

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

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

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

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

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

Polk County Schools Vision for local AIG program: The vision of Polk County Schools is to provide students in our community with an education that is challenging and prepares students to succeed in college and in an increasingly global society. Our schools must deliberately and diligently strive to identify all gifted students and serve their unique learning styles with intention, rigor and affective support. Polk County Schools has earned a strong reputation for providing a quality comprehensive education enabling students to graduate with the knowledge and skills necessary to realize their dreams and become productive citizens. With the presence of caring teachers, dedicated administrators, effective educational programs, involved parents, supportive community members, and incredible students, the Polk County Schools AIG program will continue grow and improve, increasing the capacity to nurture our gifted and talented learners.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$115716.00	\$5500.00	\$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: To ensure that services to AIG students are equitable and consistently available throughout the LEA, Polk County Schools will provide all schools with the same procedure for screening and referral that leads to identification in the AIG program for all grade levels and involve all stakeholders in this process.

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

Description: Annual formal mass screening includes provisions for an ongoing screening and selection process. The AIG specialist will review data provided to and by teachers that includes current formal/informal testing, grades and any other relevant information in order to establish a pool of students who may need differentiated services. Student identification for differentiated services in gifted education is a process that includes teacher observation, review of CogAT Test scores, review of reading and math assessments, review of student performance in the classroom, review of teacher gifted checklists, review of student work samples, consideration of teacher recommendations, review of student interest surveys and review of student portfolios. The information will be disseminated to the the AIG team for the nomination process.

The AIG team will review a nomination whenever it is submitted to the AIG specialist. The AIG specialist will convene a meeting of the AIGT. Particular attention will be given to potentially gifted students from culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional populations. A special effort is made for finding hard to reach children whose parents may not be aware of the need for or the availability of services.

We strive to be flexible to enable students to be considered for the program who have an uneven pattern of strengths and weaknesses or who have not been highly motivated by regular class work. Gifted students with learning disabilities or other handicapping conditions will not be denied access to the program.

Planned Sources of Evidence: District and school websites (providing information on the screening, referral and identification processes for all grade levels)
Student CogAT assessment data in grades 3, 6 and 9
Individual assessment data (non-CogAT)

EOG test scores or other achievement test(s)
Formal/informal student assessment information

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Multiple criteria for student identification is used to ensure that all students will be evaluated if they reveal potential for placement in an AIG program. Using both current traditional and non-traditional standardized measures is the most appropriate method to achieve a complete picture of the student's potential giftedness and allow for placement in the program.

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

Description: The AIG team consistently reviews multiple criteria for student consideration. No single criterion will exclude a student from consideration for placement. Non-biased assessments will be administered as needed to ensure that no student is excluded due to inability to access a specific test. Students who demonstrate a potential to be placed in the AIG program will be nominated by the AIG committee. The nomination may come from a parent/guardian, administrator, teacher or student.

The classroom teacher and student counselor will gather the materials needed for further assessment which may include: teacher observation, CogAT test scores, review of reading/math/writing/science assessments, student work samples, teacher recommendation, student interest data and/or interviews, student portfolios, Characteristics of Giftedness Scale data, review of classroom achievement/ grades and any additional information provided by the nominating source.

Planned Sources of Evidence: Student folder that contains criteria for differentiated service
Form AG4

Team meeting minutes

Materials gathered by the classroom teachers that could include:

Student work samples, student portfolio, report cards, Characteristics of Giftedness Checklist, EOG scores, student interest survey, achievement/aptitude test scores

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: It is essential to provide fair access to all students, especially those whose gifts may not be evident such as students being culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted or twice-exceptional.

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

Description: Polk County Schools will make use of standardized aptitude tests, such as the WISC-IV or the Cognitive Abilities Test, include verbal and nonverbal measures like the C-TONI and the UNIT tests. A student's capacity for learning involves reasoning, problem solving, memory, and creativity and these are considered as part of the process. Data from standardized achievement tests in reading and/or math is also included. Tests may include the NC End of Grade (EOG) or End of Course (EOC) test, or the Woodcock-Johnson IV Achievement Test. Achievement may also be reflected on criterion-referenced formative and summative tests designed by teachers.

Planned Sources of Evidence: Student record containing criteria for differentiated services
Form AG4
Testing calendars
Test administration list

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: In order to deliver appropriate AIG services consistently across the district, Polk County Schools will work to ensure that all students who have potential receive equal opportunity within the LEA for an appropriate AIG program with a variety of educational experiences.

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

Description: The AIG specialist is charged with conducting the student search phase of the placement process. A broad sweep of the student population is conducted annually. The following guidelines are used in the mass screening:
Review of 3rd, 6th and 9th Cognitive Ability Scores
Identify those with aptitude - IQ = 85th percentile or greater (full scale or subtest score by age)
Identify those with achievement = 85th percentile or greater in reading, language arts, or math
Review writing and science assessments

Review student performance in classroom
Review teacher recommendations
Consideration of student interests/motivation

Planned Sources of Evidence: AIG child count reflective of each school's demographics

Trend data from screening, referral and identification
Examples of identification using non-traditional criteria
Documented testing accommodations
LEP plan
LEA's AIG Plan
AIG Specialist's disaggregated data sheets

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 Focused Practice for 2013-2016.

Rationale: Providing clear and established written policies that protect and inform the rights of AIG students and their families ensures equal and fair access to consistent procedures.

Goals: Each school in the LEA will follow the same policy and procedure for referral, screening and identification of AIG students.

Description: The rights of parent/families in the AIG process include providing information on and securing consent for the review of data for identification, placement procedures, reassessment procedures, transfers and service provision. These procedures and those for resolving disagreements are reviewed annually.

When a transfer student enrolls in the LEA, the school secretary, counselor, parent, or teacher informs the AIG teacher that an identified gifted student has enrolled. The school counselor or school secretary requests records from the student's previous school. Upon receipt of the student's records, the AIG Identification Team reviews the information and recommends the appropriate action to be taken. If records are not received from previous school within a reasonable time limit the AIGT will consider nomination. Transfers from other school systems are not automatically eligible for AIG services. Every effort will be made to provide differentiated or nurture services as needed.

A grievance must be filed as soon as possible but no longer than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after 30 days which claims a violation, misapplication or misinterpretation of state or federal law, including discrimination, the Superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on

the ability of the school district to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students and parents should recognize that delays in reporting may significantly impair the ability of the school district to investigate and respond effectively to such complaints.

