

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

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

Randolph County Schools Vision for local AIG program: The vision of the Randolph County Schools AIG Program is to meet the educational needs of its academically or intellectually gifted students in an environment responsive to their individual needs in order that they may become participating, productive citizens. We have a responsibility to identify, nurture, and develop the potential of each student by providing extended opportunities to accelerate or to enrich the North Carolina Standard Course of Study. Randolph County Schools is committed to success for all students so that they can succeed in the 21st century.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$907415.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Randolph County Schools has a detailed screening, referral and identification process for all grade levels, and all personnel have access to this information both in written and electronic format. The school personnel share this information with all stakeholders. An effort to inform and explain this process is ongoing, however, because of personnel and administrator turnover each school year.

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

Description: In an effort to communicate these processes to a broader audience, all administrators and AIG specialists have a copy of the local AIG plan, and each specialist who attends monthly meetings has a handbook of procedures for proper implementation of plan. These representatives are to instruct the team members at their individual schools and share information from the plan and the handbook.

Since the plan is a public document, the school should share and print information for parents upon request. When a student is screened for AIG, a copy of criteria qualifications is given to parents of AIG students as well as to those who do not qualify. The school based committee refers to the local plan in making placement decisions.

In addition, a copy of the local plan is posted on the district AIG website.

Planned Sources of Evidence: Website

AIG Plan

AIG Handbook

SBC Notes and minutes

County office copies of parent forms

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: Randolph County Schools has a clear plan for all screening pathways leading to AIG identification. AIG identification includes Pathway 1, an option to identify the IG (intellectually Gifted) as well as Pathways 2 and 3 for the AIG(Academically gifted). On our 2012 survey 72% of administrators and 80% of parents either strongly agreed or agreed that multiple criteria were used and the procedure was fair and equitable.

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

Description: Screening K-3

Randolph County Schools complies with the state legislation allowing a child to enter kindergarten early if he demonstrates extraordinary level of academic ability and maturity. The principal, working with the school AIG team, will make decisions on a case study basis, considering the following criteria: student aptitude, achievement, performance, observable student behavior/student interest, and motivation. It is the parent's responsibility to present this supporting information to the principal regarding the student.

In Randolph County Schools, various learning environments, enrichment opportunities, and programs are available to students. In grades K-3, informal assessments are used to identify students who are achieving above their peers. These indicators are as follows: Reading one to two grade levels above their current placement, informal assessments (ie. leveled texts, work samples), math performance one to two grade levels above their current placement, documented performance for at least 2 grading periods, and observation checklists and narratives from classroom teacher.

These students could be grouped within their class, within their grade, or across grades. The school AIG specialist collaborates with the classroom teacher to differentiate for the students. Any student performing 4 to 5 grade levels above his current placement may be considered for more intense differentiation. This is done on a case study approach.

Only in these cases will formal identification occur before the end of the third grade. Using this case study approach, Randolph County Schools will use the Iowa Acceleration Scale to determine if subject acceleration or whole grade acceleration is warranted.

Beginning in third grade, a countywide formal student search will be conducted annually. Scores from system-wide End-of-Grade (EOG) and/or 3rd grade Cognitive Abilities Tests (CogAT) at the 85th percentile or above will be used to screen students. In addition, students from diverse cultures and socio-economic backgrounds or students with disabilities which may affect their learning will also be screened for gifted characteristics. Each school's English as a Second Language (ESL) & Exceptional Children (EC) teacher will be consulted to aid in the identification of students. Parents and/or teachers may also request that students be added to the screening pool. Supporting documentation should accompany these nominations.

Each school must maintain a list of student nominations and should review the needs of nominated students for differentiated services. Data collected from teachers, parents, psychologists, and central office staff will include: standardized achievement test scores, group and/or individual aptitude scores, grade averages from at least two grading periods, classroom observations, and performance

tasks/assessments. Data will be recorded on the appropriate form.

The following indicators will be used for an ongoing, year-round effort to identify students to be reviewed for differentiated services: teacher recommendations, observation checklists, parent referral, standardized test results, transfer students identified in another LEA, and cumulative record indicating outstanding performance. Screening strategies should lead to a determination that a student: 1. requires an additional assessment to determine the need for differentiated instruction 2. is already in a learning environment that is appropriate 3. requires differentiated services provided by the AIG Program.

Identification/Placement

The next phase of the decision-making process involves assessment/review. When screening results indicate that a more in-depth assessment is warranted, parents are notified and given the opportunity to conference with appropriate school staff regarding the assessment(s). Assessment tools used as multiple indicators will come from the following categories: 1. Observation – an indicator of a student's need for differentiated instruction based upon observable behaviors. The student's regular education teacher should note observations on the observation checklist in the areas of characteristics, interests, and motivation. Once observations are recorded, a narrative form of the observation should be submitted to the AIG teacher for inclusion in the evaluation of need. 2. District Performance Task – an indicator of the level and quality of a student's work. This file provides written documentation, based on performance assessment tasks, of what the student is capable of producing. Performance assessment tasks will be judged for appropriateness by a committee of AIG teachers other than the AIG teacher from the student's base school. A pre-established rubric guides the decision making. If the base school AIG teacher disagrees with the findings of the review committee, the assessment will be re-evaluated by a second committee of AIG teachers. 3. Achievement measures – an indicator of a student's knowledge. This may be shown through End-of-Grade test scores in grades 3-8 in reading and/or math or standardized test scores at the 85th percentile or above. 4. Aptitude measures – an indicator of a student's potential for learning. Aptitude may be shown by a standardized test score at or above the 85th percentile. 5. Performance data – indicators of how well the student is performing in the regular classroom. Grades will be reviewed as indicators of performance and should be from at least two grading periods during the current school year. Decisions will be made using appropriate sources to ensure that an accurate appraisal of the needs of the student has been made. No single piece of information will prevent a student from consideration of services; however, a single piece of information can indicate that differentiated services are warranted (e.g. an aptitude score that is in the superior range is indicative of outstanding intellectual aptitude). School site decisions regarding the need for differentiated services will be made based on the information gathered on students and the decision will be documented on the appropriate form. The completed student AIG record will be sent to the AIG program specialist at the central office for review of all decisions made by the School-Based Committee for Gifted Education.

Placement Criteria Grades 4-8

Pathway One

Must meet one criterion.

Aptitude -- 98%+ Composite or 98% Partial Composite

(Verbal + Quantitative = Reading & Math)

(Verbal + Nonverbal = Reading only)

(Quantitative + Nonverbal = Math only)

Pathway Two

Must meet all three criteria.

Aptitude Test -- 90%+ Partial or Composite

Achievement Test -- 90%+ Reading or Math Grades

"A" average in specific subject area (minimum of 2 nine-weeks)

Pathway Three

Aptitude and achievement test scores must be a minimum of 85% for consideration. Students must then meet four out of five criteria.

Aptitude Test -- 90%+ Partial or Composite

Achievement Test -- 90%+ Reading or Math Grades

"A" average in specific subject area (minimum of 2 nine-weeks)

Student Motivation -- 30+ on observation checklist

District Performance Task -- High rating on the system rubric

Planned Sources of Evidence: School-Based Committee for Gifted Education meeting minutes
Student AIG folders containing identification information
LEA's AIG plan and stakeholder surveys
Tests and Performance Task Results

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: In 2012-2013 Hispanics represented 14.35% of the total population, but they represented 5.7% of the identified AIG students. Now with nurturing becoming more focused and inclusive of our special populations and underrepresented students, our identification should increase. Our Pathway 3 should accommodate for these special populations as needed with nontraditional measures. Our culturally divergent population is still underrepresented in identified students, so continued emphasis needs to be stressed.

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

Description: Nurturing /Placement of Special Populations

On occasion, a student who is a candidate for AIG placement is in need of an assessment other than the traditional assessment tools. Students from different cultural or language backgrounds, the economically disadvantaged and disabled students are often underrepresented in programs for the gifted. To ensure the abilities of these students are accurately assessed, they should be evaluated

using assessment instruments that are sensitive to their differences or disabilities.

Both Composite scores and Partial Composite aptitude scores (any two batteries of tests) may be used. Partial Composites may be used for gifted placement if it better reflects the abilities of the student.

The Naglieri Nonverbal Test of Abilities (NNAT) is recommended for individual administration for culturally/linguistically diverse and/or economically disadvantaged students and students with disabilities.

Additional tests may be used as long as there are national norms and the test is being used for the purpose for which it was developed.

To continue the nomination, various measures of achievement can be utilized to assess the level of academic achievement, which may determine a need for AIG services.

Beginning 2013-2014: In addition, other non-traditional assessment measures may be used, including reasoning tasks that indicate a student's idea fluency and elaboration, spatial understanding, and real-world problem solving.

If the School-Based Committee for Gifted Education determines from anecdotal information that a student is in need of alternative assessment instruments, they must use professional judgment to select one of the tests/evaluation instruments listed in the Local AIG Plan which would best reflect the students abilities. If documentation exists, a review will be conducted by the School-Based Committee for Gifted Education on a case-by-case basis to determine if placement or nurturing in the AIG Program is needed. The School-Based Committee for Gifted Education may choose to waive one or more of the pathway criteria. The School-Based Committee for Gifted Education should also complete the appropriate form to define the additional support the student will receive.

Note: Based on local norms, schools with low socio-economic and high minority populations may nurture the highest performing students regardless of AIG identification criteria in order to respond to their academic potential. In addition at any school, the School-Based Committee for Gifted Education may choose, with parental consent, to nurture a student in the AIG classroom for a period of time to be determined by the committee to ensure that proper placement is made. The School-Based Committee for Gifted Education must provide additional support to ensure that the student will be successful.

Nurturing Guidelines for the district are now in place that allow students who are not formally identified but are performing at the highest levels in their individual schools to be nurtured by the AIG specialist to maintain growth and maximize their potential. The school looks at student motivation, interests, teacher/parent recommendations and all performance data before making a final decision in order to ensure the student will benefit by this placement. The student is nurtured for one year; however, at the end of that year a student might be formally identified as AIG or continue being nurtured if his performance warrants the placement.

Planned Sources of Evidence: Student AIG folders containing information on achievement and academic measures

LEA's AIG plan and stakeholder surveys

Student results on both traditional and non-traditional measures

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: Randolph County Schools has a clearly defined procedure for screening, referring, and identification of AIG students. This plan has been articulated in multiple formats: staff development, written format and procedures, and electronic means.

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

Description: An AIG Handbook has been written and training takes place every year for all affected personnel at each school. This handbook includes beginning-of-the-year checklists, end-of-the-year checklists, placement criteria and options, nurturing guidelines and logs, all forms including sample forms, nomination and identification logs, and folder order of completion. In addition all parent brochures and notification of rights are included for personnel referral and use.

The handbook contains all performance tasks (reading, math, and reasoning), all observation forms and instructions for completion, and all rubrics that are needed for scoring.

In addition to this information being available in print format, with login information, an AIG specialist can access all this information on the district AIG website and all specialists have a flash drive with handbook information.

Every school year the AIG Program Specialist asks specialists at each school to submit documentation of all completed forms, and every newly identified AIG student's information is reviewed.

Nomination Log

Each year all students who have been screened for possible AIG identification are listed on a nomination log. This log lists all the data that has been collected on each student. It is submitted to the AIG Program Specialist who reviews it for consistency and thoroughness.

