholders.

Goals: Awareness of and education about the social and emotional needs of AIG students is increasing throughout the district among educators; however, parent sessions need to be a focus. During the 2013-16 plan, AIG facilitators will collaborate to plan and offer informational sessions/literature through various forms of media. This practice, in concurrence with other measures already in place, should elevate the level of understanding and support.

Description: Through feedback received from parents, classroom teachers, and counselors, the Department noted that each group recognized that in order for all needs of AIG students to be met, student's social and emotional needs must be addressed. Individuals expressed a concern that they were not always aware of the distinct social and emotional needs of AIG students as well as the strategies to address such needs. As a focused practice, professional learning will be implemented to

all stakeholder groups in accordance to Standard 3, Practice C.

Planned Sources of Evidence: Minutes, rosters, and "next steps" from collaborative meetings

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: Nash-Rocky Mount has clear processes for accelerative instruction. The Nash-Rocky Mount Board of Education Policy 3420 Student Promotion and Accountability, section F, outlines Student Acceleration and Placement (adopted June 29, 2009). In addition, Nash-Rocky Mount Board of Education Policy 3101 Concurrent Enrollment and Other Curriculum Expansions, addresses "Community College Enrollment of Intellectually Gifted and Mature Students Under 16 Years of Age" in Section F (adopted June 29, 2009). Guidelines to assist principals in making accelerative decisions were developed during the last planning cycle and shared with appropriate stakeholders.

Focused attention will now need to be given to the state's adopted Credit by Demonstrated Mastery (CDM) policy. To ensure effective implementation in the district, the AIG Coordinator will work closely with district leadership to establish procedures, policies, and guidelines in accordance with the state's policies and guidelines.

Goals: Working collaboratively with district leadership and members of the Curriculum and Instruction Team, an outline of procedures, policies, and guidelines in accordance with the state's Credit by Mastery policy will be developed. Informational sessions will be conducted with school personnel, counselors, and teachers, making all information available to stakeholders through multiple media forms.

Description: Nash-Rocky Mount Board of Education Policy 3420, Student Promotion and Accountability, Section F Acceleration

"Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore the subject in greater detail or providing different types of educational experiences. To sufficiently challenge the student, the principal may reassign the student to a different class or level of study and/or may identify other concurrent enrollment or other curriculum expansion options (policy, 3101 Concurrent Enrollment and other Curriculum Expansions). The principal, after consulting with the professional staff and parents, may determine that skipping a grade level is appropriate."

Nash-Rocky Mount Board of Education Policy 3101, Concurrent Enrollment and Other Curriculum Expansions addresses in Section F enrollment of intellectually gifted students under the age of 16 enrolling in the community college. Part one of this section follows:

Intellectually gifted students under the age of 16 may enroll in a community college under the following conditions:

1. Student Eligibility
 - a. The student must be identified as intellectually gifted and having the maturity to justify admission to the community college;
 - b. The student must receive written recommendation and approval from the assistant superintendent of curriculum and instruction;
 - c. The student must meet course prerequisites and state-designated criteria for aptitude and achievement test scores; and
 - d. The community college president must approve the student's enrollment.

The superintendent shall develop procedures consistent with this policy and policies of the State Board. Such procedures must include any additional eligibility requirements and requirements for earning course credits.

Planned Sources of Evidence: •Copies of Nash-Rocky Mount Board of Education Policy 3420/Student Promotion and Accountability

- Nash-Rocky Mount Board of Education Policy 3101, Concurrent Enrollment and Other Curriculum Expansions
- Documentation from principal supporting acceleration decision
- Nash-Rocky Mount's plan for implementing Credit by Demonstrated Mastery
- Agendas from Credit by Demonstrated Mastery informational sessions

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: The AIG Department of the Nash-Rocky Mount Public School System has focused on increasing the screening, referral, and identification of traditionally under-represented populations

such as culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional; however, more time is needed to focus on intentional services and strategies that directly match the developing unique needs of these populations. Specific, differentiated services that meet each individual student's needs within these populations has been generalized in the past. AIG Facilitators will focus over the next 3 years on improving these strategies and practices.

