

Thomasville City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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Thomasville City 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, Thomasville City Schools local AIG plan is as follows:

Thomasville City Schools Vision for local AIG program: Thomasville City Schools recognizes that all students have potential for learning. We recognize that some students possess high performance capability in intellectual areas and specific academic areas. Our goal is to cultivate this potential by including a differentiated education that provides an array of service delivery options beyond that provided by the general educational program.

We prepare students to be ready for the 21st Century. Staff development and collaboration is encouraged among teachers, parents, administrators, and community members. We strive to provide an appropriate education for students of all ethnic, cultural, and socioeconomic groups so that they can achieve success.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$118102.00	\$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: Procedures for referring, screening, and identifying students are in place and are communicated to all stakeholders. Results of stakeholder surveys indicate clear communication in this area.

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

Description: In the Thomasville City Schools, the AIG Coordinator oversees the on-going student search and annual screening process. The AIG Plan and procedures handbook are made available to all administrators, counselors, and AIG building contacts. The Gifted identification Team (GIT) follows the handbook procedures and the local AIG plan in determining eligibility for placement. Eligibility criteria is available to parents/families. Informative brochures are available to all stakeholders.

Planned Sources of Evidence: AIG Plan

AIG Website

Procedures Handbook

Brochures

Screening, identification, referral, and placement records

GIT Minutes

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Multiple criteria, which includes traditional and non-traditional standardized measures, are currently used to identify AIG students. Looking at our data, patterns, and trends, and with slightly less than 8% of our student population (grades 4-12) identified, we will focus on improving the non-traditional measures.

Goals: To ensure multiple pathways for identification
To clarify required standardized percentiles
To develop and implement performance tasks

Description: The formal search and screening process begins in grade three with the Cognitive Abilities Test and /or EOG tests. Students scoring 82% or greater on either test will comprise the screening pool. Classrooms teachers, parents, ESL, and EC departments may provide supporting documents and request/nominate students to be added to the screening pool.

Next, data is collected to determine: 1) the need for further assessment to substantiate need for differentiated services, or 2) that the student is currently in an appropriate learning setting. Data may include standardized achievement tests, aptitude scores, grade averages (3 most recent grading periods), classroom observations, assessment, work samples, local performance tasks, and identification records from another LEA. A nonverbal aptitude test, such as the NNAT 2, may be used for culturally diverse, economically disadvantaged, and /or disabled students.

The Gifted Identification Team (GIT) at the school will use these assessments to decide appropriate services for the screened students. The GIT is comprised of the following members: AIG Coordinator, Classroom Teacher, Counselor, Principal (or designee).

Placement Criteria (Grades 4-8)

Pathway 1 (one criterion)

97% aptitude (composite or partial)

Pathway 2 (three criteria)

90% aptitude (composite or partial)

90% achievement

A average (3 most recent grading periods)

Pathway 3 (must meet 4 or 5 criteria; have minimum 82% aptitude and achievement for consideration)

90% aptitude (composite or partial)

90% achievement

A average (3 most recent grading periods)

30 observation checklist

3.5 rubric score local performance task

If 82% minimum is not met and other data supports a need for services, a retest may be administered.

An identified student transferring from another LEA will continue to receive services and need will be assessed at the annual review. No one criterion will exclude a student from consideration.

Students in K-3 who are achieving beyond their classmates/age mates will be informally assessed to determine needs. AIG personnel will collaborate with the classroom teacher to address needs.

AIG personnel will research and develop appropriate performance tasks.

Planned Sources of Evidence: AIG Plan
AIG student folders (identification information)
Screening Pool Roster
Nomination Log
GIT minutes

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Analyzing demographics and using local norms helps ensure fair and equitable identification criteria for all student populations. Although survey results indicated no concerns in this area, our demographic study revealed disparity in percentages of AIG identified to total population by ethnicity. Using this data can ensure proper understanding of every student's level of need.