Annual Review

Annually, all AIG students' progress will be reviewed to determine the level of need and appropriate service delivery options. The School-Based Committee for Gifted Education will conduct this review. If the School-Based Committee for Gifted Education recommends differentiated services for the upcoming school year, a Differentiated Education Plan will be developed.

School-Based Committee for Gifted Education

Each school site will develop a School-Based Committee for Gifted Education to:

- review student eligibility
- determine if further assessment is needed
- refer for appropriate services

In addition, committee responsibilities will include:

- in-school monitoring and evaluation of the school's efforts for AIG learners
- assisting in the development and implementation of differentiated educational opportunities
- acting as a resource for individual parents who seek further assistance from the school in meeting the needs of a particular child
- assisting in the development and implementation of mechanisms for helping teachers learn more about the needs of gifted learners
- helping communicate to parents the general features of the AIG program at the school.

The Elementary School-Based Committee for Gifted Education will include (at a minimum):

- the school principal or designee
- the AIG teacher or the staff member designated to be the AIG school contact
- a teacher of the student being considered for eligibility who is knowledgeable about the child

The Middle and High School-Based Committee for Gifted Education will include (at a minimum):

- a teacher representative from the core curriculum area
- the school principal or designee
- a teacher of the student being considered for eligibility

The AIG teacher or a designated certified staff member of the School-Based Committee for Gifted Education who is knowledgeable and well informed about the AIG Program will serve as the contact for parent questions and concerns.

K-3: Classroom teachers observe all students for behaviors that exhibit potential and performance that might indicate a need for differentiation. The AIG specialist at each school is available to work in a consultative role with the regular classroom teacher to provide enrichment materials or educational experiences. Formal identification does not take place until the end of third grade unless the child is performing significantly above his grade level. Screening and identification is done on a case study basis, and the criteria is described in Standard 1, Practice B.

Grade 3: Annually, all students are given the Cognitive Abilities Test in the fall. From the test results, a screening pool is developed with anyone who scores 85%+ on a composite or partial composite. These students' names are placed on a nomination log. Other data is collected during the school year, including grades, EOG scores, and teacher observations and narratives. Formal identification takes place at the end of the third grade year.

Grades 4-8: In an on-going effort to identify students in need of gifted services, any student who exhibits a possible need for gifted services, is placed on a nomination log. Data is then collected that will include a current aptitude score, EOG data, grades, and possibly teacher observation, narrative and performance tasks.

Grades 9-12: Any student is able to enroll for classes of his choosing. In the event a student is a possible candidate for Governor's School and needs further assessment, that testing will take place to ensure all data is present.

Students Already Identified: If a student is identified as either reading or math only and wishes to be identified in both areas, he must meet the criteria set forth in the local AIG plan to be considered for the second area.

Transfer students: Any student who transfers to Randolph County Schools from another LEA with AIG identification will continue to receive differentiation services as his needs indicate. The student might not be placed in an AIG cluster group or be removed for pull-out services unless his needs exceed the differentiation capabilities of his regular classroom teacher.

Nurturing: Schools can nurture students who might not meet specific identification criteria, but who would benefit from accelerated and/or enriched experiences. Each school based committee has the ability to serve students who are strong, with particular attention given to ESL learners and low-socioeconomic populations. Placement is determined from year to year based on the student growth, and testing for gifted identification occurs when the student appears ready.

Planned Sources of Evidence: AIG Handbook

AIG Website

AIG Specialists' flash drive

Yearly paperwork completion

Student folders

SBC Notebooks of meetings

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Randolph County Schools has parent/student rights information regarding all actions during a screening/identification process as well as clearly stated information about transfer students. In addition there are clearly delineated procedures for resolving disagreements should it be needed. Article 9B has been included as part of the disagreement resolution procedure for stakeholder referral.

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

Description: The following is a description of Parent/Student Rights in Identification, Placement, and Services for Gifted Education:

*The right to be informed of all data relating to identification.

- *The right to examine all relevant records.
- *The right to receive all information in the parent's/guardian's native language and primary mode of communication.
- *The right to be informed before any significant change in program/service modification.
- *The right to be informed of any proposed actions related to eligibility and plan for differentiation services.
- *The right to receive the due process procedures if a resolution of differences over identification, placement and/or differentiated services with the school based committee cannot be reached.

Reassessment of AIG students: If a student is removed from the AIG program for any reason and the parent wishes for him to requalify, data (including current aptitude and achievement test results, grades, teacher observation and performance tasks) will be collected to determine if gifted identification is appropriate.

Transfer Students:

Any student who transfers to Randolph County Schools from another LEA with AIG identification will continue to receive differentiation services as his needs indicate. The student might not be placed in an AIG cluster group or be removed for pull-out services unless his needs exceed the differentiation capabilities of his regular classroom teacher.

Randolph County Schools Appeal Process for Parents

§ 115C-150.8. Review of Disagreements.

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

If parents/guardians have disagreements regarding screening/nomination, identification, or service options, they may appeal the School-Based Committee for Gifted Education (SBC-AIG) decision by following these procedures:

STEP I Appeal to the SBC-AIG

- Parents must send a written request for a conference to the SBC-AIG. The request must address the nature of the appeal. The SBC-AIG will schedule a conference with the parent within ten (10) days of the written request.
- Prior to the scheduled conference, the SBC-AIG will review all relevant information and determine if any additional information is needed.
- SBC-AIG will then discuss their decision concerning placement with the parents.

If parents wish to appeal the SBC-AIG decision, they may proceed to STEP II.

STEP II: Appeal to the AIG Program Director

- Parent has up to five (5) working days after the SBC-AIG conference to make a written appeal to the AIG Program Director.
- The AIG Program Director will review the grievance and respond to the parent and the SBC-AIG in writing within ten (10) working days.

If parents wish to appeal the AIG Program Director's decision, they may proceed to STEP III.

STEP III: Appeal to the Assistant Superintendent or Superintendent.

- The parent may appeal the decision by the Director to the Assistant Superintendent or Superintendent within five (5) working days of receiving the response. Appeal should be in writing.
- The Assistant Superintendent or Superintendent will review the grievance and respond in writing to the parent and the Director within ten (10) working days.

If parents wish to appeal the decision by the Assistant Superintendent or the Superintendent, they may proceed to STEP IV.

STEP IV: Appeal to the Randolph County Board of Education

- The parent may appeal the previous decision to the Randolph County Board of Education within five (5) working days of receiving the response. The written appeal should be directed to the Superintendent who will inform the Board Chairperson of the request for appeal.
- The Randolph County Board of Education will review the grievance and respond in writing to the parent and the Assistant Superintendent or Superintendent and the Director of Instruction within ten (10) working days.

If parents wish to appeal the decision by the Randolph County Board of Education, they may proceed with STEP V.

STEP V: Appeal to the State

- The parent 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:
 - (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student.
 - (ii) 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 findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Planned Sources of Evidence: AIG Plan in written or electronic format
Copies of all forms relating to identification and services

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: Each year Randolph County Schools conducts Differentiated Education Plan Meetings with parents and/or students to review the plan for differentiation that will take place during that school year. The DEP's address both the learning environment and modifications each student will receive. Cluster grouping is strongly encouraged at the elementary and middle grades. These meetings are held in the first days of school during August so that all current stakeholders (teachers, parents, and/or students can be present). The high school DEP is initially developed in the spring as course registration takes place but is reviewed again in the fall after all schedule adjustments have been made.

We have marked the practice mostly evident because adjustments have just been made to the high school DEP and the procedure for it and will be implemented for the first time in the spring 2013 and fall.

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

Description: Service Options

Once the School-based Committee for Gifted Education has determined that differentiated services are needed, the following information should be used when matching student needs with appropriate service options. The School-Based Committee for Gifted Education may, at any time, ask teachers, parents, and/or counselors for additional evidence of need.

Students who exhibit gifted characteristics but are also learning disabled, hearing impaired, visually impaired, limited in English proficiency, or economically disadvantaged may need an Individual Differentiated Education Plan if the standard AIG service options are not appropriate or an Individual Intervention Plan if additional support services are needed.

Note 1: The following information outlines the continuum of services available to students needing differentiated services; however, non-identified AIG students may be receiving similar instructional accommodations as part of regular education.

Note 2: AIG students must meet all of the same eligibility requirements as regular education students for inclusion in advanced classes. (i.e. 8th grade Algebra I placement contingent on meeting Algebra I placement criteria.)

K-8 Service Options and Content Modifications

The service options below are available to all AIG students in grades K – 8 depending upon

demonstrated need. The School-Based Committee for Gifted Education is responsible for determining the entry level of services.

SERVICE OPTIONS K-8

Resource support
In-class flexible grouping
Cluster grouping with a regular class
Cross-grade grouping with a regular class
Subject grouping
Resource class
Resource coordination
Whole grade acceleration/Grade skipping

CONTENT MODIFICATIONS

Differentiated units
Integrated units
Learning centers
Curriculum compacting
Tiered assignments
Learning contracts
Advanced content
Thematic units
Independent study

Whole grade acceleration/grade skipping is an additional option available to Pathway 1 students. These students must meet the criteria established in the section under "Whole Grade Acceleration/Grade Skipping."

9-12 SERVICE

By the end of the eighth grade, AIG students will be assisted in the development of a four-year High School AIG Plan. This plan must reflect challenging, rigorous course work in the student's area of giftedness. AIG students must also meet any prerequisites and requirements necessary for course inclusion and all graduation requirements. This plan is revisited and adjusted each spring as course registration takes place.

K-8: Whole-grade Acceleration/ Grade Skipping

When whole-grade acceleration/grade skipping is first considered by the principal, the principal should contact the AIG program specialist to arrange for a consultation. After reviewing the student information, if it is determined that the student might be a candidate for whole-grade acceleration, the assessment will proceed in the following manner:

1. A child study team will be formed to discuss strengths and potential difficulties for the child being considered for acceleration. Team members should typically consist of the child's parent(s), one or more teachers, a counselor, the school principal, an AIG teacher, and the AIG program specialist. The team approach ensures that all who have relevant knowledge of the child will have input in rating the child about important factors such as ability, attendance, motivation, attitude toward learning, etc.
2. The child study team, using the Iowa Acceleration Scale, 3rd edition, provided by the AIG program

specialist, will complete a thorough study of the child consisting of:

- a. Ability tests (i.e. Differential Ability Scales, Kaufman Assessment Battery for Children, Stanford-Binet Scales, Wechsler Scales, Wechsler Intelligence Scale for Children – Revised, or Woodcock-Johnson III Tests of Cognitive Abilities)
 - b. Above-level achievement tests – Iowa Tests of Basic Skills at the level of projected placement
 - c. On-level achievement tests – Iowa Tests of Basic Skills or Woodcock-Johnson III Tests at current grade level
 - d. Piers-Harris Children's Self-Concept Scale
 - e. School history
 - f. Observed adult and peer relationships
 - g. Student's attitude toward learning, and other factors that have bearing on the decision to accelerate
3. After all assessments are completed, the child study team will have a thorough discussion concerning the decision about whole-grade acceleration. The goal of the team is to:
- take an objective look at the student
 - analyze the major factors to be considered when making the decision about whole-grade acceleration
 - weight the relative importance of the major factors
 - document the student's strengths and areas of concern
 - develop a plan for implementation, acceleration, and differentiation.

Whole-grade acceleration should only be considered after other regular education options such as cross-grade grouping, subject advancement, or AIG resource classes have been attempted.