A student who has a grievance must provide the following information in writing to the principal: (1) the name of the school district employee or other individual whose decision or action is at issue; (2) the specific decision(s) or actions at issue; (3) any Board policy or law that the parent or student believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired. If there is not a specific decision at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure established in Board policy 1740/4010 - Student and Parent Grievance Procedure, and 1742/5060 - Responding to Complaints, is appropriate and the principal will address the concern following that Board policy.

Even if the principal is the employee whose decision or action is at issue, the student will submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student may submit the grievance directly to the Superintendent or the Superintendent's designee.

The principal will schedule and hold a meeting with the student within five school days of receiving the request. The principal will conduct any investigation of the facts necessary before rendering a decision. The principal will provide a written response to the written grievance within ten days of the meeting. The response will include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal cannot disclose information about other students or employees that by law is considered confidential. A copy of the grievance and the principal's response will be filed with the Superintendent.

Polk County Schools Board Policy guidelines will be used in conducting administrative hearings at the Superintendent level for grievances appealed from the principal's decision and for hearings related to Board policies.

If the grievant is dissatisfied with the Superintendent's response, the grievant may appeal the decision to the Board within five days of receiving the Superintendent's response. A hearing will be conducted pursuant to Board policy 2500, Hearings Before the Board. The Board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

Planned Sources of Evidence: Student folders containing initial written consent for review of data - Form AG2

Student folders containing annual written consent for placement - Form AG8

District AIG Plan includes

Procedure for informed consent following identification Form AG2

Procedures for transfers

Identified / documented process for reporting and resolving grievances

Board Policy for grievances

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Documentation of identification process and service options assures proper placement and provision of services for AIG students.

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

Description: Service Delivery Options for Grades K-3

LEARNING ENVIRONMENT

Class grouping
AIG consultation for classroom teachers
Critical and group skills training

CONTENT DIFFERENTIATION

Open-ended assignments
Subject integration
Thematic instruction
Differentiated instructional approaches and assignments

INTEREST DEVELOPMENT

Enrichment in the arts
Science integration
Independent study projects
Thematic instruction

SPECIAL PROGRAMS

Jr. Great Books
Hands on Science
Literacy Nights
Math Superstars
Newspaper in Education
Science Center School Newsletter
A+ Arts Integration
Community Nights

INSTRUCTIONAL STRATEGIES

Conceptual discussions
Flexible project deadlines
IDEP's
Learning contracts
Problem-based learning

Student led conferences
Marzano's high-effectiveness strategies
Science/arts Integration

Service Delivery Options for Grades 4-5

LEARNING ENVIRONMENT

Class grouping
Send-out grouping
AIG consultation for classroom teachers

CONTENT DIFFERENTIATION

Abstract content
Critical thinking skills training
21st Century skills training
Open-ended assignments
Subject integration across disciplines

INTEREST DEVELOPMENT

Enrichment in the arts (drama, music and art classes)
Flexible tasks
Independent study projects
Science presentations
Field trips / experiential learning with community partners

SPECIAL PROGRAMS

Jr. Great Books
Odyssey of the Mind
Science Fair
Hands on Science
Literacy
Newspaper in Education
School Newsletter
Invention Convention
Web Cast Instruction
Book Club
Science Center
College exploration Saturday trips
After school enrichment
Information on area enrichment programs
FENCE science activities

INSTRUCTIONAL STRATEGIES

Accelerated pace of presentation
Conceptual discussions
Cooperative learning groups
Flexible project deadlines
Higher order thinking skills

IDEP's
Learning contracts
Mentoring
Problem-based learning
Proof and reasoning
Student led conferences
Flipped lessons

Service Delivery 6-8
LEARNING ENVIRONMENT
AIG Consultation for classroom teachers
Cluster grouping - AIG language arts and math

CONTENT DIFFERENTIATION

Abstract content
Complex tasks
Critical skills training
Group skills training
Open-ended assignments
High school courses offered at 8th grade
Research/expert projects
STEM "Wheel" Course and mini courses
Math Counts
On line courses
Technology integration
Subject integration
Enrichment in the arts
Flexible tasks
Independent study projects
"Real Audience" feedback
Jr. Great Books
Odyssey of the Mind
Science Olympiad
Bridge Building competition
Geography Bee
Content specific contests and competitions
School Newspaper
School Webcast
Invention Convention
Plays / Musicals
Talent Identification Program (TIP) (Duke and PCCF)
Reader's Digest Vocabulary Contest
"Challenge" courses in core areas
Theatre and pageant productions
Book clubs / Battle of the Books

INSTRUCTIONAL PRESENTATIONS

Accelerated pace of presentation

Conceptual discussions
Cooperative learning groups
Flexible project deadlines
Higher-order / critical thinking skills
IDEP's
Learning contracts
Mentoring
Problem-based / contextual learning
Proof, logic and reasoning
Student led conferences
Chinese / Spanish culture and language

Service Delivery Options 9-12

9-12 Early Graduation

Students must have completed their 28 credit hours required for graduation by the end of fall semester of their senior year. Students must fill out a form with the principal and parent's approval.

Three Year Graduation

Students may graduate in three years if they meet the requirement of 28 units of credit.

Honors

Honors courses are demanding and rigorous. They require additional outside work and time commitment and involve more sophisticated reading, writing and problem solving skills. Honors selections are available in every course area with most occurring beyond the second year level.

Concurrent Enrollment - Career and College Promise

Concurrent enrollment occurs when high school students are permitted to enroll in community college courses. The purpose is to provide flexible, seamless, student centered educational opportunities that are not otherwise available to high school students.

Polk County Early College

Provides five-year district program whereby student marries high school and community college coursework to earn high school diploma and associate's degree (30 - 60 hours)

Advanced Placement Courses

AIG Students are encouraged to enroll in AP courses

AP Calculus

AP Statistics

AP U.S. History

AP Chemistry

AP Biology

(Other AP Online offerings through NCVPS)

Learn and Earn / Huskins / CCP courses are available through Isothermal Community College and Blue Ridge Community College.

8/8/2013

Existing data is annually reviewed for program adjustment. This may include test scores, grades, portfolios, anecdotal evidence, and work samples. Determination of service options are reviewed with parents annually.

Planned Sources of Evidence: Student folders containing DEP's or IDEP's

Annual parent meeting agenda

List of available programming/activities/resources

Program calendars / information

Program feedback / survey data

Program enrollment data

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Although the North Carolina Standard Course of Study is the core curriculum for each classroom, teachers of gifted students use instructional strategies that enhance, enrich and accelerate the learning environment.