Goals: AIG Facilitators will continue to focus on the development of differentiated strategies that show a deeper reflection of the needs of under-represented AIG populations. While sub-groups have some shared needs as gifted learners, each brings a unique set. Beginning with the 2013-14 school year, students meeting the LEA's criteria for Intellectually Gifted/IG will be identified. In addition, students who are highly gifted, meeting the criteria for both intellectually gifted and academically gifted in a specific field, will now be recognized through local measures and means for further differentiated education. With each of these under-represented populations, ongoing support to meet their unique social and emotional needs will be studied.

Therefore, the AIG Department will focus, but not limit itself, on the following goals:

- Work closely with the English as a Second-Language Coordinator and school based ESL Facilitators to further develop strategies and practices that meet the unique academic, intellectual, social, and emotional needs of our ESL/AIG students
- Work closely with the Exceptional Children's Coordinator, Program Specialists, and classroom teachers to further develop strategies and practices that meet the unique academic, intellectual, social, and emotional needs of our twice-exceptional students
- Partner with other AIG Coordinators, AIG Program Specialists, and Gifted Education Specialists throughout the state and country to gain support in meeting the needs of economically disadvantaged gifted learners
- Collaborate with the AVID School Based Coordinators to provide additional support to AVID/AIG students, specifically students who may be economically disadvantaged in preparing them to be college ready

Description: Through each of the above goals, a more comprehensive program responsive to the needs of under-represented populations will be developed and successfully implemented.

Planned Sources of Evidence:

- DEP/IDEPs reflecting intentional and meaningful strategies for under-represented populations
- Reflections from collaboration meetings between departments

Other Comments:

Practice J

Encourages extra-curricular programs and events that enhance and further develop the needs and

interests of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: Extra-curricular programs and events that enhance and further develop the needs and interests of AIG students in a variety of ways are developed through the district, as well as at individual schools. AIG Partnership Advisory Committees are instrumental in working with school AIG Facilitators to create such opportunities.

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

Description: The AIG program encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students. Bringing outreach programs from regional colleges and universities, museums, and other educational foundations to the schools provide additional opportunities for AIG students to build interest and engage in real-world learning. School based AIG Leadership and AIG Partnership Advisory Committees plan additional programs to intentionally further the interests of AIG students. "F.E.E.T.", Families Experiencing Education Together, is another example of programming established at the school level by AIG Parents in partnership with the AIG Facilitator.

AIG Facilitators are encouraged to develop additional school based programs and events based on student interests and to serve as sponsors, coaches, or organizers. These events include, but are not limited, to the following:

- Battle of the Books
- Duke TIP
- Chess Clubs
- Academic Contests
- Outreach Programs from regional colleges and universities, museums, and other educational foundations
- Service Learning Projects
- Quiz Bowl
- Academic Clubs
- Beta Club, National Honor Society
- Odyssey of the Mind

Planned Sources of Evidence: • Documented student involvement in school, community, regional, and global applications of life skills

- Documented student participation in initiatives such as Governor's School and Duke TIP
- Participation in non-traditional accelerated courses through NCVPS

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Nash-Rocky Mount Public School AIG Department supports the belief that AIG students should be placed in an appropriate learning environment with the program option that matches his/her cognitive and affective needs and aligns with the individual's schools AIG service delivery options. Parents are invited annually to participate and review the most appropriate services for their child.

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

Description: In an effort to engage all stakeholders in ensuring that the most appropriate services for the academic, intellectual, social, and emotional needs of AIG students are aligned, NRMPS's AIG department utilizes the following strategies:

- Parents/guardians are invited to participate in the initial placement conference to discuss service delivery options.
- The annual performance review for identified students ensures that ongoing appropriate program options are matched to current needs. Parent/Family involvement is requested each year even when no changes in the DEP/IDEP are warranted.
- Surveys about the AIG program are made available to parents, administrators, school personnel, and community members.
- AIG Partnership Advisory Committees (see full description below) at each elementary and middle school provide an increase in communication, parent and community involvement, and programming development.