DESCRIPTION OF SERVICE OPTIONS

In-Class Flexible Grouping – Students in each class are assigned to a small group for instruction. These groups may be heterogeneously or homogeneously grouped according to skill level. To be effective, grouping should be flexible and fit the instructional purpose. It is important for each student to be provided with tasks that are challenging and appropriate.

Cluster Grouping within a Regular Class – A cluster (4 to 10 gifted students are assigned to a regular heterogeneous class.) The cluster group teacher receives training to design an appropriate, differentiated curriculum for this group, which includes both resources and teaching strategies.

Subject Grouping – Students are grouped for specific subjects based on their aptitude and/or performance. Grouping may not be limited to identified AIG students, but may include other high achievers.

Cross-Grade Grouping – Multi-aged students are grouped within a school by interests or skills. The most effective multi-aged groups have included no more than a two year age span. This is particularly appropriate for small schools that have a small population of AIG students.

Resource Support – Support is provided to cluster teachers to help them design differentiated activities for students and to secure appropriate resources for classroom use.

DESCRIPTION OF SERVICE OPTIONS (continued)

Resource Class – Resource classes meet on a regular basis, often daily, and focus on a specific content area, usually reading or mathematics. The AIG teacher provides the lesson and grades the work. Such classes often replace the regular classroom.

Resource Coordination – The AIG teacher coordinates services such as additional testing, transportation, concurrent enrollment, paper work, meetings with stake holders, etc. This option should only be used when all other learning environment and content modifications are not sufficient to meet the needs of the profoundly gifted student.

Whole Grade Acceleration/Grade Skipping – Students move ahead one or more years, skipping levels in the normal sequence of promotion. This has traditionally been used successfully with highly gifted students as a method of acceleration.

Honors Courses – Course content, pace and academic rigor as specified by the North Carolina Honors Standard Course placing high expectations on the student. Such courses demand a greater independence and responsibility.

Advanced Placement Courses – Advanced Placement Course content, pace, and academic rigor are college-level as required by the College Board and are geared to enable students to pass the Advanced Placement Examination.

Mastery through Demonstration--A process through which a student may receive credit for coursework by testing and performance tasks using pre-determined guidelines.

Special Post-Secondary Elective – this option allows a student to be enrolled in a course offered by a post-secondary institution.

Early Post-Secondary Admission – Students enter college earlier than their age and peers. Specific guidelines for early entrance must be met on both secondary and post-secondary levels.

Online Courses – Online courses carry full credit and are available at secondary and post-secondary levels. Courses may be taken as an independent study and can be an enrichment opportunity. Students should be self-motivated and able to work independently. A faculty member will serve as an advisor.

Planned Sources of Evidence: DEP's completed each school year
Documentation of parent/student meetings

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: Randolph County Schools has made great strides forward in effectively implementing a variety of differentiation strategies to adapt the NCSCOS. In our district wide parent survey, over 78% of parent respondents felt the program did enrich, extend, and accelerate the NCSOS. Ninety percent of students surveyed agreed that the NCSCOS was enriched and extended through AIG instruction. Eighty-eight percent of teachers indicated they differentiated student assignments. Implementation is not evident in all schools equally; therefore, we have marked our self-assessment as mostly evident. We are constantly striving for excellence.

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

Description: The North Carolina Standard Course of Study is the baseline for AIG curriculum in Randolph County Schools. As part of the DEP's and IDEP's, AIG specialists and teachers identify how they will differentiate the curriculum for each year. Differentiation strategies include but are not limited to differentiation of the learning environment (grouping strategies) and differentiation of process, content, and product.

This content and process differentiation is based on pre-assessment of student skills prior to teaching the content.

Once pre-assessment has taken place, the teacher is able to determine flexible grouping for instruction and instructional strategies that will be used. These instructional strategies will include a range of options including homogeneous grouping, Socratic questioning, direct instruction, think-pair-share, curriculum compacting, independent study, contracts, tiered assignments, etc.

Teachers are encouraged to restructure what is taught, how students learn, and how they demonstrate their knowledge. Concepts are overarching guides to unit discussion with emphasis on complexity through viewing multiple perspectives, interdisciplinary topics, and issues over time and across cultures.

Teachers have resources for differentiation strategies in each of their school's AIG professional library that they use for reference.

To further ensure consistency staff development is occurring to refresh teacher awareness of multiple strategies and the need to differentiate. Based on staff development needs surveys, teachers are given opportunities to indicate areas they need to know.

A classroom observation rubric has been developed and the AIG Program Specialist uses this to provide feedback to the AIG specialists about observations of their classroom practices.

Planned Sources of Evidence: Differentiated units

Tiered assignments
Records of curriculum compacting
Lesson plans
Differentiation Reference Guide
Advanced course syllabi
Staff development needs survey results
Staff Development Notes and Rosters
AIG Observation Checklist

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: Randolph County Schools continuously works to improve delivery of differentiated content and process options for AIG learners. In our countywide teacher survey, 89% of respondents indicated they used differentiation instructional practices on a regular basis. For that reason, we have marked this practice mostly evident as we work to expand and refine these instructional practices.

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

Description: K-3

AIG specialists serve as consultants for K-3 classroom teachers who have questions or needs for differentiation above their normal practices. The AIG specialist often provides resources, instructional strategies, and ideas for differentiation. In-class exploration is pursued by AIG specialists when need arises.

Teachers are encouraged to provide product choices for students that reflect their interests and accommodate their learning styles. The differentiated curriculum modifications bring about change in content, process, product, assessment, grouping practices, teaching strategies, resources, pace of learning, and other adjustments to the North Carolina Standard Courses of Study for each grade. Many advanced, research-based curriculum and program models will be applied in part or in whole for the creation of differentiated curriculum and instruction. The following is a sampling of some of the models that are implemented:

* The Parallel Curriculum Model (Tomlinson, Kaplan, Leppin, Purcell, Renzulli, Burns): A framework for providing high level, effective instruction which challenges all students by allowing flexibility to meet their various needs.

- * Consultation and Collaboration in Gifted Education Model (Landrum): Classroom teachers and AIG teachers combine their areas of expertise to collaboratively and regularly design and deliver curriculum and instruction that are modified for high ability learners.
 - * The Autonomous Learner Model (Betts): A framework for leading students through exploration, investigations, and in-depth studies on curricular topics of interest and passion for the learner is theorized.
 - * The Literacy-Collaborative Model (Fountas and Pinnell) and Reading-Writing Workshop (Atwell): Reading and writing instruction is focused on holistic process rather than skill components. Methods are student-centered, language-based, and process-oriented.
 - * Problem-based Learning (Gallagher): Complex, open-ended problems based on real world issues and dilemmas require systematic analysis of problems and generation of possible solutions.
 - * Various models for talent identification and acceleration (Stanley and others): K-12 students may be accelerated by an entire grade level, such as Early Admission to Kindergarten and grade-skipping; grade-skipped within a subject area; accelerated in self-contained, fast-paced classes, or within a course when evident of need is established. Qualifying students participate in the Duke Talent Search and related programs that offer opportunity for accelerated study.
- In addition to curricular models, a wide variety of instructional strategies and methods will be utilized in the creation and delivery of advanced, differentiated curriculum and instruction.

Many of the following methods are effective tools for learning with all students as well as AIG students.

- * Concept-Based Instruction: Learning is based around a key concept to develop connections among many interdisciplinary ideas for extension and relevance.
- * Collaborative Learning: Students are part of small, dynamic communities for social construction of knowledge through group learning and problem-solving.
- * Socratic Search and Paideia Seminars: A shared text, work of art, or experience is discussed in a didactic way that is open to in-depth analysis, high level interpretation, and transformation through synthesis of multiple ideas, contexts, and perspectives.
- * Inquiry Learning (individual and group investigations): Complex, real-world situations, and problems provide opportunities for students to analyze and bring to the surface underlying understandings that can be applied to new contexts for learning.
- * Flexible Grouping (Kulik, Slavin, Robinson, Tomlinson, and Rogers): Within-class and across-grade groupings of students in mixed ability, K-8 classrooms accommodate students needing the same interventions for learning. Groupings are flexible by topic or unit of study based on pre-assessment of student needs
- Cluster Grouping (Gentry and Owen): Four to nine high potential and/or high ability students identified to receive nurturing and enrichment and AIG services are placed in a regular elementary classroom or middle school language arts or math classroom with a teacher who differentiates curriculum to meet their needs.
- Taxonomies of Higher Level and Metacognitive Thinking (Bloom/Marzano/Costa): Frameworks that go beyond basic knowledge or factual levels of thought are used for developing questions and learning activities to create a hierarchy of higher levels of thinking, e.g. students are asked to analyze, apply, evaluate, and synthesize information. The revised Bloom's Taxonomy is stressed with the new NCSCOS.
- Thematic and Interdisciplinary/Integrated Curriculum: Thematic units of study connect various disciplines authentically to provide real world contexts and applications for learning.
- Curriculum Compacting: Students are allowed to test out of work they have already mastered

through pre-assessment and, instead of regular classroom work, they work on alternate, more challenging studies.

- Tiered Lessons and Units: Students of varied abilities or readiness work on the same content at varied levels of challenge. Advanced resources and more complex learning activities provide higher levels of challenge.
- Independent Study: The student completes an in-depth study of a particular topic under the direction and guidance of the classroom teacher or the AIG teacher.
- Advanced Placement Program (College Board): A secondary programming option for high-level courses that earn college credit for those students who earn the required score on the AP exam at the end of the course.

Grades 4 & 5

Students identified as AIG in grades 4 and 5 will be offered instruction with a teacher who has AIG licensure or in an inclusion setting with the classroom teacher and/or a teacher who has AIG licensure. During this time, teachers will present advanced instruction in mathematics and language arts. Students may participate in one or both subject areas in the AIG program. The emphasis is on structuring a physical and emotional environment that addresses the characteristics of gifted students and accommodates their learning styles.

The AIG teacher guides students in special projects and independent study activities, serving to facilitate advanced learning. The teacher is also responsible for ensuring that the students have demonstrated mastery of the skills and acquired the knowledge in the North Carolina Standard Course of Study for that grade level.

Middle School

At the middle school, AIG students are served in advanced mathematics and language arts classes. Emphasis is placed on expansion and application of basic skills and augmentation of the program's content, process, and products beyond the regular classroom level of instruction. Students strengthen their knowledge of the concepts that are covered in the grade-level curriculum and move rapidly to more sophisticated, abstract levels of understanding. Students are expected to delve into more challenging reading, writing, and mathematics with greater sophistication. Their studies of literature and mathematical concepts are conducted with greater depth and breadth than would be found in the general educational program on their grade level.

High School

High school courses provided for AIG students are offered in two levels above the general curriculum: Honors and Advanced Placement. By local school board policy, all high school courses are available to students who have the necessary prerequisites, without regard to identification as AIG.

Honors classes provide an opportunity for students to engage in a more challenging program in their area of concentration. In honors classes, more work is assigned, and a higher quality of performance is expected. Students who successfully complete honors coursework receive a higher level of credit in the calculation of their grade point average (GPA), which is the student's weighted academic average. The student's GPA also is used to determine class rank.

Advanced Placement (AP) courses are open to any high school student who has met the course requirements and has a teacher's recommendation. AP courses are college-level courses and most colleges and universities give college transcript credit or advanced standing to students who successfully complete the courses.

North Carolina Virtual Public School provides online course offerings, student-centered instruction, flexible scheduling, and heightened critical thinking and written communication skills to middle school and high school students.

Early graduation is authorized by the local Board of Education for students who have met the school system's graduation requirements. Students must apply and meet certain criteria. Successful application leads to a high school diploma.