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

Description: Polk County Schools' teachers will employ instructional strategies that teach students to recognize and clarify problems in new ideas, reorganize knowledge, purposely seek alternatives, evaluate ideas and solutions and monitor their own learning. The methods of differentiating curriculum and instruction are intended to deepen and broaden a gifted student's scope of learning. Although the educational setting varies depending on grade level and classroom, they include flexible ability grouping within the classroom, consultation services of the AIG specialist, groups sent out of the classroom for special projects, as well as challenging core classes at the middle school level and honors and AP classes at the high school. Within these settings, modifications may include including abstract or advanced content, assignment of complex tasks and projects, and training in critical thinking and creative open-ended assignments. Whenever possible teachers will focus on application-based learning within real-world contexts.

Planned Sources of Evidence: Sample curriculum units and lessons

Student work products

Classroom observation data

Assessment protocol and results

Student inventories/surveys

LEA's AIG Plan

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Because AIG students have varied learning styles and interests, Polk County Schools works to provide diverse and effective instructional practices and settings. Using researched-based practices such as Robert J. Marzano's "Classroom Instruction that Works" and "College Board Pre-AP Vertical Teams" to augment the curriculum and instruction help to ensure that teaching strategies are firmly grounded in the most current and reliable best practices.

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

Description: Students participate in activities that are rigorous, thought provoking, diverse, and authentic. Teachers will plan and provide experiences for students to explore, refine and extend their talents to strive for deeper understanding of topics in language arts, math and other content areas. Teachers will also imbed metacognitive activities to help students learn how they learn best and how to improve their attainment of content and skills as well as their ability to evidence this attainment.

Planned Sources of Evidence: Lesson plans evidencing inclusion of research-based instructional strategies

DEP's/IDEP's

Professional development agendas and rosters

Instructional evaluation data

Student work portfolios

Student inventories and surveys

LEA's AIG Plan

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Students will benefit from the use of materials, programs, and activities that enrich the standard curriculum and extend instruction to meet the varied needs and learning styles of all students and specifically those who are gifted.

Goals: Polk County Schools will locate, secure, and implement research-based programs, materials, and activities to bolster traditional instruction and encourage students to extend their learning.

Description: Polk County Schools will make use of programs and activities like FENCE's Nature Curriculum or Discovery Education's Learning Modules to supplement regular instruction to both enrich and extend student learning. The district will continue to offer "extension" programs and activities as research also indicates that activities we have and will continue to offer like Science

Days, Science Olympiad, or CTE Competition teams aid students in accessing and extending the traditional curriculum. Furthermore, the AIG Specialist will help coordinate activities like the "LASER" science units and STEM Wheel classes to ensure traditional instruction is supplemented to bolster interest and extend learning.

Planned Sources of Evidence: List of research-based programs, materials, and activities
Lesson Plans integrating programs/materials/activities
Data from software programs like Study Island or Reading Eggs when learning is extended
Classroom observation data

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: In order that every AIG student will graduate from high school competitive for work and college in the 21st century, we will immerse students in an exploration of the rapid global changes in government, economics, environment and health, culture, and technology impacting their schools and communities, our country and the planet.

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

Description: Polk County Schools' teachers will utilize instructional approaches that lend themselves to the development of global awareness and interpersonal skills needed for the workplace of the future. Strategies like cooperative learning, problem-based learning, inclusion of higher order thinking and reasoning, and application-based learning will aid in helping students develop these skills. In the middle school and high school, challenging core content classes include an accelerated pace of presentation and enriched content. For example, vocabulary development based on common Greek and Latin roots and grammar as an analytical approach to language enrich the language arts class for the gifted at the middle school level. Polk County Schools, through the College Board's Advanced Placement Seminar, has provided training for teachers in all content areas. These challenging strategies are used in core curriculum classrooms throughout middle and high school. In support of the philosophy of the Advanced Placement Institute and the College Board, Polk County Schools aims to make challenging content and strategies available to able students from culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional populations. Continued use of programs like "World View" through Chapel Hill and the "Chinese Teacher Exchange" help educators in Polk County learn about and access many resources aimed at increasing the district's capacity to educate students for a global and interconnected workplace and

society.

Planned Sources of Evidence: School Improvement Plans

Sample curriculum units and lessons
Student work products
Classroom observational data
Assessment information
Student inventories/surveys
Service options
Training agendas and participation records
LEA's AIG Plan

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: To meet the diverse learning needs of AIG students Polk County Schools' teachers will utilize results from ongoing assessments to differentiate classroom curriculum and instruction.

Goals: Classroom teachers will differentiate curriculum and instruction based on the results of ongoing classroom assessments in all content areas.

Description: Polk County Schools' teachers will be trained in topics like formative assessment, brain research, research-based instructional strategies, and interpreting data according to the Polk County Schools Professional Development Plan. Schools will be provided publisher- and teacher-created formative assessment to gauge student progress and potential at more frequent intervals. For example, students in grades K-5 will be assessed on various authentic tools including Study Island assessment in reading, math and science, DIBELS reading assessment in order to inform instructional differentiation. Teachers will also review EVAAS data in grades 3-12 to see both the potential for growth and actual growth achieved.

Planned Sources of Evidence: Unit planning reflecting formative assessment and opportunities for differentiation

Assignment and project rubrics
Formative assessment data
Training agendas and rosters
Student work products
Classroom observation data
Polk Schools Professional Development Plan

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: When provided with curriculum and instruction that supports emotional stability, diverse personalities and social competence, students become comfortable thinking for themselves, asking questions, following their ideas and reflecting on their behaviors.

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

Description: Polk County Schools has one school counselor in each elementary school, and three school counselors in the middle and high school to meet the needs of all students. Counselors are available to AIG students to provide coping skills and appropriate interventions if needed for their social and emotional needs. Each school works with the AIG staff to provide a school environment that addresses the unique needs of identified students. In addition, Polk County Schools works to provide teachers with information to help them recognize and nurture the unique soci-emotional needs of the gifted learners. At a minimum, Polk County Schools will ensure the provision of: Counseling to meet the unique needs of the gifted, counseling in coursework choices, counseling on personal and social issues related to being gifted, information to help in college selection, information on and assistance with scholarships, information on and assistance with financial aid for college, career counseling, counseling services to help students reach their full potential, counseling for the development of life skills that are consistent with student's needs and interests. Furthermore, a school psychologist is available to provide any extra support to meet social and emotional needs that gifted learners may exhibit or evidence.