AIG Partnership Advisory Committee (AIG/PAC) will provide valuable direction in setting goals, monitoring school programming, initiating activities to involve gifted learners and their families, and acting as a liaison between the school and the AIG Coordinator.

The AIG Partnership Advisory Committee (AIG/PAC) at each school will be comprised of, but not limited to, the following:

- AIG Facilitator
- the school counselor
- a minimum of three regular education teachers representing differing grade levels
- a minimum of four parents/family members of AIG students representing differing grade levels who are not employees of the school
- elective teachers

- other stakeholders

The purpose of the AIG/PAC is to:

- Review gifted services offered at the school site.
- Make recommendations to school leadership concerning plans for gifted services as outlined in the local AIG Plan and proposed Service Delivery options for the school.
- Assist in implementing initiatives to intentionally involve parents and the community in meaningful ways to support gifted education.
- Assist with parent/guardian/community information sessions.
- Provide ongoing feedback on the LEA's AIG Plan and to review implementation and progress of the plan.
- Assist AIG Coordinator with review of the LEA's AIG Plan every three years.
- Serve as a liaison between the school and the AIG Coordinator.
- Form ongoing partnerships with community stakeholders to enhance and gain support for the AIG program, F.E.E.T. activities, independent studies, mentoring placements, and other direct/indirect services.

The AIG Partnership Advisory Committee should meet quarterly, either as a full group or as sub-groups, on specific areas of the program. Minutes from each meeting should be filed in the school's AIG documentation notebook and copies submitted to the school's principal and the AIG Coordinator.

Planned Sources of Evidence: •Survey Results completed by parents, administration, and school personnel

- AIG Student Eligibility/Documentation Folder containing Consent for Services, DEP/IDEP, and Annual Review Form
- Agenda and minutes from AIG Partnership Advisory Committee, grade-level and school-wide meetings
- Examples of differentiated unit plans and curriculum maps
- Documented sharing of professional development among general education teachers and AIG specialists to collaborate on meeting the needs of gifted learners

Other Comments: High School committees will begin with the 2013-14 school

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

This practice is a Maintained Practice for 2013-2016.

Rationale: To ensure parent/guardian and community support and commitment to the Nash-Rocky Mount Public School's AIG program, information regarding the local AIG plan, program, and policies will continue to be shared through the departmental website, school presentations, AIG Parent Handbook, and AIG Brochures.

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

Description: Information regarding the local AIG plan, program and policies will be made public through the following ways:

- NRMPS's AIG Department will continue to maintain the district's website communicating the local AIG plan, programs, and policies.
- Parent handbook outlining the local AIG plan, program, policies, opportunities for involvement, and parent/student rights is provided at the initial placement conference.
- The AIG Department will develop an annual powerpoint presentation reflecting current program policies, services, data, and opportunities for involvement to be shared at school and parent informational meetings. The powerpoint will also be made available through the district's website.
- Parents/guardians attend the initial placement conference to discuss service options and develop a Differentiated Educational Plan for their child.
- Parents/guardians are invited to attend the annual review process for DEPs and IDEPs.
- Informational parent meetings will be held during the first six weeks of each academic school year to discuss elementary and middle school services.
- School based Leadership and Partnership Advisory Committees will assist in sharing information and building community support.

Planned Sources of Evidence: •AIG Student Identification/Documentation Folders containing Parent Participation

- Copy of agenda and attendance from parent meetings
- AIG Departmental website (current plan, annual powerpoint presentation, information on procedures, opportunities)
- Summary of survey results
- Parent handbook and brochures

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: School based and district wide committees involve stakeholders from all aspects of AIG

programming have been formed to discuss, review, and refine the local AIG program and plan. Committee members share the common goal of advocating for the needs of gifted students from all populations at all grade levels. Additional opportunities to involve stakeholders are provided through school based Partnership Advisory Committees (defined under Standard 5, Practice A).