Planned Sources of Evidence: Sample curriculum units, lessons, or activities
Sample student work products and assignments
DEPs/IDEPs/etc.
LEA's AIG plan and stakeholder surveys

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: Randolph County Schools provides supplemental resources to the schools. A professional AIG library has been established at each elementary and middle school. Plans are to expand this library to each high school in 2013-2014. Only 50% of teacher respondents to survey indicated they were aware of materials and training opportunities available. More effective and sustained communication is necessary for everyone to be aware of materials and training available in each school.

Many materials have been purchased for district wide use; however, more high quality materials are slated for purchase in the coming school year. Therefore, this practice is marked mostly evident.

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

Description: AIG teachers at all levels are provided with supplemental resources for their gifted instruction. Each AIG specialist has purchased materials that match her particular need, but countywide materials have been purchased to ensure consistency of instruction district wide as well. These materials include the following:
Junior Great Books at each elementary and middle school

Jacob's Ladder materials at each elementary school
Math materials by Ed Zaccaro in each elementary and middle school
Mentoring Mathematical Minds units for each elementary school
Some units from Connected Mathematics Project for each middle school

The AIG Professional library at each school has both books on differentiation strategies, concept unit development, and books about social and emotional needs and development of gifted students.

2013-2014:

The AIG professional library will be developed at each high school as well as expanded at all schools to encompass a larger array of topics for teacher use. These books are also available for parents as well as any other AIG stakeholder to review.

Planned Sources of Evidence: AIG Professional Library

Materials inventory at each school

Purchase orders of materials

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: Randolph County Schools focused on this practice in 2010-2013; therefore, great progress has been made. On our recent self-assessment one of the sections that received the most positive feedback was this practice. AIG specialists believe this practice has been greatly enhanced in the last three-year cycle. The needs are constantly evolving and in view of continuing work that needs to be done, we have marked this section mostly evident.

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

Description: In order to maintain updated technology skills, AIG specialists have continued with professional development at their individual schools. In 2010-2011 and again in 2011-2012 pilot programs were offered to elementary and middle school applicants for a class set of Nooks to advance their instruction. As a result of these offerings, three elementary schools and two middle schools now have class sets of Nooks to use. During 2010-2011 concept development in unit planning was explored along with essential questions and generalizations. This was accomplished through a book study with all elementary and middle school AIG specialists. In 2011-2012 these specialists took existing complex units of study and added depth to them by

creating a macro concept that bound the unit together along with generalizations (Level 1, 2, and 3) and essential and provocative questions. These were for use in their individual classrooms as our district began to implement the new NCSCOS.

In 2012-2013 a book study of Learning, and Leading with Habits of Mind was undertaken in conjunction with a larger Affective Curriculum Model that Randolph County is now implementing over the next few years. Also, Mindset: The New Psychology of Success was a book study topic not only for establishing a growth mindset for students, but also to establish one for AIG specialists. Further book studies are planned for the upcoming school year.

Teachers have engaged in discussions about various forms of formative assessment that drive student performance as well as rubric development.

Perhaps the largest undertaking of the school district has been to train AIG specialists in problem-based learning, which is both real world and addresses many 21st century skills.

CERT-L, Center for Excellence in Research, Teaching and Learning (an affiliate of Wake Forest Medical School) has provided a three-day training for all elementary AIG specialists as well as one AIG language arts and one AIG math teacher at each of the three grade levels at each middle school. These teachers now have access to CERTL's library of PBL's and are able to create their own. On the district AIG website, these teachers using a password can log in to access their peer's PBL's and add their own. Now RCS AIG teachers are forming their own library of PBL's for student use. All elementary and middle school principals were given an orientation to PBL by this team so that they could understand the principle and the power of this strategy.

Planned Sources of Evidence: Staff Development Rosters
Materials Purchases
AIG Website

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Randolph County Schools has strongly encouraged AIG specialists to use formative assessments to drive differentiated instruction, and to use summative assessments of real-world products to know a student's level of understanding. Although these practices have been encouraged, no formal data exists about the consistency and effectiveness with which teachers use these assessments. Therefore, this practice is marked mostly evident.

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

Description: In 2010-2011 AIG specialists were trained in NC Falcon to enhance their assessment understanding and skill level. In monthly discussions, the AIG specialists have focused on informal assessments like K-W-L's, entrance and exit tickets, Frayer models, interviews, questions, etc.

During the PBL process, the AIG specialist is able to informally assess the progress and

understanding of each student. This process was part of the staff development for PBL development and implementation.

Multiple levels of achievement tests are available to specialists as they determine proper placement for students.

Rubric development has occurred and specialists use rubrics in all facets of student learning.

Planned Sources of Evidence: Teacher Observation

Assessment data from classroom

Rosters from staff development

Multiple levels of achievement tests

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: In the spring 2012 survey 82% of teachers and 78% of parents felt the social and emotional needs of students were being met in the AIG program. In addition, in 2012-2013 Randolph County began implementation of an Affective Curriculum Model. This proposed program will be staged in over a period of several years. This year the elementary and middle schools were the primary focus. Once the program is established, the high school will be included.

Goals: Randolph County Schools has developed an Affective Curriculum Model which will eventually be in full effect at all schools within the district. This is a multi-year program which will encompass training both the AIG specialists and implementing with students on a daily basis.

Description: 2012-2013: Elementary and Middle School AIG Contacts all read Mindset: The New Psychology of Success and Learning and Leading with Habits of Mind. Books studies were completed. Along with these two book studies and staff development, teachers began implementing use of HOM in their classrooms.

2013-2014: Elementary and Middle School AIG Contacts will read and complete a book study on Living with Intensity. This awareness will be used in conjunction with ideas from 2012-2013. Teachers will also be talking about self-regulation, goal setting, and motivation.

All these efforts are designed to include development of student self-knowledge, environmental knowledge, psychological knowledge, and skills which include self-regulation and motivation. In addition, Randolph County was chosen to receive three free webinars from SENG (Supporting the Emotional Needs of Gifted). These webinars will be used to round out affective curriculum training this upcoming school year. Teachers at each elementary school have a copy of Dream to be used with students as they work on goal setting, both short and long-term. Once all facets of affective areas have been explored and introduced to students through either direct or indirect instruction, then the plan will continue in its development through elaboration.

Planned Sources of Evidence: Trade Books in AIG Professional Libraries at each school

Staff Development Rosters
Webinars
Student Products

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: Randolph County Schools has seventeen elementary schools and elementary AIG specialists are at each school about half the school week. The AIG specialists, depending on the sizes of their schools and the demographics, use a combination of service options for K-3. Therefore, we have marked this mostly evident.

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

Description: The elementary schools in Randolph County range in size as well as demographic makeup. The specialists use a combination of service options to cultivate potential in the K-3 population in conjunction with the regular education teacher. These options include the following strategies.

1. Consultation with the regular education teacher is used as individual student needs arise that mandate more rigor and differentiation than the regular classroom can provide. The AIG specialist provides resources and assists the teacher in developing differentiated assignments.
2. Consultation with the regular education teacher along with individual pull out is a strategy used if the AIG specialist feels the student needs follow up with assignments that are specific.
3. Whole class lessons are used when the AIG specialist is assisting the regular education teacher develop more rigorous coursework for her class. During this time the AIG specialist might be recognizing those who have potential for more complex assignments.
4. Small group pull out is an option at some schools with larger populations. Students who have exhibited need for different assignments in the regular classroom are referred to the AIG specialist who provides separate resource activities. Many of these students in talent development become part of the countywide screening pool at the end of the third grade year.
5. Students are flexibly grouped in different same grade classes or placed in different grade levels for specific subjects when they show a need for more rigor than can be provided in their current setting.
6. If a student shows extreme need more than one or two years above his current grade level, a case study approach is begun to ascertain if grade acceleration is a good option for his programming. This is initiated by his teacher, parent, or counselor. The Iowa Acceleration Scale is used as data is gathered, and a final decision is made by the school AIG team and the parent.

Planned Sources of Evidence: Nurturing logs

School AIG team notes
Teacher lesson plans

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: Forty-four percent of administrators felt strongly or agreed that there was communication among teachers at their schools and between schools to ensure effective continuation of services, especially at key transition points. This is the area that needs specific work within the AIG program in Randolph County. Key transition points need to receive special attention. However, great strides have been made with collaboration and inclusion of all areas on an ongoing basis, and collaboration and awareness have been a priority. Therefore, this practice is marked mostly evident.

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

Description: Communication among professionals is crucial in order to expand and strengthen gifted services. Through initiatives that have begun and that have been addressed with other standards in this plan, increased communication is happening.

Guidance counselors and administrators are meeting with the AIG Program Specialist regarding gifted programming, and the AIG specialists and teachers are conferencing with them as well on school based committees and in site level staff meetings. AIG specialists and teachers have already been collaborating with classroom teachers regarding the needs of the gifted students.

2012-2013

The AIG Program Specialist has worked collaboratively with directors of all grade levels, elementary and middle school administrators, and lead teachers of middle school.

The Program Specialist has provided training at individual middle schools upon request regarding differentiating curriculum.

The elementary and middle school administrators received an orientation to PBL, a strategy the AIG teachers are implementing, so that they could understand what to expect when entering the AIG classrooms.

The AIG specialists are asked to return to their schools and share information, articles, and updates regarding the AIG program.

The AIG specialists receive training alongside regular education teachers regarding curriculum.

Planned Sources of Evidence: Meeting notes
Staff Development rosters

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: On our 2012 survey to stakeholders, fifty-seven percent of parents either strongly agreed or agreed with this statement. Many parents are unable to attend in-person meetings because of work schedules; however, teachers are asked to continue communication efforts and they might eventually send DEP's home with the student for parental review. Seventy-nine percent of parents did, however, either strongly agree or agree that they were comfortable communicating with their child's AIG teacher. There is still work to be done; however, schools submit evidence that a DEP has been completed and signed each fall on each student.

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

Description: DEP's and IDEP's are written each year in order to accommodate the learning needs of the gifted students. Parents are invited to participate at an annual meeting and a roster of parent attendance is collected and submitted to the county office.

In order to ensure consistency, each school is required to submit copies of the signed DEP's to the AIG Program Specialist for review and filing. AIG teachers are asked to collaborate with their peers prior to the DEP meetings to discuss options and select those options they will recommend to the parents at the annual meeting. Parents have input annually and then the document is signed. The options may change from year to year depending upon the needs of the students. All DEP's reflect the learning environment as well as the content modifications available for the student.

2013-2014:

In addition to a four year plan, now the high schools will complete a yearly DEP for AIG students. Lead teachers are monitoring the DEP completion to ascertain the student is indeed receiving the course work he needs.

Planned Sources of Evidence: Completed DEP's
Parent rosters of DEP attendance

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: The AIG Program Specialist is AIG licensed, and works collaboratively to plan, implement, and monitor the local AIG plan.

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

Description: The AIG program specialist collaborates with the AIG program director to develop a checklist for monitoring the local AIG program, which includes specific expectations for how the AIG program specialist will assist with collecting data for monitoring local school AIG programs.

A monitoring box of sources of evidence is collected throughout the year and is organized by the Standards. This box is maintained by the AIG Program Specialist for each school year. In addition, electronic files are kept on staff development and meeting notes.

The AIG Program Specialist reports regularly to the Director regarding the overview of the program, plans for expenditures, planning for upcoming years, and results of past efforts.