Planned Sources of Evidence: Counselor unit/presentation plans

Agendas from meetings

Counselor caseload data

Professional development agenda/rosters for training teachers on nurturing gifted learners

Student survey data

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: Providing enriched curriculum that fosters the potential of young learners is essential to their growth and encourages life-long learning.

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

Description: Polk County Schools will ensure K-3 teachers integrate activities and instructional practices that nurture students who may be gifted or exhibit potential for giftedness to support their growth and facilitate access to AIG services. The focus of attention is on helping teachers recognize indicators of potential in these students and provide opportunities that better identify, serve and sustain those gifts and talents, which have previously gone undiscovered. Identification is based on student interest and motivation, teacher recommendation and student performance. Instruction provides multiple opportunities for extending the Standard of Course of Study within the classroom. Gifted and regular classroom teachers work in collaboration to provide on going programs of differentiated curriculum and instruction. Students in K-3 are given the opportunity to participate in the following programs when the classroom teacher identifies a need.

Book Club
Science Center
Theater and Pageant Productions
School Art Show
A+/ Art integration
Science Center
Rockets
After school enrichment
Accelerated Reader
Computer-based instruction
Hands on Science
Providing information of area enrichment programs
Tryon Fine Arts
Tryon Arts and Crafts
FENCE Nature Curriculum
Community college opportunities for enrichment
Piano/keyboarding lessons
Learning through Chess

Planned Sources of Evidence: Enriched print resources
Curriculum units which address the affective domain
Accelerated units and lessons
Activity agendas when pairing with like peers to discuss common interests
Individual interest studies
Students work with older peers to stimulate interest in subject areas

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: Communication between AIG specialist and regular classroom teachers ensures appropriate and consistent services and instruction for gifted students across the curriculum.

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

Description: AIG teachers will meet with classroom teachers during regular grade-level and PLC meetings to provide strategies for differentiating instruction. AIG staff will also lead professional development during workdays and mini-lesson presentations at faculty meetings on strategies and activities gifted learners. AIG staff will present "mini lessons" as exemplars in identified classrooms to provide a model/example of how instruction can be differentiated appropriately to meet the needs of AIG students. Principals and evaluators of instruction will make a concerted effort to look for, evaluate and offer suggestions to improve differentiation in the classroom.

Planned Sources of Evidence: Training/session agendas/rosters
Classroom observation data
Lesson plans

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: To ensure effective programming, continuum of services through school transitions we have developed a plan that explains the differentiated curriculum and suggests learning opportunities in the regular classroom that are appropriate to the needs of the gifted learner.

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

Description: Polk County Schools already utilizes the "Personalized Education Plan" (PEP) process for at-risk students who are in need of services or intervention. This process is extended to add differentiation services for AIG students. These AIG "PEP's" would be authored with stakeholder input, describe the strengths and needs of the gifted student, and outline a service plan to ensure both classroom instruction and enrichment activities are delivered in a way that supports and promotes student growth and achievement. The plans will be monitored regularly and reviewed annually for necessary changes.

Planned Sources of Evidence: Personalized Education Plans
Teacher evaluation data

Meeting/evaluation schedule
Student/parent survey results

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: With AIG professional preparation teachers are more sensitive to the needs of gifted children, have more strategies to use to meet these needs, and are able to provide more avenues for student success.

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

Description: The AIG specialist serves as chair of gifted identification teams (AIGT), instructs AIG units, teaches model lessons that promote higher-level and critical thinking, supports self-directed learning through projects, programs, and activities, and collaborates with teachers to support differentiation. The AIG specialist also responds to parent concerns, serves on the identification team, provides support to teachers with materials, professional development, and trains on effective instructional strategies. The AIG specialist coordinates event planning, unit planning, DEP/staff development, and is the LEA contact for parents and community regarding AIG services. The AIG specialist may assist with assessing/testing at various levels for AIG identification. The AIG specialist is required to possess licensure in gifted education.

Planned Sources of Evidence: District AIG specialist/teacher's job description
AIG specialist/teacher's qualifications/license
AIG specialist/teacher's calendar for training, lessons, and programming

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 specialists explore, refine, and extend their talents in the school environment to address the unique needs of the student. The AIG specialists and school counselor work together to ensure the integration of those social and emotional factors necessary for high performance.

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

Description: Polk County Schools will ensure the AIG specialist/teacher is employed under a job description that outlines duties and responsibilities commensurate with the expectations set forth in this practice. The AIG specialist/teacher will work with school counselors to provide: teachers with information to help them recognize and nurture the unique soci-emotional needs of the gifted learners, counseling to meet the unique needs of the gifted, counseling in course choice, counseling on personal and social issues related to being gifted, information to help in college selection, information and assistance with scholarships, information and assistance with financial aid for college, career counseling, and programming to develop life-planning skills that are consistent with student's needs and interests

Planned Sources of Evidence: Teaching schedules

Time logs

Sample session agendas

Student survey data

AIG specialist job description

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Professionals must be trained in identifying gifted students, and need to be trained in instructional strategies, material development and unit planning to better meet the needs of AIG students.

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

Description: Polk County Schools follows state requirements for licensure and places its own local requirements for professional development and the earning of renewal credits. Licensed staff must earn "credits" in their content area and in the use of instructional technology. For the AIG teacher, the requirement would involve specific training on identifying, planning for, and serving AIG students through the district program. For the "regular" teacher, Polk County Schools provides training in research-based instructional approaches proven to extend learning and challenge students. All "specialty" teachers are required to complete a content/discipline consistent professional development plan designed to bolster instruction for all students, especially those with the gifts and challenges found in AIG and Exceptional Children's program. For example, teachers of Advanced Placement courses receive intense training in their particular content area through College Board and how to engage the higher-level learner to challenge and push them. Middle school "Pre-AP" teachers are also trained by College Board to prepare middle-school-aged students for high school classes.

This training extends to principals as they are required to earn "administrative" renewal credits, some of which are geared towards the specialty areas.

Planned Sources of Evidence: Polk County Schools Professional Development Plan (PDP)

Professional development opportunities available to various audiences

Documented PD participation

AIG teacher PDP

Session agendas/rosters

Teacher PD survey data

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: Classroom teachers who receive training in the nature and needs of gifted children, as well as instruction and coaching in appropriate strategies to use with able learners, are better qualified to identify and meet their students' needs.