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

Description:

The duties and responsibilities of the AIG District Advisory Committee include, but are not limited to, the following:

- review annually the local plan for the education of gifted students, including revisions
- determine the extent to which the local plan for the previous year was implemented
- analyze survey results and develop annual goals and priorities
- represent the diversity of the community
- encourage a collaborative relationship between school personnel, Central Office personnel, and the community
- become knowledgeable about current programs, research, and best practices in gifted education and its relationship with general education
- focus attention on issues relative to improving the educational services for gifted students

Each elementary and middle school also provides opportunity for development, implementation, and monitoring of the local AIG program and plan through school based Leadership Committees. While there are similarities between the school based AIG Partnership Advisory Committee (defined under Standard 6, Practice A) and the school based AIG Leadership Committee, it is important to note that some matters which involve confidential information, such as student referral and identification, only involve the Leadership Committee.

The duties and responsibilities of the AIG Leadership Committee include, but are not limited to, the following:

- review annually the local plan for the education of gifted students,including revisions
- determine the extent to which the local plan for the previous year was implemented
- develop annual goals and priorities based on the AIG Standards, district initiatives, and school improvement plans
- represent the diversity of the community
- encourage a collaborative relationship between school personnel, Central Office personnel, and community members
- become knowledgeable about current programs, research, and best practices in gifted education
- focus attention on issues relative to improving the educational services for gifted students
- review student nominations for identification and make recommendations for placement

Minutes from each meeting should be filed in the school's AIG documentation notebook and copies submitted to the school's principal and the AIG Coordinator.

Planned Sources of Evidence: •Invitation for AIG District Advisory Committee membership

- List of AIG committee members and representative roles
- Documentation from AIG Advisory Committee meetings
- Documentation from school based AIG Leadership and Partnership Advisory Committee meetings
- District/school web sites, brochures, handbooks

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Ongoing information regarding opportunities for AIG students and their families is available on the AIG departmental website, newsletters, and on the local educational channel. The AIG Department recognizes the need to share information in other languages with the district's diverse population and has partnered with the ESL Department in posting information in Spanish and other languages as needed.

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

Description: Spanish is the leading second language for the Nash-Rocky Mount Public School System. The ESL Director and members of the ESL Department work cooperatively with the AIG Department to provide translation of newsletters and available opportunities for AIG students in Spanish.

Planned Sources of Evidence: •District/School Websites

- Brochures, Newsletters,Articles
- Parent Handbook
- Agenda/summary from Parent Informational Meetings
- Translated documents

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Parent and community involvement is critical to the success of the AIG Program. Enhancing student achievement through collaboration among educators, administrators, parents and community is a shared goal of Nash-Rocky Mount Public Schools and the AIG program. Collaboration to share and promote a positive vision of the AIG program, purpose and goals, continues to be a district-wide commitment.

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

Description: Nash-Rocky Mount Schools are fortunate to have opportunities for further programming for high achieving students through outreach programs from area college and universities such as East Carolina, North Carolina State, Wesleyan College, Barton College, and Nash Community College. In addition, several businesses and communities of faith extend educational resources to students and staff. Ongoing collaboration with each of these stakeholders is reflected in school based Partnership Advisory Committee minutes.

Planned Sources of Evidence: •Evidence of participation of AIG programming or professional development by institutions of

higher education, business, and industries (mentorships, guest speakers, meetings, workshop agendas, AIG student involvement)

- Parent night agendas, handouts
- Family involvement activities
- Photos, brochures, newsletters, articles
- Minutes and attendance sheets from AIG Partnership Advisory and Leadership Committee meetings
- Grant applications
- Awards and recognitions from outside agencies
- Other evidence of initiatives to involve parents and community members

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: Nash-Rocky Mount Public Schools has maintained a local AIG plan in accordance with state legislation and policy which has been reviewed and revised every three years. Using the North Carolina Academically or Intellectually Gifted Program Standards (State Board of Education Policy GCS-U-000 – Dec. 2012) and Article 9B [N.C.G.S. 115C-150.5-.8], the district's written plan reflects the statewide framework for quality AIG programming.