Planned Sources of Evidence: Job description for AIG program specialist

Professional qualifications of AIG program specialist

Monitoring box of evidence

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: Seventy-five percent of administrators surveyed felt specialists engaged in tasks that met not only the academic needs of AIG students, but also met their social and emotional needs. The teachers concurred with 78%. In addition, 78% of teachers believed that they assignments extended, enriched, and accelerated the NCSOS. Finally, the AIG Program Specialist's observations indicate this is true. For these reasons, this practice has been marked mostly evident.

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

Description: AIG specialists and classroom teachers for the gifted are provided with materials to ensure that rigor is part of the learning experience for gifted. Each teacher is asked to document grouping and differentiation strategies that are used throughout the year, and the AIG Program Specialist monitors these practices through reviewing this documentation annually. In addition, the AIG Program Specialist through classroom observations notes the use of these strategies and conference with teachers regarding these practices.

Elementary

2010-2013: AIG specialists received training in seminar discussions, Jacob's Ladder reading materials and use, brain compatible strategies, differentiation strategies, and social and emotional needs of gifted. A professional AIG library is at each school with books covering such issues as concept based curriculum development, perfectionism, underachievement, bibliotherapy, parenting concerns, overexcitabilities, stress, and social and emotional curriculum.

Middle

2010-2013: Some AIG language arts teachers received training in seminar discussions, and several of the middle schools have had specific training in differentiation strategies. A math and a language arts AIG teacher from each middle school was part of a book study about concept based unit development, with the expectation they would share this experience at the school level. A professional AIG library is at each school with books covering such issues as concept based curriculum development, perfectionism, underachievement, bibliotherapy, parenting concerns, overexcitabilities, stress, and social and emotional curriculum.

High School

2010-2013: Two AP teachers attended the professional development opportunity hosted by DPI to bridge the gap between AP and AIG. This training included 1/2 day training on social and emotional needs for the gifted. The expectation is that they will train other AP personnel within the district.

2011-2012:

All elementary AIG specialists and one math and one ELA AIG teacher from each middle school were trained in using and developing PBL's. The teachers now use them and create them. A district website has been developed where they can post their PBL's for use by others.

2012-2013:

All elementary and one ELA middle school AIG teacher at each grade level received Junior Great Books training for sharing inquiry using nonfiction text as well as poetry. Many of the schools have become affiliate schools for Gilder Lehrman Institute so that the primary sources are available for them to use in this shared inquiry.

2012-2013:

Each middle school sent 2 math and 2 ELA AIG teachers to have a three-day training in PBL use and development. Now one math and one ELA AIG teacher at each middle school is trained in PBL's.

2013-2016:

There will be much concentration on the continued refinement of PBL's, shared inquiry, expansion of the NCSCOS, and the affective curriculum model. Specialists have been informed about the AIG lessons available to them on the AIG wiki.

Planned Sources of Evidence: AIG Schedules

Sample lesson plans

AIG professional libraries at each elementary and middle school

Staff development agendas and sign in rosters

Documentation of grouping and differentiation strategies

Classroom observations

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: Randolph County Schools has mandated that any math and ELA teacher, specialist, or cluster teacher who is not AIG licensed must attend a three-day academy to become aware of special needs and characteristics of gifted learners. Over the last three years all the middle school AIG math and ELA teachers have participated in this AIG Academy, as well as the cluster teachers in grades 4 and 5. Now the only non-trained staff at these levels are those who are new arrivals to Randolph County, and they will be trained on a on-going basis as needed. High school teachers will begin training in this next three year period. Training for administrators, counselors and others occurs at district level meetings. For this reason, this practice has been marked completely evident.

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

Description: A focused professional development plan exists to include training for all personnel involved in the AIG programs and services.

AIG Certified Personnel

Professional development is at the heart of improving quality and effectiveness of gifted instruction. Therefore, all elementary AIG specialists and one math and one language arts gifted teacher from each middle school attend monthly AIG meetings led by the AIG Program Specialist. The middle school representatives are asked to share this information with other AIG teachers at their schools, and the elementary specialists are asked to share articles and other information at their PLC's.

A staff development needs survey was sent in January, 2013, to all teachers to determine the professional development areas teachers wanted. The survey included topics ranging from gifted characteristics, differentiation strategies, concept based unit development, and social/emotional needs of the gifted.

As a result, a district wide staff development opportunity will be offered once a quarter in 2013-2014. The topics teachers requested are concept-based unit development, critical thinking practices, creative thinking strategies, and our affective curriculum model.

In addition, current research and best practices articles from gifted publications are shared with the specialists who in turn are asked to distribute this information at their schools.

Non-AIG Certified Gifted Teachers

An AIG Academy is mandated for cluster teachers in elementary school and math and ELA AIG teachers at the middle school level who are not state licensed. This academy is a three-day opportunity led by the AIG Program Specialist.

-Day One: Characteristics and Behaviors

-Day Two: Differentiation and Instruction

-Day Three: Social and Emotional Needs

This training also allows for teachers to develop differentiated lessons and post to the district AIG website.

Guidance Counselors

2010-2013: The AIG Program Specialist spoke periodically to the guidance counselors at the district level meeting to share information about the affective needs of the gifted. Books were given to them for the AIG professional library at each school. The books cover a range of topics from social/emotional curriculum development, bibliotherapy, perfectionism, overexcitabilities, underachievement, and stress management. The AIG Program Specialist explained the social/emotional components of the standards in the new AIG plan and introduced the books and "unpacked" some of the highlights from each book. The counselors and the AIG specialists at each school are encouraged to collaborate in providing for the gifted students' affective needs. In addition, the counselors are encouraged to participate as team members of the gifted school based committee.

School Administrators

Each school administrator has been given a copy of the 2010-2013 AIG plan. School administrators are asked to make time at the beginning of each school year for the specialists who attend the monthly AIG meetings to share the AIG plan and information at a faculty meeting. Additionally, school administrators are part of the gifted school based committee that considers identification and placement of gifted students.

2012-2013:

Administrators received an orientation session about PBL and what it looks like in the classroom so that they would understand what the AIG specialists would be doing in their classrooms. The session was particularly valuable because PBL's address many of the cognitive needs as well as social needs of gifted learners.

2013-2016:

These awareness sessions and outreach efforts will continue through continued collaboration as the NCSCOS is fully implemented.

Exceptional Children's Personnel

The AIG specialists at each school interact with the exceptional children's personnel to identify gifted students who are twice-exceptional and to provide best programming for them.

Through the AIG professional library available at each school all staff have access to high-quality materials related to gifted learner needs and issues.

AIG Licensure:

2010-2013

A notice has been given to all interested teachers that Randolph County AIG Program will fund licensure classes for a limited number of teachers. During this time High Point University and UNC-Pembroke have provided the four courses leading to licensure. We have trained 23 teachers as a result of this initiative. Because of the AIG Academy interest has been very high each spring.

2013-2016:

The licensure efforts will continue as funding allows.

Planned Sources of Evidence: Professional development guidelines for various personnel
Documented professional development participation
AIG Licensed Personnel

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Academy has existed since 2010, and over 80 teachers have received the professional development. This orientation to gifted behaviors and needs has created an interest in many of the teachers that leads to them pursuing their AIG licensure through a university program. For this reason, this practice is marked completely evident.

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

Description: Beginning in 2010-2013 the AIG Program Specialist conducted a three-day training for non-AIG certified teachers who teach gifted students. Elementary cluster teachers and middle school

math and ELA AIG teachers not licensed were trained. The Academy consisted of the following:

Day 1: characteristics and behaviors of gifted students

Day 2: differentiation strategies for gifted instruction

Day 3: social/emotional needs of the gifted

In subsequent school years, this three-day training will continue for new personnel and for high school teachers. Follow-up training will be provided once initial need is met.

Each spring offerings are made to selected applicants for AIG licensure through UNCP. Randolph County pays the tuition for this program. Many applicants for this licensure are teachers who have been through the AIG Academy.

2013-2016:

These efforts will continue to remain at the forefront of our professional development.

Planned Sources of Evidence: District list of licensed AIG personnel
AIG student class assignments/class rosters
Documented professional development participation
DEPs/IDEPs/etc.

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: AIG Programs have been at the forefront in staff development in the 2010-2013 plan cycle. AIG specialists are always included in the training that is taking place within the district and have in many circumstances helped plan some of these sessions. Therefore, this practice has been marked mostly evident.

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

Description: When Randolph County Schools offers professional development, AIG teachers are always given the opportunity to participate. This ensures that the AIG personnel is involved in all regular education initiatives.

Beginning in 2010-2011 the AIG Program Specialist communicated directly with guidance counselors, school administrators, parents in an advisory council, exceptional children's personnel, and other teachers to determine the best ways gifted professional development can align with other district initiatives.

Upon request, the AIG Program Specialist will provide staff development at individual schools to encourage the inclusion of gifted best practices in the school curriculum.

During this plan cycle, the AIG specialists were leaders in discussing shared inquiry seminars district wide, and individual AIG specialists have trained their local schools on critical thinking and other topics of interest.

2013-2016:

As the NCSCOS is implemented, the AIG specialists will continue to be involved in learning with regular education partners and will continue to lead discussions on critical topics like sharing inquiry, differentiation strategies, PBL, critical thinking, and creative thinking.

Randolph County Schools was selected to receive three free webinars from SENG (Social and Emotional Needs of Gifted) for professional development. In 2013-2014 these webinars will become part of the learning experience for AIG teachers. The webinars are:
You Can't Make Me Do It! How to Encourage Motivation from the Inside
Self-Regulation: Essential Skills for Adolescent Gifted Students
Social and Emotional Intelligence: The Path to a Gifted Child's Success and Well-Being

Planned Sources of Evidence: Meeting agendas and minutes
Professional development handouts and topics
Professional development 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 Maintained Practice for 2013-2016.

Rationale: Through training with common core, social and emotional needs of gifted, best research and practices for differentiation, AIG specialists have established a strong foundation for instruction of gifted learners. Therefore, this practice is marked completely evident.

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

Description: Beginning in 2010-2011 AIG teachers who attended monthly meetings and had discussions about concept-based instruction. In 2011-2012 these same teachers began working on concept based units of instruction that they along with their peers use.

In 2010-2011 the AIG teachers attending the monthly meetings worked on developing and field testing performance tasks that are used to identify students in Pathway 3. This effort is providing part of the foundation for the concept unit designs they use.

As a pilot program in 2010-2012 three elementary and two middle schools were given class sets of e-readers for use with gifted students. These pilot sites and AIG specialists serve as model sites and provide informal consultation for others about documentation of the effectiveness of e-readers for

gifted instruction.

2012-2013: Specialists were trained in shared inquiry for both fiction and non-fiction as well as use of and development of PBL's.

At monthly meetings these specialists are provided best research and current practices that are aligned with gifted education and 21st century learning skills. They are asked to share this information at their school level PLC's.

The articles and texts that support the affective curriculum model have been a focus of professional development, and specialists are sharing their ideas and strategies for implementing this model with other teachers.

2013-2016:

Teachers will continue to be trained on best practices in gifted education as well as strategies to differentiate the NCSCOS.

Planned Sources of Evidence: Staff development rosters

Concept based units

E-readers at pilot sites

Articles

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: The AIG Program has set aside blocks of time throughout the school year when AIG specialists can come together to plan, implement, and refine their applications of their professional development.

The elementary specialists have had four all-day workdays working collaboratively and learning about best practices, in addition to monthly hour and half long meetings for updates.