Goals: Polk County Schools will place AIG students in classrooms and programs with instructors and directors who possess an AIG add-on license or have participated in professional development intended to bolster the teacher's understanding of how to meet the unique learning needs of all students, especially those identified as being gifted.

Description: Polk County Schools provides professional development for all instructional staff members on an annual basis and according to our district Professional Development Plan. All teachers are required to complete professional development activities, many of which are research-based strategies or programs intended to help teachers improve and differentiate their instruction to meet the needs of all learners. For example, the district trained teachers in Marzano's "Classroom Instruction that Works" with a special focus on the most effective strategies for extending and enriching learning. Polk County Schools annual "Winter PD Wonderland" offers breakout sessions with many areas being covered, including the teaching of 21st Century skills and critical thinking. AIG staff will attend annual training to learn the latest in best practice to bring back and share with schools and staff.

Planned Sources of Evidence: Polk County Schools Professional Development Plan / training calendar

Sign in sheets / earned CEU records

Agendas and training materials

Professional development surveys and results

Professional development feedback data

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: Professionals must be trained in identifying gifted students and who have knowledge in instructional strategies, material development, and unit planning to better meet the needs of AIG students.

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

Description: Professional development on the district level aligns to NC teaching standards, local Board of Education Strategic Goals, and AIG licensure standards through offerings like "Partners Math Training" and "Classroom Strategies that Work." All professional development is aligned with and geared towards a school/district/state improvement/strategic goal as well as being research-based and representative of best practice. Training on atypical programs like "Why Try" is an attempt on helping teachers identify those in non-traditional settings (like an alternative learning program) that might not otherwise be identified.

Planned Sources of Evidence: Documentated alignment
Professional development standards
Professional development participation
Session agendas/rosters

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Providing professional development to teachers that is aligned with state and/or national teaching standards, best practices in gifted education, and with an emphasis on global awareness and 21st Century skills is necessary to ensure teachers are serving students according to their individual needs.

Goals: When providing training for instructional staff, Polk County Schools will include professional development that directly addresses 21st Century skills, critical thinking skills, best practices in differentiation and extension of learning, and instructional approaches for advanced students.

Description: Polk County Schools provides professional development for all instructional staff members on an annual basis and according to our district Professional Development Plan. All teachers are required to complete professional development activities, many of which are research-

based strategies or programs intended to help teachers improve and differentiate their instruction to meet the needs of all learners. For example, the district trained teachers in Marzano's "Classroom Instruction that Works" with a special focus on the most effective strategies for extending and enriching learning. Polk County Schools annual "Winter PD Wonderland" offers breakout sessions with many areas being covered, including the teaching of 21st Century skills and critical thinking. AIG staff will attend annual training to learn the latest in best practice to bring back and share with schools and staff.

Planned Sources of Evidence: Polk County Schools Professional Development Plan / training calendar

Sign in sheets / earned CEU records

Agendas and training materials

Professional development surveys and results

Professional development feedback data

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Research indicates that Professional Development is more effective when follow-up opportunities are provided to synthesize and apply strategies and new information. Collaboration and sharing of information among all staff is essential in promoting these conversations and producing effective instruction for all learners.

Goals: Polk County Schools will annually plan and facilitate "team" meetings with AIG specialists and grade level teachers.

Description: AIG staff will train teachers at grade-level and faculty meetings in the instructional methods and strategies identified as best practice and most effective for gifted learners. The AIG specialist will teach "exemplar" lessons illustrating and operationalizing the theory and concepts learned during professional development. Teachers will also participate in "walk-throughs" and follow-up conversations at the building level to observe other teachers and their approaches to integration and differentiation at the instructional level.

Planned Sources of Evidence: Examples of resources produced through collaboration

Grade level and staff meetings agendas

School improvement plan

Classroom observation data

Student/staff survey data

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: To truly provide a consistent, viable, differentiated program for academically gifted students at all grade levels that support their individual needs and interests Polk County Schools must work to deliver comprehensive and effective AIG programs and services.

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

Description: Polk County Schools offers a variety of embedded and stand-alone programming for AIG students as well as access to appropriate resources, opportunities and support. In addition to the specific description of AIG service options in the district outlined in this plan in "Standard 1 Practice F," Polk County Schools strongly recommends inclusion/use of the following strategies and activities:

- Accelerated pace of presentation
- Conceptual discussions
- Cooperative learning groups
- Critical thinking skills
- Flexible project topics / deadlines
- Higher Order Thinking Skills
- Individual Differentiated Educational Plans
- Learning Contracts
- Mentoring
- Problem Based Learning
- Proof and Reasoning
- Student Led Conferences

Planned Sources of Evidence: Array of service options, K-12
DEP's/IDEP's
Specific course descriptions and data
Student rosters matched with options provided
Student survey data

Other Comments:

Practice B

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

This practice is a Maintained Practice for 2013-2016.

Rationale: To successfully meet the needs of students the AIG program should be aligned with each area of AIG identification and with the LEA's goals and resources.

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

Description: Polk County Schools and the AIGT will ensure that goals, strategies, and programming for AIG students is aligned to the AIG Plan, state and national goals for AIG students, and is modified to fit within our AIG funding model. Creative resource allocation, the pursuit of grant monies, and a "spreading" of responsibility for serving students to all areas will be necessary given the paucity of AIG funding available for a small district like ours. To the extent possible, curricular and instructional modifications will occur in the regular classroom with the collaboration of the AIG teachers to provide a continuous level of challenge in each area of AIG identification for the unique needs of the gifted student within the classroom.

Planned Sources of Evidence: Array of service options, K-12
Documented attempts to secure further funding/grants
Type and amount of local funds supporting AIG
DEP's/IDEP's
Polk AIG Plan

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: Establishing strong and productive partnerships with students, parents, teachers, and administrators in which everyone assumes responsibility and accountability for their roles is essential for successful performance and academic excellence.

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

Description: Polk County Schools will provide both stand-alone programming and embedded AIG services to students. Schools will work with AIG staff to ensure AIG services are dove-tailed with existing efforts in a manner that addresses both "regular education" and AIG programming. For example, instructional strategies emphasized by the district are intended to "push" all students to extend their learning. Furthermore, activities like Science Olympiad are open to all students and

serve to extend their learning regardless of designation or potential. Any program offered for AIG students necessarily adheres to policy and practice in the district.