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

Description: The AIG plan for the Nash-Rocky Mount Public School System reflects state legislation and policy. Clear articulation is given to student identification, differentiated curriculum and instruction, personnel and professional development, comprehensive programming, partnerships, and program accountability. Feedback from stakeholders is used to guide the plan development to ensure a thoughtful and comprehensive plan.

Planned Sources of Evidence: • AIG Plan approved by the Nash-Rocky Mount School Board

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: To monitor the successful implementation of the local AIG program and plan according to current legislation and state policies [Article 9B, Academically or Intellectually Gifted Students [N.C.G.S. 115C-150.5-.8] and North Carolina Academically or Intellectually Gifted Program Standards (State Board of Education Policy GCS-U-000 – Dec. 2012)], the AIG Coordinator, AIG Facilitators, and other members of the Curriculum and Instruction team meet monthly to review practices and work towards continual improvement. In addition, the AIG Coordinator will prepare an annual report detailing progress toward successful implementation of the AIG Plan for review by the Board of

Education, the Superintendent, Assistant Superintendents, Members of the Curriculum and Instruction Department, and all other stakeholders. The report should articulate the status of current programming and provide formative and summative evaluation reports.

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

Description: The Academically or Intellectually Gifted Coordinator and AIG Department members will conduct ongoing program evaluation in the following consistent ways:

- Monitoring of student referrals and identification to ensure equity
- Ongoing program evaluation at monthly AIG meetings and Curriculum and Instruction Team Meetings
- Collaboration with other AIG Coordinators across the state
- Opportunities for professional development in the area of differentiated curriculum and instruction for AIG Facilitators and classroom teachers of AIG students
- Monitoring of service delivery options at each school to ensure that the academic and instructional needs of AIG learners are being met
- Placement of students in classrooms of AIG licensed teachers or teachers who have met the LEA's local requirements for teaching AIG students
- Data reflecting growth of AIG students
- Disbursement report of AIG funds
- Department of Public Instruction headcount
- Implementation of intentional nurturing programs
- Surveys from all stakeholders

Planned Sources of Evidence: •Disaggregation of academic growth data

- Surveys involving all stakeholders
- Department of Public Instruction headcount
- Disbursement report of AIG funds
- Annual report of the AIG program

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Coordinator and the Director of Finance work together to ensure that state funds allotted for the local AIG program are used according to state policy.

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

Description: State and local funds allotted for Academically/Intellectually Gifted Programming are monitored to ensure adherence to state and local policy.

AIG Funding supports, but is not limited to the following areas:

- Personnel
- Professional Development
- Special/Innovative Programs
- Instructional/Curriculum Products
- Academic Competitions

Planned Sources of Evidence: •Annual budget statement

- Teacher licensure and PRC 034 funds
- Contracts for professional development
- Receipts for materials and curriculum products

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Nash-Rocky Mount Public School System uses software programs that allow for tracking student performance growth and drop-out data for AIG students. A deeper review of this information continues to be a focus as data is gathered, analyzed, and shared.

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

Description: Members of the Testing and Accountability Department, Educational Specialists, and the AIG Department work together to gather, analyze and share AIG student growth and achievement data, including EOG, EOC, SAT, AP, IB, ACT, PLAN and other qualitative data. Information on all subgroups is shared at monthly Leadership and Principal meetings. Analysis of the student performance guides further program development.

Planned Sources of Evidence: Planned Sources of Evidence:

- Retention Data
- Standardized Testing Data

Other Comments:

Practice E

Monitors the representation and retention of under-represented populations in the local AIG program,

including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Academically or Intellectually Gifted Program recognizes the importance of having a data base to monitor all populations represented in the local AIG program and has implemented a systematic procedure for collecting this data.

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

Description: Every child referred and tested for AIG is entered into a database to give further study towards under-represented populations. This monitoring process provides information about subgroup representation in students who were tested and did not qualify, as well as to those students who did meet the criteria.

Students who are identified as AIG/IG are entered into a database that includes each of the following:

- area(s) of identification
- exceptionalities
- ethnicity/culturally disadvantaged
- English language learner
- highly gifted

The AIG Department works closely with the English Language Learners and Exceptional Children's departments to further increase referrals and identification among under-represented subgroups.