The middle school specialists have had multiple monthly hour and half sessions plus a half-day session to discuss, learn, and plan. This practice has been marked completely evident because of this effort.

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

Description: Elementary

In 2010-2013 AIG specialists from each school brought successful lessons to share with their peers at monthly meetings, and they were provided with some time during each meeting to share their ideas and concerns. Collaboratively, decisions are reached about programming.

Middle School

In 2010-2011 middle school representatives to monthly meetings spent part of the time working

collaboratively with their peers in specific disciplines of math or reading. This provided district wide perspective regarding practices as they share and learn from one another.

The AIG Program Specialist provides both elementary and middle school representatives with current articles about gifted instruction, and discussions are held regarding the implications of research and how it affects gifted programming in Randolph County.

In monthly districtwide meetings in 2011-2012, both elementary and middle school representatives worked in discipline-specific teams to develop units of study for use systemwide. These representatives spent time with their peers in the local schools talking about AIG issues and programming.

2012-2016: AIG specialists are working on affective curriculum model development as a group and are dedicating days to collaborate on best strategies to implement these ideas. Specialists will continue to work on PBL and concept unit development in these dedicated times. Beginning 2013-2014 all teachers districtwide will be able to register for after school sessions on four topics of high interest: critical thinking, creative thinking, concept-based unit design, and affective curriculum model. Some of these sessions will be conducted by AIG specialists.

Planned Sources of Evidence: Meeting agendas and notes
Articles shared with AIG representatives to district meetings
Survey results
Products developed by teachers
Requests for more specific professional development

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: In the most recent student survey 90% of students felt the AIG program in Randolph County enriched and extended their language arts and math learning. Eighty-eight percent thought assignments in AIG were challenging and provided for real world applications. Finally, 82% of students felt their academic as well as social and emotional needs were being met in the AIG program. For this reason, this practice is marked mostly evident.

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

Description: Randolph County Schools through a variety of service delivery models and course offerings provides for the academic and intellectual needs of AIG students. In 2010-2011 teams were organized at the district level to provide more extensive and consistent feedback about ways to strengthen gifted programming to support both the academic and social/emotional needs of gifted students.

Student Input

Surveys are sent annually to all AIG students at all schools to solicit their feedback about how effective the AIG program is with providing for both instructional and counseling needs. This feedback has been reviewed and actions have been taken based on this feedback. An Affective Curriculum Model has been formulated to further enhance work with students.

School Personnel

Beginning in 2010-2011 all counselors, administrators, gifted specialists, and gifted education teachers were given opportunities to provide information about the strengths and deficits of the AIG program through meetings and discussions with the AIG Program Specialist and through surveys.

Current Practices

School Based AIG Committees at each school have guidance counselors participate in the process of screening, identification, and discussion about specific AIG students.

Elementary

Personal counseling is available to gifted students with the guidance counselors, AIG specialists, and the regular classroom teachers. The student, parent(s), or the school personnel can make the recommendation.

Group counseling can occur from time to time if a common need becomes apparent with a small

group of AIG students. The AIG specialist or students may make this request. At other times the counselor provides whole class lessons.

Orientation for middle school occurs in the spring of the fifth grade when AIG students visit the school and are counseled regarding their upcoming classes and choices for enrichment.

Enrichment opportunities are announced to AIG students by the AIG specialist or the guidance counselor.

Special programs offered by Duke University (4th/5th Grade Talent Search) are made public for AIG students who are encouraged to participate.

Middle

TIP with Duke University is an opportunity available to qualifying AIG students, who are encouraged to apply and participate.

Enrichment opportunities are announced to AIG students by the AIG teachers or guidance counselor. Personal and group counseling are available to AIG students, and referrals can be made by student, parent, or AIG teachers. At other times counseling is provided to entire classes.

Orientation is provided to 6th graders at the beginning of the year about school policies and opportunities available to them. The eighth grade students in the spring of the year are counseled about their course selections for high school.

High School

Governor's School is an option for all qualifying 10th and 11th grade AIG students, who are informed about the advantages of participating in this special program.

PSAT/NMSQT 9th, 10th, and 11th AIG students are given information on registering for the PSAT, taking it, and the National Merit Scholarship information.

SAT and ACT information is disseminated to all AIG students and they are encouraged to register for all college admission tests.

College and Scholarship applications and their processes are discussed with AIG students. They are encouraged to work with the guidance counselor and their parents in completing this work in a timely manner.

Financial aid information regarding grants, work study, and federal programs is posted for AIG students to know deadlines and process.

Guidance can be both individual, small group, or whole group depending on the needs of the AIG students.

2011-2012 A guide for high school students was developed to assist them as they prepare for education beyond Randolph County Schools. This guide will list an agenda each student should consider at each grade of his high school experience. ie. college visitation, test taking, college application deadlines, etc. This information is posted on the district AIG website.

A concerted effort is made each year that all stakeholders understand the full array of services that are available to AIG students at every grade level.

Planned Sources of Evidence: Survey results

Stakeholder recommendations

Meeting notes

DEP's

Course offerings

High School Guide to Higher Learning

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: Because of the move to the new NCSCOS much review and learning took place in the last two school years to prepare not only regular education but also AIG for the changes. This provided opportunities for interdepartmental discussion and analysis. Because of this continued effort, this practice is marked mostly evident.

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

Description: Currently Randolph County Schools identifies students at the end of third grade as AIG in either reading, math, or both. Once identified, the students are then provided with programming in the areas identified. This ensures he is receiving services in his talent area.

The AIG Program Specialist solicits feedback and collaborative support from the elementary and middle school specialists along with other district wide supervisors to ensure that the gifted programming is both rigorous and compatible with regular education initiatives.

In 2011-2012 a text review was undertaken to ascertain what trade books were used in both regular education and AIG to make sure there was no overlap and redundancy. This was a joint effort of AIG and lead teachers at the elementary, middle school, and high school level.

Efforts will continue to align these curricular initiatives.

Planned Sources of Evidence: Minutes from specialists' feedback

DEP's reflecting area(s) of identification

Reading texts for each grade level

Concept-based units

Pacing Guides

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: In the spring 2012 survey 78% of teachers indicated they understood how to meet the

special academic and social needs of their AIG students. Further, 78% of teacher respondents indicated they provided for enrichment, extension, or acceleration of the NCSCOS on a regular basis. Therefore, this practice is marked mostly evident.

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

Description: Randolph County includes all AIG teachers in any staff development that is available in the district. Since the NCSCOS is the focus for all departments, the focus for all professionals is connected. The AIG teachers adapt the NCSCOS in variety of ways to best meet the needs of AIG students. AIG teachers regularly collaborate and consult with regular classroom teachers to integrate the instructional programs. Since there are trained AIG personnel in each school, they serve as resources for gifted programming. Through each school's AIG professional library teachers can access information about best practices.

2010-2013

Reference texts for differentiation strategies and possible ways to use them were placed in each AIG professional library. Along with the definitions and explanations, the specifics of "how" to use them, and classroom management strategies, forms and guidelines were included to allow teachers to access this information quickly.

The AIG Program Specialist has developed a list of internet resources that can assist the AIG teachers. AIG Specialists are encouraged to use webquests, project as well as problem based learning projects, NCLEARN, AIG Wiki lessons, and gifted resources on the internet to enhance their instruction.

The AIG Program Specialist has developed an observation checklist for classroom observations that will allow the observer to note if best practices are being implemented. Follow up is provided to teachers following observations.

All AIG stakeholders are invited to participate in the DEP process and regular training takes place to ensure everyone understands all the options available.

Planned Sources of Evidence: Documentation of AIG teachers planning with regular education teachers

Differentiation Texts

Internet Resources List

Completed lessons and documentation of enrichment and acceleration of NCSCOS

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: In the spring of 2012 75% of administrators surveyed felt teachers used learning strategies and curricula that fostered academic and social/emotional development of students. Fifty percent of them indicated all of the stakeholders at their schools were given all information regarding the local AIG program, the local plan, and other policies related to gifted education. This is marked mostly evident because there is an obvious need to continue to reach out to all stakeholders as turnover in personnel takes place.

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

Description: 2010-2011

A staff development needs survey was distributed at the beginning of the school year for those attending district monthly meetings, and staff development began based on the results of that survey.

Those attending were providing feedback to their individual schools regarding the plan and focal points for the district over the next three years as well as best practices for differentiation.

A copy of the plan has been distributed to every school administrator and to all the elementary specialists in addition to the middle school math and language arts representatives from each school. An electronic copy of the local AIG plan is located on the district AIG website.

The representatives have been given additional materials in the form of a handbook describing procedures specific to paperwork, observations, and performance task administration.

2011-2012

A staff development survey was provided for schools to solicit feedback from them regarding their needs for professional development regarding differentiation and best practices. Based on the results of that survey, an action plan for training was implemented.

2010-2013

Development and distribution of Differentiation Reference Texts were placed in all AIG Professional libraries.

2012-2013:

Another professional development needs survey has just been completed by district teachers, and the top four topics selected are the focus for training during the 2013-2014 school year. This practice will continue yearly.

Planned Sources of Evidence: Staff Development Needs Survey and results
Professional Development Rosters
Local AIG Plan
Local AIG Handbook
Differentiation Reference Guides

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: In the 2012 survey 44% of administrators felt strongly or agreed that there is communication among teachers at my school and at other schools to ensure effective continuation of services, especially at key transition points. Fifty percent of teachers surveyed agreed that they received information about resources and professional development relating to their AIG students. On more than one occasion during the school year the middle school AIG specialists and elementary specialists are in joint meetings where discussion and collaboration can take place. Therefore, this practice is marked mostly evident.

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

Description: Regular and comprehensive communication among AIG teachers and between schools is critical. Therefore, efforts are made for these communication channels to be strengthened.

Elementary AIG Specialists

At the beginning of the school year the AIG specialists at the elementary level are interacting with the gifted students' regular classroom teachers and/or exceptional education teachers about programming for the gifted students. The AIG specialist and the student's other teachers confer and his teachers sign the DEP's when the parents attend the DEP meeting. The student's teachers are present at the gifted school based committee meetings when a student's screening, identification, and programming is discussed. Throughout the school year dialogue takes place when a particular educational or affective need arises.

At the AIG school based committee meetings the AIG specialist, an administrator, the classroom teacher, and the guidance counselor might all be present while decisions are being made.

Middle School AIG Teachers

Weekly, the AIG teachers plan collaboratively and meet with their teammates and grade level counterparts. They have regular discussions about the needs and programming of their gifted students. These AIG teachers serve on the AIG school based committee with an administrator, lead teacher, guidance counselor and/or other stakeholders. At the beginning of the school year, AIG teachers meet and discuss the options they will present for that year's DEP for the parents, and AIG teachers of a student will meet with the parents and sign the DEP.

Joint Meetings of AIG Specialists

The monthly AIG meetings of elementary and middle school specialists focus on the same staff development; therefore, the training is similar and common language is developed. Beginning in 2010-2011 there was at least one joint elementary and middle school AIG specialist meeting where teachers could interact and discuss specific concerns and needs that arise as students transition from one school to another. As needs for improvement emerge, a plan will be

developed to address and remedy those needs.

Beginning in 2010-2011 the elementary AIG folders were delivered to the district office and were be handed to the representatives from the middle school. If there is any discussion that needs to take place at that time, it can be completed. This ensures there are no gaps in a student's services.