Planned Sources of Evidence: Collaborative planning

Vertical teaming
DEP's/IDEP's
Array of service options K-12
Professional development plan
Training rosters and agendas
Applicable policies

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: In an age of accountability and scarce resources teachers, school administration, and support staff need to be aware of all services available to AIG students and how they can be accessed. Stakeholders must be informed of the AIG program, its goals and available resources to author quality service plans and ensure appropriate delivery of said services for AIG students.

Goals: Polk County Schools will communicate the AIG Plan and available resources via school meetings and online resources to all schools and staff annually, and the AIGT will meet regularly to determine if further information dissemination/training is necessary.

Description: Polk County Schools will enlist the assistance of the AIG specialists, teachers, AIGT, and Advisory Committee to disseminate information about AIG services, the county plan, and current policies and regulations in AIG. Stakeholders will be able to obtain this information via the AIG webpages and through presentations at faculty meetings, PTO meetings, and grade level/PLC meetings. The AIG Advisory Committee will be charged with engaging community organizations to plan some information sessions for business leaders and the community-at-large.

Planned Sources of Evidence: Meeting minutes/rosters/agendas

AIG webpages
AIG Plan
Documents used during sessions

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: To maintain an effective vertically aligned and sustained K-12 AIG program, teachers and staff must ensure the quality and continuity of AIG services, especially at key transitional ages/grades.

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

Description: As the AIG Team authors/reviews individual students plans, special attention will be given to continuation of services, especially during the transition years of grades 3 to 4, 5 to 6, and 8 to 9. Documentation will transition with students from year to year and will include academic information on cognitive abilities, End of Grade/Course data, classroom grades and other assessments. Any relevant information that can be used by the AIG Team from year to year will be used to ensure continuity and assist in transition years.

Planned Sources of Evidence: Student and parent communication annually
Team meeting notes about transitions
Individual service plans
School/student/parent meeting agendas/rosters
Information about service options at Middle and High School
Array of K-12 services

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 order to provide quality differentiated programs and services the LEA will provide opportunities for collaboration among classroom teachers, exceptional children's teachers, and all providers of services to the AIG student.

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

Description: Polk County Schools will communicate the AIG Plan and available services/resources via school meetings and online outlets to all schools and staff annually, and the AIGT will meet quarterly to determine if further information dissemination/training is necessary. All instructional staff, including specialty teachers and administrators will receive information on programming, the identification process, and their "role" in providing differentiated services. Parents of AIG students and non-school based stakeholders on the AIGT will meet annually to address service options and delivery and will take part in quarterly meetings to aid in improvement efforts.

Planned Sources of Evidence: Agendas from meetings

Training rosters

DEP's IDEP's

LEA and school websites

Stakeholder survey data

Specialty meeting agendas/notes (EC, ESL, etc)

Other Comments:

Practice G

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: Counselors, teachers, and parents must work together to instill in students the desire to work hard and make the most of opportunities available to them to develop their potential.

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

Description: Polk County Schools will involve parents, students, counselors, AIG staff, and other instructional staff in determining how best to meet the social and emotional needs of AIG students. Quarterly AIGT and school counselor meetings will work annually to arrive at strategies to meet students needs. Recommendations and findings from these collaborations will result in the modification/improvement of goals and strategies in the AIG Plan. In turn, this will result in changed/improved practice at the delivery level.

Planned Sources of Evidence: Professional development on needs of gifted

Meeting agendas/notes (AIGT and Counselor)

Stakeholder surveys

DEP's/IDEP's

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In order to realize their academic potential, these students require educational services beyond those ordinarily provided in the regular educational program. A curriculum suited to gifted students will require rigor, offer enriched content and expanded opportunities for developing higher

level thinking skills.

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

Description: The AIG Team consisting of counseling staff, teachers, AIG teachers will articulate a plan for the acceleration of instruction based on the AIG's evaluation of an appropriate body-of-evidence with input from the individual learner's parents/family. Gifted services are provided by the AIG Specialist in collaboration with the classroom teachers to provide a quality program that meets the needs of all gifted students. Care will be taken to examine all opportunities to accelerate instruction or placement when justified.

Planned Sources of Evidence: Array of K-12 service options available
DEP's, IDEP's
Student schedules
Assessment data
Curriculum pacing/alignment/resource guides

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In order to meet the needs of ALL gifted learners, special efforts must be made to identify and serve students from under-represented AIG populations and to implement services and programs to meet their learning needs and develop giftedness.

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

Description: Specific staff development will be provided to teachers targeting sensitivity in observing for and identifying the traditionally under-represented, culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional populations. The AIGT will bear the responsibility of using collaborative meetings with specialty teachers and those serving the traditionally under-represented student populations to disseminate information on the identification of these students and how to best connect them with and implement AIG services.

Planned Sources of Evidence: Training session agendas/rosters
Student demographic data (those served)
DEP's/IDEP's
Material resources outlining recommendations for identifying students from under-represented populations

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: It is vital to the intellectual growth and development of the AIG student to make available to them a spectrum of extra-curricular activities designed to further enhance their intellectual, emotional, and social growth.

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

Description: Polk County Schools offers a tremendous number of extra-curricular activities in which all students can participate. These activities range from athletic teams to academic teams to special-interest clubs. Each school will continue to make students and parents aware of the learning opportunities for gifted learners that exist in the greater community by previously defined methods of communication including but not limited to the school website, AIG team, pamphlets and teacher communications. In addition, the LEA will also make the community aware of the need for programming for gifted learners by including community partners in discussions on the county-wide AIGT. Examples of these types of activities and opportunities are found below:

AFS
Bridge Club
Chess Club
Creative Writing Club
Dance Club
FCA, Fellowship of Christian Athletes
FBLA, Future Business Leaders
FFA, Future Farmers of America
FTA, Future Teachers of America
Green Team (Environmental)
Guitar Club
HOSA, Health Occupations Students of America
Interact Club
ITS, International Thespian Society
Key Club
National Forensic League (Public Speaking/Debate)
National Honor Society
News Anchors
SAGA, Student Action for Global Awareness
Science Olympiad
Spanish Club
Student Council/Government
Shooting Team

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Snowboarding Team
Tech Club
Tryon Fine Arts
Tryon Arts and Crafts
Awards and Scholarships
Foothills Equestrian and Nature Center (FENCE)
Tryon Riding and Hunt Club
4-H programs
Super Saturday Programs at UNCA

Planned Sources of Evidence: Student participation in extra-curricular programs

Service learning rosters
Mentorship program information
Information about extra curricular activities on school and county websites
School improvement plans (club sections)
Student survey data
Club/activity reports

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Given the unique needs of AIG students, it is necessary to bring all resources together in crafting and implementing services for AIG students. Sustaining and improving these services is dependent on strong partnerships with stakeholders.