Planned Sources of Evidence: • Data regarding referral and identification trends based on demographics

- Retention data
- Agendas/Notes from Professional Development/"Practices in Looking for Under-represented Populations"
- Enrollment data in upper level courses
- Evaluation instruments
- Annual reports, policy revisions

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Members of the Personnel Department and the AIG Coordinator closely monitor the credentials of personnel serving AIG students including AIG Facilitators and classroom teachers.

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

Description: Current data regarding the credentials of personnel serving AIG students is made available from the Nash-Rocky Mount Public Schools System Personnel Department. Professional development hours accrued through opportunities that address gifted education are maintained and monitored.

Planned Sources of Evidence: •Licensure and Personnel Records
•Continuing Education Credit 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: Responsibility for the education of gifted learners is a shared one requiring strong partnerships with all stakeholders in the AIG program. Each elementary and middle school in the Nash-Rocky Mount Public School System has developed a local advisory group that meets to review all aspects of the local AIG program and make recommendations for improvement. A district wide advisory group is in place; however, consistency in meeting has been limited.

Goals: An AIG District Advisory Committee comprised of community members, parents/guardians of AIG students representative of diverse populations in the local program, teachers of the gifted, and other professional staff will meet in a more consistent manner to review all aspects of the local AIG program, make recommendations for program improvement, and advocate for all gifted students. Advisory groups at each high school will be created modeled after the elementary and middle school groups.

Description: The duties and responsibilities of the AIG District Advisory Committee include, but are not limited to, the following:

- review annually the local plan for the education of gifted students, including revisions
- determine the extent to which the local plan for the previous year was implemented
- develop annual goals and priorities based on the AIG Standards and district wide initiatives
- represent the diversity of the community
- encourage a collaborative relationship between school personnel, Central Office personnel, and the community
- become knowledgeable about current programs, research, and best practices in gifted education and its relationship with general education
- focus attention on issues relative to improving the educational services for gifted students

The AIG District Advisory Committee should meet a minimum of three times yearly.

Planned Sources of Evidence: •Documentation of participation and attendance in AIG District Advisory Committee Meetings

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Nash-Rocky Mount Public School System does an annual survey for all stakeholders to elicit feedback on all areas of the school system, including advanced programming. In addition, the AIG Department provides formal and informal opportunities for stakeholders to participate in providing feedback regarding the quality and effectiveness of the local AIG program.

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

Description: Opportunities for students, parents/guardians, teachers, and other stakeholders to provide feedback on the quality and effectiveness of the local AIG program include, but are not limited to, the following:

- Initial Placement meeting
- Annual DEP/IDEP meetings
- Parent meetings and conferences
- Annual survey that addresses program strengths and areas for improvement, as well as critical issues that might influence program standards
- School based AIG Leadership and Partnership Advisory Committees
- Focus groups

Planned Sources of Evidence: •Annual survey of stakeholders (students, parents/guardians, school personnel, administrators, and community members)

- Documented participation and feedback from Partnership Advisory Committee Meetings
- Documented participation and feedback from Focus Group members
- Documented participation and feedback from AIG Leadership Committee meetings

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Department collects data from multiple sources for use in reviewing and revising the local AIG plan and program for continuous improvement.

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

Description: In accordance with North Carolina legislation, Article 9B, Academically or Intellectually Gifted Students, each LEA is required to develop a three-year local plan to be approved by the local school board. To effectively monitor ongoing planning and programming, the following forms of data are used:

- Surveys involving all stakeholders
- Evaluation results from End of Grade, End Of Course, Advanced Placement and International Baccalaureate assessments
- Demographic results from student screening and identification with special emphasis on diverse populations
- LEA's enrollment data with demographics
- Data from K-2 nurturing program to assist nomination, referral, and identification process
- Recommendations from the State Department of Instruction from the 2010-2013 AIG local plan and program review
- Evaluation and feedback from professional development sessions
- LEA's enrollment data with demographics

After data is analyzed and evaluated, an annual comprehensive report will be created and shared with the Nash-Rocky Mount Board of Education, Superintendent, Assistant Superintendents, members of the Curriculum and Instruction Department and all other stakeholders.