High School

In the spring the high school representatives hold meetings at the middle schools to counsel the eighth grade AIG students in developing their four year academic plans and to prepare them for transition to the high schools. Once at the high school the content area teachers meet regularly to plan and collaborate. The guidance counselor provides for affective concerns and provides assistance in readying and planning for the post secondary part of the student's education.

Planned Sources of Evidence: Agendas, minutes, etc. from meetings with related personnel

AIG stakeholder surveys

LEA and school websites

DEPs/IDEPs/etc.

Four Year Plans

Records from AIG transfer from feeder school to receiving 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: All schools have a school based AIG team that meets periodically throughout the school year to discuss screening, identification, and service options for AIG students. All stakeholders are invited to attend and encouraged to participate in the plan development. Notes are taken and records kept through paperwork that documents these team decisions. In spring 2012 80% of parents surveyed agreed that the identification and selection process for AIG was appropriate and equitable and 68% agreed there were familiar with the local AIG plan. Each year parents are asked to participate in DEP development and parent rosters are signed as parents attend meetings. Therefore, this practice is marked mostly evident.

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

Description:

There will be continued effort to improve collaboration and involvement within each school and between schools.

2013-2016

Continued analysis of feedback will provide the impetus for improvement.

Planned Sources of Evidence: Agendas, minutes, recordings of suggestions
Improved survey results from questions relating to collaboration and information about program

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: Because of the AIG professional libraries that have been established, the quarterly newsletters, the website resources, and the 50% positive response from teachers surveyed regarding information and training related to gifted programming, this practice has been marked mostly evident.

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

Description: 2010-2011

AIG Program Specialist began meeting with guidance counselors at their district level meeting to inform them about the local plan practices that involve social/emotional needs of gifted students and the role counselors play in the development of the affective curriculum.

At these meetings, the AIG Program Specialist provided resources and highlighted key components of them so the counselors would have an idea where to look to address a specific concern.

Parents who are part of the district level teams received a book on parenting gifted children and each school team representative received the same book for the AIG professional library. Ideas from this book will assist the AIG teachers in helping parents understand the needs of their child at home and at school.

School level

The AIG specialists and AIG teachers are asked to send a newsletter home quarterly, and part of this newsletter could include information that addresses the social and emotional needs of students as well as the affective curriculum that has been covered.

2012-2016

Part of the quarterly newsletter for parents includes a section on specific social/emotional needs of gifted. This is in conjunction with the affective curriculum model that is being implemented.

2012-2013

This year's focus has been Habits of Mind and Growth Mindset for the newsletters. The Affective Curriculum Model being implemented is modeled after Sidney Moon's concept of personal talent development, and each year will be devoted to another aspect of this social/emotional model.

District website

The district website has a link to resources that parents can access to read further about the social and emotional needs of their students.

Planned Sources of Evidence: Materials distributed to school personnel

Materials distributed to parent team members

Website

Quarterly newsletters

Agendas and notes from 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 Maintained Practice for 2013-2016.

Rationale: Because of districtwide training for all AIG specialists in the use and implementation of the Iowa Acceleration Scale as well as use of subject acceleration, this practice has been marked mostly evident.

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

Description: 2010-2011

All elementary and middle school representatives to district meetings were trained on using and facilitating the use of the Iowa Acceleration Scale 3rd Edition for possible use in grades K-8.

Each year at second semester teachers at each school are asked if any student might be in need of evaluation for possible subject and/or grade acceleration. At that point the school team begins a case study of the student in question using the Iowa Acceleration Scale as an evaluative tool.

IDEP's are used when a student needs differentiation or placement that is exceptional and in 2013-2014 Mastery through Demonstration will be an option for high school students who can show proficiency in a subject without undergoing the coursework. Particular guidelines for this are currently being established by the state.

Planned Sources of Evidence: Iowa Acceleration Scale Student Results

Mastery through demonstration

DEP's

IDEP's

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 2012 65% of teachers and 67% of administrators surveyed agreed that local AIG program provides services for traditionally underrepresented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. Therefore, this practice is marked mostly evident.

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

Description: 2010-2013

The screening observation tools include behaviors cited in Slocumb and Payne's work and the performance tasks allow all students from all backgrounds ample opportunity to display their potential.

AIG professional libraries at each elementary and middle school had resources regarding these underrepresented populations. These texts are available for all AIG stakeholders to use including parents.

The AIG Academy for teachers includes specific information about these underrepresented groups including their behaviors, their specific needs, and strategies to recognize their potential and nurture it.

Articles are presented to all specialists that address the specific social/emotional needs of these students in the Affective Curriculum Model that is now being implemented.

These efforts will continue during the 2013-2016 plan cycle.

Planned Sources of Evidence: AIG Professional Libraries at individual schools

Observation Tools

AIG Academy Training

Current Research Articles

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: On the spring 2012 survey 68% of parents and 74% of teachers surveyed agreed that AIG students are encouraged to participate in extra-curricular programs and events that enhance and further develop their needs and interests. Eighty-one percent of students agreed with this. For these reasons this practice is marked mostly evident.

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

8/8/2013

Description: 2010-2013

The AIG Program Specialist began reviewing opportunities that are regularly available to AIG students, and the specialist disseminated this information to the professionals who attend the monthly meetings.

The AIG Program Specialist worked with the elementary and middle school representatives to include these opportunities as part of their quarterly newsletters and teacher websites.

The enrichment opportunities are included on the district AIG website as a link for parents and students to access.

As part of the affective curriculum model students will be encouraged to participate in service learning if possible.

Planned Sources of Evidence: Agendas/minutes from monthly meetings

Newsletters/teacher websites

District website links

Printed information about opportunities

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: We have made strides forward in the development of parent/school groups (EMPACT) who represent each elementary and middle school. In 2012-2013 high school reps were also part of the EMPACT members. There is still much work to further develop this organization, but the infrastructure is now in place. Therefore, we have marked this practice mostly evident.

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

Description: Effective communication and collaboration with all stakeholders is necessary for a strong partnership. Therefore, beginning 2010-2011 parent advisory councils were formed for the elementary and middle school levels.

In 2012-2013 parent and school representatives from each high school were also included.

2010-2011

Each elementary school principal was asked to submit the name of a parent of a gifted student who was interested and had time to serve on our EMPACT team. Each school had one parent and the AIG specialist or administrator who attended a meeting to hear about the new AIG plan and to ask questions and discuss the education of gifted students in Randolph County. At the initial meeting each attendee was given a book on parenting the gifted child. The school copy became part of the AIG professional library at the school.

As part of on-going collaboration the EMPACT team will be involved in extra-curricular opportunity development for the AIG students; ie. Odyssey of the Mind, etc.

The selection process was the same with each middle school having one parent representative and one school official (administrator or AIG teacher). The team members received the same book for their reference.

2012-2013

High school representatives have become part of the EMPACT group.

The parents on EMPACT teams are representatives in our community and can become positive advocates for gifted education in their work environment.

2011-2012

Linda Robinson, well-known AIG advocate, was a guest speaker for our EMPACT representatives.

She shared ideas about social and emotional needs of gifted learners.

2012-2013

Sneha Shah-Coltrane, DPI AIG Consultant, was guest speaker who continued to develop the idea of social and emotional needs of AIG students and how schools and parents can work together.

Plans are for guest speakers in subsequent years. These presentations are then posted on the AIG district website.

Planned Sources of Evidence: Formation of EMPACT teams

Agendas/minutes from meetings

Guest speakers for school/parent groups

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: Randolph County has an AIG district website that has the local AIG plan, all brochures, and resources for parents and students posted. In addition, these materials are available at each school in paper format. Parent/school groups have been formed, and teachers have increased resources. Therefore, this is marked mostly evident.

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

Description: Parents and Students

Each school principal and the AIG specialists have a copy of the local AIG plan. These plans are available for parent review at any time. In addition the AIG website posts a copy of the local plan and includes links to useful resources and pertinent information including the brochures.

Parents are invited to attend DEP meetings at the beginning of each school year. This is a time to meet the teachers, hear about the differentiation and curriculum plan for the year, and to ask questions and provide additional input. An agenda for the meeting will be kept. At that point questions about screening, identification, and service will be answered. Parents are encouraged to contact the AIG teachers at any time when questions arise and when they support their child at school events.

Every AIG specialist sends home a newsletter to parents of gifted students each quarter informing them of events happening in the classroom. A brochure is also available for parents explaining the plan and service options.

In the spring surveys are given to gifted parents, students, administrators, and teachers to elicit input about the effectiveness of the program and opportunities for improvement.

Other Stakeholders (Administrators and Teachers)

Agendas and minutes from each meeting are kept to document the discussions that take place. In addition an AIG school based committee notebook is kept to document any discussion and actions that occur on any particular student or group of students.

Community

The district website posts the local plan and pertinent resources.

Brochures have been modified and developed and available in printed format at each school and on the district website.

2010-2013

Resource materials have been provided to teachers at each school, and teachers have been informed of the information available on NCAIG wiki.

2013-2016

Constant updating of information and improvements will be made based on annual stakeholder surveys and input from teams.

Planned Sources of Evidence: Publicly posted local AIG plan

AIG stakeholder surveys

Agendas/minutes/etc. from meetings

Websites (teacher and district)

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: EMPACT teams have been formed at each school, and now annual surveys are completed by all stakeholders regarding their knowledge of and perception of AIG programming in Randolph County. There is further work to be done to increase proficiency of these efforts; therefore, this practice is marked most evident.

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

Description: 2010-2013

Principals selected EMPACT members to reflect the diversity of its gifted population.

All parents, all principals, all teachers of gifted students, and all gifted students have an opportunity to complete surveys each year regarding their perceptions of the gifted programming the students

receive. Review of these first-hand perceptions will allow for valuable change in the program. The results from these surveys have formed much of the data used to revise our local plan.

The AIG Program Specialist will solicit feedback from each school and from the EMPACT teams regarding more and better ways to involve diverse populations in the improvement of the AIG program. The EMPACT members will be the focus groups during the year to provide valuable feedback to the AIG Program Specialist regarding the implementation of the local plan and suggestions for improvement.

Planned Sources of Evidence: Annual Survey results
Agendas/minutes from EMPACT team meetings

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: Randolph County has now posted enrichment opportunities on the district AIG website as well as disseminated this information in paper format to individual schools for stakeholders to know of opportunities available to AIG students.

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

Description:

2010-2011

The AIG Program Specialist collected information about enrichment opportunities and provided the information to all representatives along with details about how to disseminate this information to students.

Teachers were asked to post these opportunities on their classroom websites, in their quarterly newsletters, and in individual printed form.

The opportunities were posted on the district level website and links provided when applicable.

2011-2016

Efforts will be made to translate introductory announcements and information regarding these opportunities; this information will be available to parents as needed in printed form, newsletters, and on websites. Parents will then be directed to school personnel trained in multiple languages for more detailed information.

Planned Sources of Evidence: Newsletters

Teacher Websites

District Websites

Brochures

Agendas/minutes from monthly meetings

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: This continues to be focused practice because even though we have formed EMPACT teams, much development of their function still remains to be done to reach full potential for assisting gifted learners in Randolph County.

Goals: To inform these teams about parent organizations
To survey parents about their involvement interests regarding AIG

Description: 2010-2011

EMPACT teams were formed, and information was shared with them regarding AIG program and needs.

2013-2016

EMPACT teams will be informed regarding PAGE (Partners for Advancement of Gifted Education) organizations and will be asked about interest in forming one. Simultaneously, all parents will be surveyed regarding interest in forming a PAGE chapter. Additionally, parents will be asked for their interests in further involvement. Based on feedback, further action will be taken.