Goals: Establish an annual AIG Advisory Committee with community stakeholders, parents/families and teachers to both inform stakeholders of available services, and to form partnerships with community organizations to seek creative ways to implement programs and deliver services and provide feedback for program adjustment.

Description: Polk County Schools will continue to establish the AIG Advisory Committee to involve stakeholders in the development and implementation of AIG programming. The committee will meet a minimum of three times per year to review the AIG Plan, seek outside partnerships and resources for the program, and offer recommendations for improvement. The committee will also be charged with offering input on addressing the social and emotional needs of AIG students being served.

Planned Sources of Evidence: Meeting rosters/agendas

Recommendations from committee

AIG Plan

DEP's, IDEP's

Array of K-12 service options

Listing of supports for AIG students

List of community partners

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: It is important to keep all stakeholders informed of AIG programming by establishing a strong process for the sharing of AIG information, the AIG Plan, and other policies relating to gifted education.

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

Description: Polk County Schools will use a portion of the school website to host "AIG" pages with pertinent information, resources, etc. that can be easily accessed and understood. The district will also employ strategies identified earlier (like training for all staff on the AIG program) to disseminate AIG information to instructional and support staff. Parents of AIG students will meet with school personnel to author/modify individual service plans and receive updates on AIG programming and policies.

Planned Sources of Evidence: Webpages dedicated to AIG
Communications sent to parents
Meeting rosters/agendas
AIG Plan

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In order to best serve gifted students, the district should involve stakeholders in the development, implementation and monitoring of local AIG programs and plans. Stakeholder buy-in is a key to the success of any program.

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

Description: Polk County Schools will work to form an AIG Advisory Committee made up of a sample of AIG parents that reflect the diversity of the AIG students being served. This committee will work with the AIGT and AIG specialist to develop, implement, and monitor the local AIG plan and programming. The body will afford the AIGT and specialist with annual recommendations for improving AIG programming and services in the district.

Planned Sources of Evidence: Stakeholder survey data
Committee roster
Meeting agendas/rosters
Recommendations authored for plan/service improvement
AIG Plan

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: Parents and community members must be informed of service options and programming opportunities to effectively aid in the development and implementation of the AIG Plan and individual student plans.

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

Description: Polk County Schools will use methods referred to in other areas of this plan to ensure parents and community members are informed of AIG programming and activities for students. Information found on the website and disseminated during meetings will be kept current and new offerings or opportunities will be communicated as quickly as possible. All communications will be available in the student/parent's native language.

Planned Sources of Evidence: AIG Webpages

Parent communications

Newspaper articles/online articles

Meeting rosters/agendas

Stakeholder survey data

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: Polk County Schools receives a minimal amount of funding to meet the lofty goals and strategies outlined in the AIG Plan. The district necessarily must partner with parents, local businesses and agencies, colleges and universities, and the community-at-large to secure the type of support and resources needed to implement an effective and comprehensive AIG program.

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

Description: Polk County Schools will maintain current and form new partnerships with parents, local business and industry, and the community-at-large to both enhance and support AIG programming in the district. For example, Polk County Schools works with FENCE to provide "Hands-on-Science" at our elementary schools. This partnership includes a part-time "instructional" position funded by FENCE charged with outreach and partnering with schools for science and nature education. Without

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this resource, gifted students interested in the science or Biology fields would not receive this type of exposure or enhanced services. Polk County Schools and the AIGT will work to strengthen existing relationships and partnerships while seeking more support and resource options in the community.

Planned Sources of Evidence: Intentional programming

Participation of community agencies

Photos, brochures, newsletters and articles

List of partnering agencies/projects

Awards and recognitions from outside agencies

Board of Education Meeting agendas / minutes (recognition of community partners)

Other Comments:

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Develops a written AIG plan describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

This practice is a Maintained Practice for 2013-2016.

Rationale: The development, implementation, and monitoring of an AIG Plan should be completed in accordance with state legislation and NC Board of Education policy and is necessary in securing resources and delivering services to AIG students.

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

Description: Using the NC AIG program standards, a district AIG Plan for 2010-2016 will be written, approved by Polk County School Board, and sent to DPI for review and comment at the beginning of the 2010 and 2013 academic years. The AIGT and Advisory Committee will author the plan with stakeholder input and according to applicable law and policy.

Planned Sources of Evidence: AIG Plan
LEA Board approval documentation

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: Providing appropriate programs for AIG students requires a systematic approach for monitoring student progress within the AIG program.

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

Description: The AIGT will work to provide oversight in the implementation of the AIG Plan and associated programs. The team will review all facets of the program (all standards and responsibilities - identification, service provision, information dissemination, etc.), identifying strengths and weaknesses in the goals and implementation as well as recommendations for future enhancements/improvements. For example, annual staff development on AIG identification

procedures and service options will be evaluated for effective delivery. If the committee determines that teachers and staff are still not informed to a satisfactory level the goal/practice will be reviewed and changes suggested. In addition, the AIG Advisory Committee will offer feedback on the AIG Plan and its implementation to help improve programming. Program effectiveness will be assessed at all grade levels.

Planned Sources of Evidence: AIG Plan

Service/activity rosters/reports

DEP's, IDEP's

Meeting minutes/agendas/rosters

List of strengths, weaknesses, and recommendations for improvement

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: To prepare the AIG program budget and allocate program funds appropriately throughout the LEA.

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

Description: Polk County Schools will use what money is allotted for AIG to employ AIG licensed personnel. Local funds will have to be used to supplement state funds for some teacher salary, materials, curriculum products and other expenses like trips and after-hours activities. The district will continue to work with community partners and seek other supports for funding and resources. All monies spent will adhere to state policy and guidelines.

Planned Sources of Evidence: Annual budget statement

Auditors annual report

Teacher licensure and PRC 034 funds

AIG Plan

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: Share student performance and annual drop out data for AIG students in order to follow

students progress and plan for appropriate interventions and instruction to encourage student growth.