Planned Sources of Evidence: Planned Sources of Evidence:

- Recommendations made by the State Department of Public Instruction on the 2010-2013 AIG Plan
- Survey results from all stakeholders
- Evaluation results from End of Grade, End Of Course, Advanced Placement and International Baccalaureate assessments
- Demographic results from student screening and identification
- Survey results from all stakeholders
- Evaluation and feedback from professional development sessions
- LEA's enrollment data with demographics
- Data from K-2 nurturing program to be implemented

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: Data from evaluation of the local AIG program has been made available to members of the Curriculum and Instruction Department, but limited data has been disseminated to the public.

Goals: The AIG Department will provide stakeholder's public access to all data from evaluation of the local AIG program collected annually.

Description: The AIG Coordinator will prepare a formative and summative annual review of the AIG program to be presented to the Board of Education, Superintendent, Assistant Superintendents, members of the Curriculum and Instruction Department and all other stakeholders. Data from this report will be posted on the departmental website.

Planned Sources of Evidence: •Annual Report of the Academically or Intellectually Gifted Program
•District website with link to Annual Report of the Academically or Intellectually Gifted Program

Other Comments:

Practice K

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In accordance with state law, the Nash-Rocky Mount Public School System employs policies, procedures, and practices that safeguard the rights of AIG students. Written policies guide all aspects of the process for identification, referral, placement, and service options. Clear procedures are outlined to protect the rights of AIG students who transfer into the system, demonstrate the need for reevaluation, and show signs that may result in a plan for intervention.

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

Description: Policies, procedures, and practices that protect the rights of all AIG students are clearly outlined in the Nash-Rocky Mount Public School System's AIG Plan.

Add-On Identification/Reassessment Process

If a student indicates the need for reassessment based on additional strengths, the procedures for evaluation and nomination will be followed.

Appeals Procedures

Parents/guardians have the right to disagree with nomination, placement, or service options outlined in the student's DEP and are guaranteed due process. [Appeals Procedure included under Standard 1F.]

Differentiated Education Plan (DEP)/Individual Education Plan(IEP)

The classroom teacher(s), parents/guardians, AIG Facilitator, and other personnel when required

collaborate to ensure that the AIG identified student's DEP or IDEP is developed on his/her areas of strength and available services are matched to needs.

[] Reevaluation Process

If concerns about an identified student's performance and placement arise, the AIG Facilitator, student's classroom teacher, parent/guardian, and a member of the AIG Site Team should convene to discuss establishing an Intervention Plan and/or modifications in the student's Differentiated Education Plan (DEP). After a minimum of one grading period, the AIG Facilitator, student's classroom teacher, parent/guardian, and a member of the AIG Site Team should reconvene to review the student's progress and current eligibility status. If improvement has not been made, then an Individual Differentiated Education Plan should be developed and support is provided to the student in order to reenter the gifted service option(s) at a later date, if and when appropriate. The student's formal identification is not removed from the local and state headcount.

[] Transfer Students

The AIG Team is obligated to consider students identified in gifted programs outside of the NRMPS school system for local AIG service eligibility based on individual needs and local options available. When an identified K-5 student enrolls, the parent/guardian will receive a letter of consent for temporary AIG services with an outline of NRMPS's process for placing transfer students. Students enrolling in Nash-Rocky Mount Public middle and/or high schools, previously identified in another county, will automatically receive local service options.

Planned Sources of Evidence: •Appeals and Due Process Procedures

- Written Policy on Transfer Students
- Written Policy on Reassessment
- Written Policy on Reevaluation
- Documentation of complaints and subsequent LEA responses and changes
- Interviews with parents/guardians and school personnel where disagreements have occurred
- Individual Student DEP's and/or IDEP's

Other Comments:

Glossary (optional):

Appendix (optional):

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