These teams will be asked to provide information and feedback regarding the program.

Planned Sources of Evidence: Formation of EMPACT teams

District AIG website

Possible formation of PAGE (Partners for the Advancement of Gifted Education) chapter

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: Randolph County's AIG plan is fully developed and is available online and in printed format.

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

Description: The AIG plan outlines the identification process, service options, a delivery of services for AIG students in grades K-12.

Planned Sources of Evidence: Board of Education approved local AIG plan
LEA AIG plan review

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: A monitoring box of sources of evidence has been created and is maintained for each school year. This monitoring box has evidence of completion for each of the six standards. In addition, regular meetings are held with AIG specialists to follow up with their implementation of the local plan.

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

Description: The AIG Program Director and the AIG Program Specialist will monitor the implementation of the local plan.

The AIG Program Specialist Job Description includes the following:

LEA Coordination

- Advocate for AIG students
- Serve as an AIG liaison between schools and community
- Oversee implementation of the program
- Maintain documentation of AIG program implementation
- Coordinate AIG plan revisions as directed by NCDPI
- Oversee AIG headcount
- Maintain and update AIG website
- Attend regional and statewide AIG meetings
- Purchase materials for AIG program
- Maintain and update AIG forms, brochures, and handbook procedures

Screening/Identification Administration

- Coordinate screening and identification of AIG students
- Coordinate/administer testing at various levels as needed
- Coordinate Governor's School test administration, application process, and district level selection of candidates
- Audit AIG folders for compliance

Professional Development

- Lead monthly elementary and middle school AIG district level meetings
- Lead professional development within Randolph County Schools for AIG continuing education
- Share newest research, findings, and best practices for AIG education with all stakeholders
- Consult with teachers/administrators
- Observe AIG classrooms and model best practices in differentiation strategies

Classroom visits: The AIG Program Specialist will observe for learning environment, specific differentiation strategies, and content. The AIG specialists are asked to keep a log of units and strategies for review by the AIG Program Specialist.

The AIG Program Specialist in cooperation with the AIG specialists will do the following:

September: Copies of all DEP's are sent to the district office for review and filing.

October: During the administration of third grade CogAT's, mitigating circumstances are logged and forwarded to the district office in the event a student is not performing to his potential. Further testing might be warranted in that event. After the CogAT scores are received, the AIG specialists develop a screening pool of possible AIG candidates.

January: All elementary folders are brought to the district office for review of proper paperwork completion according to district guidelines for screening and identification.

January-March: AIG specialists collect data from grades and teacher observation inventories for students who are in the screening pool.

April: The AIG Program Specialist provides a screening/testing guideline and timetable to each AIG specialist and principal so that proper identification can be accomplished in a timely manner.

May/Early June: All performance tasks are brought to the district meeting for discussion and scoring according to the plan.

June: All new folders are brought to the district office for review. Nomination logs are maintained on all students screened, whether or not they were identified. Annual review logs are kept and submitted to the district office recording growth in reading and math from the EOG scores.

2010-2011

Nurturing charts were developed for specialists to document who has been nurtured including gender and ethnicity.

2011-2012

A classroom observation tool was developed for the AIG Program Specialist's use when visiting in AIG classrooms. This tool is used as feedback for the specialists.

Planned Sources of Evidence: Disaggregation of EOG and EOC data

AIG stakeholder surveys

Evidence of school-based programming checks/audits

Annual Review logs

Nurturing logs

Mitigating circumstances log

AIG Program Specialist Job Description

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: Randolph County uses all the allotted AIG funds for professional development, salaries, or materials that directly benefit AIG students. Therefore, this is completely evident. Each year funds are prioritized to focus on specific training needs as well as material needs. In 2012-2013 most funds were spent in professional development with problem based learning and inquiry based learning as well as licensure.

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

Description: State AIG funds are used to pay the salaries of AIG certified teachers and to provide instructional resources for AIG students.

Planned Sources of Evidence: Annual budget statement

Teacher licensure and PRC 034 funds

Contracts for professional development

Receipts/invoices/purchase orders 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: We currently share growth data of AIG students with all school personnel. This data is used to guide future instruction. Therefore, this practice is marked completely evident.

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

Description: 2010-2011

In June of each school year the elementary and middle school specialists submit an annual review log documenting growth AIG students have had on EOG in reading and math from the previous year. This log is filed and reviewed for growth over a multiple year time span.

2010-2013

The AIG program specialist worked with the accountability and testing department to develop a method of collecting and monitoring AIG student performance growth and drop-out data for high school AIG students.

These results from elementary through high school will be analyzed, and this information is shared with school officials to determine best ways to improve performance and reduce drop outs.

Planned Sources of Evidence: Disaggregation of EOG and EOC data

Drop-out data including AIG students

DEPs/IDEPs/etc.

Agendas/minutes from district AIG meetings where the results of analyzing student performance growth and annual drop-out data for AIG students is shared

Annual review logs

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: Through a variety of recording forms, the AIG specialists report representation of under-

represented populations receiving AIG services. Therefore, we have marked this mostly evident.

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

Description: Prior to 2010 there was no formal reporting of under-represented populations receiving services.

2010-2013:

Through nomination logs and annual review reports students are noted and their progress is reported. Their ethnicity is part of the form. In this way representation and retention can be monitored. In addition, nurturing guidelines and nurturing reporting was implemented so that under-represented students can be identified for talent development and later potential identification as AIG.

Through use of the IDEP's students who are highly gifted or in need of additional support because of being twice exceptional are recognized.

These efforts continue for the next plan cycle.

Finally, when student growth is determined each year, ethnicity growth is reviewed to make sure our under-represented populations are growing at a similar pace as the other AIG students. If specific differences are noted, then procedures will be put in place to address programming needs that might exist.

Planned Sources of Evidence: Nomination logs
Nurturing logs
Yearly data disaggregation

Other Comments: To disaggregate performance and drop out data to identify special subsets of AIG students

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Currently Randolph County has a record of all AIG licensed staff as well as all staff who have participated in the AIG Academy. Therefore we have marked this practice completely evident.

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

Description: District level AIG staff request that school level administrators provide data on the credentials of personnel serving AIG students in the school. Each school is encouraged to place AIG students with teachers who hold licensure in AIG or who have the three-day Randolph County Schools training.

Records are maintained regarding staff who are trained through our AIG Academy, and Randolph County Schools pays for a small number of teachers each year to received AIG licensure training through UNC-P.

As funding permits, these practices will continue.

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

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: We have formed an EMPACT group of parents and school personnel who have met occasionally; however, this is a practice which needs substantially more development. Therefore, we have marked this practice minimally evident.

Goals: To identify potential members for advisory council
To organize and meet with advisory council

Description: Our EMPACT team met once this year for a guest speaker. In the future, the team members who represent each school will then form the foundation for a larger active group at each school.

2013-2016

Have the parent rep and the school rep form a committee of members who will advocate for students at their school, recommending and providing for extra-curricular events for the AIG students.

Ex. Elementary Level: Fun Science Evening

Middle Level: Odyssey of the Mind

High School Level: Availability of mock interviews for students seeking scholarships

Oversight would be provided by the AIG Program Specialist; however, the details and implementation would be the responsibility of the EMPACT members.

Finally, these EMPACT members would be able to provide feedback to the AIG Program Specialist about efforts that worked and how the plan might be made more effective.

Planned Sources of Evidence: Agendas/Minutes from meetings with EMPACT

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: Since 2010 Randolph County Schools has been asking parents, teachers, and administration to complete surveys online. Since 2012 students have been surveyed as well about the quality of the AIG program. These results have been cited in the plan.

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

Description: The district developed and revised an annual survey for stakeholders in the local AIG program. These stakeholders are teachers, administrators, parents, and students. Results are used to improve program services.

These surveys are completed online. However, if a parent does not have access, they are invited to the school to complete the form or one is printed for them to complete at home and return to school.

Planned Sources of Evidence: AIG stakeholder survey data

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Randolph County uses regular monthly feedback from AIG specialists, as well as getting input from multiple central office directors, lead teachers, administrators, and all other stakeholders through surveys to monitor the program. Therefore, this practice is mostly evident.

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

Description: Utilize feedback from multiple sources (test data, survey data, DPI input, local stakeholder input) to modify the local AIG plan as needed to best serve the students in Randolph County.

As recommendations emerge during the academic year, modifications are made to ensure the programming is more efficient and effective.

Planned Sources of Evidence: Review comments noted by DPI on local AIG plan and returned to LEA

Explicit plan revisions based on various feedback

Survey results

Notes from groups and/or interviews

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: Prior to this year survey results have not been posted for public review on the AIG website. Therefore, this practice is marked minimally evident.

Goals: To develop a plan for disseminating program evaluation results after each monitoring cycle.

Description: Provide all necessary documentation to allow for monitoring of the local AIG program and research options for disseminating monitoring and evaluation results to the public.

2013-2016

Annual survey results will be posted on the AIG website and in newsletters so stakeholders can review.

Planned Sources of Evidence: Annual report posted
Information posted on district website and in AIG newsletters

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: Policies are clearly in place in hard copy as well as electronic copies. They are available to all stakeholders. Therefore, this is maintained practice.

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

Description: Randolph County Schools Appeal Process for Parents

§ 115C-150.8. Review of Disagreements.

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

If parents/guardians have disagreements regarding screening/nomination, identification, or service options, they may appeal the School-Based Committee for Gifted Education (SBC-GE) decision by following these procedures:

STEP I Appeal to the SBC-GE

- Parents must send a written request for a conference to the SBC-GE. The request must address the nature of the appeal. The SBC-GE will schedule a conference with the parent within ten (10) days of the written request.
- Prior to the scheduled conference, the SBC-GE will review all relevant information and determine if any additional information is needed.
- SBC-GE will then discuss their decision concerning placement with the parents.

If parents wish to appeal the SBC-GE decision, they may proceed to STEP II.

STEP II: Appeal to the AIG Program Director

- Parent has up to five (5) working days after the SBC-GE conference to make a written appeal to the AIG Program Director.
- The AIG Program Director will review the grievance and respond to the parent and the SBC-GE in writing within ten (10) working days.

If parents wish to appeal the AIG Program Director's decision, they may proceed to STEP III.

STEP III: Appeal to the Assistant Superintendent or Superintendent.

- The parent may appeal the decision by the Director to the Assistant Superintendent or Superintendent within five (5) working days of receiving the response. Appeal should be in writing.
- The Assistant Superintendent or Superintendent will review the grievance and respond in writing to the parent and the Director within ten (10) working days.

If parents wish to appeal the decision by the Assistant Superintendent or the Superintendent, they may proceed to STEP IV.

STEP IV: Appeal to the Randolph County Board of Education

- The parent may appeal the previous decision to the Randolph County Board of Education within

five (5) working days of receiving the response. The written appeal should be directed to the Superintendent who will inform the Board Chairperson of the request for appeal.

- The Randolph County Board of Education will review the grievance and respond in writing to the parent and the Assistant Superintendent or Superintendent and the Director of Instruction within ten (10) working days.

If parents wish to appeal the decision by the Randolph County Board of Education, they may proceed with STEP V.

STEP V: Appeal to the State

- The parent 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:
 - (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student.
 - (ii) 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 findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Planned Sources of Evidence: Documentation of complaints and subsequent LEA responses and changes

Parent appeal process written and shared in various ways

Other Comments:

Glossary (optional):

Appendix (optional):

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