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

Description: Polk County Schools will continue to annually review identified student academic performance, growth, and dropout data. The AIGT will shoulder this responsibility and will bring in appropriate stakeholders for insight, clarification, and suggestions for modification. Performance will be compared longitudinally and across the district to determine if any school-based programming needs to be evaluated/adjusted. Polk County Schools engages each "dropout" (AIG or gen. ed.) in an exit interview and any information obtained in the process would be given to the AIGT for review.

Planned Sources of Evidence: Disaggregation of screening tool data
Interviews with school personnel/students
DEP's/IDEP's
Drop-out data for AIG students
EVAAS data for AIG students
Results of data review by AIG team (findings and recommendations)

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: To provide fair access to all students (especially those whose gifts may not be evident due to membership in a traditionally under-represented population) the identification, representation, and retention of traditionally "underserved" student groups will be monitored and analyzed.

Goals: Polk County Schools will utilize the AIGT to monitor the identification, selection, and retention of under-represented populations in the AIG program with special focus on students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, or twice-exceptional.

Description: Polk County Schools will continue procedures that provide equitable access for students who are culturally/ethnically, economically disadvantaged, English language learners, highly gifted and twice-exceptional. The AIGT will review rosters and student data to ascertain the representation of traditionally under-served students and their retention in programming. The AIGT will employ the assistance of specialty and general education teachers as needed in examining information about students' needs and interpreting test data.

Planned Sources of Evidence: Data regarding referral and identification trends based on demographics/subgroups
Enrollment data in challenge and upper level courses

AIG retention data
AIG Plan
Meeting minutes/agendas/rosters

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: In order to provide quality AIG programming to schools and students, AIG specialists and instructors should possess AIG licensure and receive regular professional development on meeting the needs of AIG students in the school and classroom.

Goals: Polk County schools will work to increase the number of teachers with AIG certification and will monitor and maintain data related to their employment and training.

Description: Polk County Schools will maintain records of and monitor licensure and professional credentials of all AIG specialists and teachers in the district. Polk County Schools will seek to hire "regular" education teachers that have AIG certification whenever possible and will also maintain records of those teachers earning National Board Certification or advanced degrees. The AIGT will work to identify and support "regular" teachers interested in taking coursework to secure an AIG add-on.

Planned Sources of Evidence: Licensure reports
Professional development records
Use of PRC 034 funds
Student placement data
AIG Plan

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: An active advisory group is needed to support and advocate for AIG students' educational needs and to provide regular feedback on plan goals, implementation, and programming.

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

Description: Polk County Schools will field an AIG Advisory Committee annually for the purposes of aiding in the development, implementation, and evaluation of the AIG Plan and AIG programming. This board will include at least one parent and may include administrators, teachers, parents, and community members who are representative of the community-at-large. The board will meet as needed (minimum of three times per year) either as a full group or in sub-groups to address specific aspects of the program. Other instructional and professional staff will be included when their expertise is sought or required or can be of benefit to conversations and analysis. The Advisory Committee will provide the AIGT with recommendations for improving services and programming.

Planned Sources of Evidence: Meeting calendar/agendas

Invitations to serve

Advisory Committee Roster

AIG Plan

Advisory committee reports/recommendations

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: Communication and collaboration among educators, administrators, parents/families and community members establishes a positive vision for the AIG program to enhance the growth of the AIG student.

Goals: Polk County Schools will seek feedback from AIG stakeholders through the Strategic Planning Process and annual Needs Assessment process via stakeholder surveys, meetings, and the AIG Team and Advisory Committee. Furthermore, a sub-committee of the AIGT will be established to synthesize feedback, input, and data to arrive at recommendations for improvement.

Description: Each year Polk County Schools engages in a "needs assessment" and "improvement process evaluation cycle" where programs and goals from the previous year are analyzed, evaluated, and adjusted. Included in these conversations and efforts is the AIG program. A special emphasis will be placed on AIG for the coming academic year to truly re-evaluate where the district is in regard to AIG programming and arrive at recommendations for improvement. The suggested DPI process for improving AIG programs involving this document and stakeholder teams will be merged with our Improvement Process. The AIGT subcommittee will take feedback from stakeholders, data from the district, and research from best practice to arrive at a new vision for the AIG program as well as action steps for improvement. The AIG Team and Advisory Committee will be made up of selected educators, AIG staff, parents, and community partners.

Planned Sources of Evidence: Stakeholder survey data
AIGT / Advisory Committee agendas / reports
AIG Program vision statement and AIG program goals
Meeting agendas/rosters
District data used in the process (scores, identification data, program evaluation, etc.)
Evaluation reports and recommendations for improvement

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: Review of multiple data sources from AIG programming is necessary to evaluate current programming and services and to arrive at recommended improvements for continued student growth and enrichment.

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

Description: Polk County Schools will apply the district's "Needs Assessment / Improvement" process to review all aspects of the AIG Plan and programming. The AIGT will be charged with the review of the AIG Plan, the review of multiple data sources from the program(program participation data, student growth, AIG teacher licensure, etc.), and the annual revision of the AIG Plan.

Planned Sources of Evidence: Results of DPI review/comment
Plan revisions based on feedback/data
AIG Plan
Meeting minutes/agendas/rosters

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Stakeholder input and support is necessary for the development, implementation, and evaluation of the AIG Plan and delivery of services.

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

Description: Polk County Schools will make use of aforementioned communication strategies for

dissemination of AIG program evaluation information. As stakeholders (students, staff, parents, community members, business leaders, etc.) are informed of the AIG goals and program plan the former academic year's AIG evaluation will be included in presentations. This way, evaluation reporting is not stand-alone, but part of the overall communication/improvement process. Annual presentations to parents of identified AIG students will also take place to be sure they are aware of the program, its history, and its future direction. The AIGT will assess program effectiveness at all grade levels.

Planned Sources of Evidence: Annual AIG Plan evaluation report

AIG webpages

Program data

AIG Plan

Copies of letters/presentations to parents/community

Meeting agendas/rosters

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: By law and out of respect for students and their families, confidentiality, integrity and privacy of all matters regarding the services of AIG students will be maintained.

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

Description: Polk County Schools will follow all confidentiality procedures with all meetings and student records for AIG students. Polk County Schools Board of Education policies regarding student information and guidelines outlined in FERPA shall be followed.

Planned Sources of Evidence: Copy of FERPA

Board policies on confidentiality of reporting/student records

Documentation of complaints

Annual meeting with parents

AIG Plan evaluation

Other Comments:

Glossary (optional):

Appendix (optional):

signature page.pdf (*Local Board Approval Document*)