Goals: To continue to track demographic data over time
To develop a consistent plan for cultivating learning of under-represented populations
To expand the current PUPS (Promoting Untapped Potential in Students) initiative through teacher training and additional resources

Description: During the annual student search, teachers are asked to submit names (along with documentation) of high-performing students who may have cultural and/or language disadvantages, certain unique family situations, socio-economic handicaps, and disabilities. Anecdotal notes and other subjective measures will be considered in the data collection process. The NNAT 2 (nonverbal ability test) is used as needed. the GIT may review data to recommend appropriate services, or placement, and also may waive identification if consensus is reached on student need.

Some students may have a need for development of potential without formal identification. Using the TOPS (teacher's observation of potential in students) checklist, third graders are selected for participation in PUPS. This initiative focuses on thinking skills and is designed to cultivate gifted learning behaviors that may have been masked in under-represented populations.

The AIG Coordinator will implement training for the primary school on TOPS and how to use that information in their daily instruction.

Planned Sources of Evidence: Headcount

LEA demographic data

Surveys

PD agenda and roster

PUPS guidelines

TOPS folders

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: Screening, referral, and identification processes for AIG placement in TCS is consistent. The AIG Coordinator implements the entire process at all four schools in the district and maintains all identification records. The Advisory Board, leadership team, and surveys did not indicate any problems or concerns.

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

Description: While screening is on-going all year at every school, an intentional district-wide search takes place each spring. With the help of contact teachers at each site, the AIG Coordinator completes a nomination log of students to be screened, listing all data pertinent to AIG eligibility.

When teachers at the K-3 level recognize advanced learning potential in students, the elementary AIG specialist and/or AIG Coordinator work with the teacher (consultative role) to provide appropriate resources and strategies. Formal AIG identification is determined at the end of the student's 3rd grade year.

The CogAT is administered yearly to all 3rd graders. Students who score 82% or higher make up the screening pool. The AIG Coordinator collects student data (Std. 1 b). Alternate tests, such as NNAT2, ITBS, Woodcock-Johnson, and Otis-Lennon may be used when a student's unique circumstances indicate such a need. A need for alternate testing may include, but is not limited to, a language barrier, handicap, socio-economic disadvantage, or other exceptionality.

All schools may refer students to the AIG Coordinator for screening. Students who received AIG services in another district and move to TCS will continue to be served once eligibility documentation has been received from the previous school. The GIT reviews all data and determines an appropriate level of service.

Students already identified in TCS will be reviewed annually by the GIT to reassess levels of need

and service delivery options.

Planned Sources of Evidence: Screening Log

Nomination Log
GIT minutes
AIG paperwork
Placement Criteria
AIG Handbook

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: According to NC General Statutes, Article 9B, the LEA must maintain written policies that safeguard rights of AIG students and their parents/families. These policies are in place in TCS.

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

Description: The AIG Coordinator completes, maintains, and audits student AIG folders, which hold the informed consent regarding identification and placement. Parents are given a copy of parent/student rights when they sign the consent form.

The rights of parents/students in AIG identification, placement, and services are as follows:

- to be informed of data relating to identification
- to be informed of any proposed actions related to eligibility and service delivery
- to examine AIG records
- to receive information in their native language via translator or translated documents
- to receive due process procedures in the event a resolution cannot be reached with the GIT

Brochures have been updated. Details of due process procedure can be found in Standard 6 of this plan.

Planned Sources of Evidence: Brochures

AIG student folders
Parent/Student Rights
Appeals Brochure
Parent Signature on forms

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: Because the AIG Coordinator completes all forms and compiles AIG student folders for all schools in the LEA, updating and informing stakeholders (students, parents, and teachers) is on-going. No concerns were evident in the surveys or at the Advisory Board meetings.

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

Description: Consistent eligibility and initial placement forms are in place. DEPs are developed annually for all identified students K-12, but may be revised sooner if the need arises. The classroom teacher and the AIG specialist collaborate to match student needs with service options. Parent/families are invited to an annual meeting with the classroom teacher, the AIG specialist, and the AIG Coordinator to review the student's progress, and to receive clarity on the service options noted on the DEP. At this meeting, the parent signs the student documents.

Planned Sources of Evidence: Parent Letter to Annual DEP Meeting
Parent Meeting Agenda
Parent Attendance Roster
DEPs/IDEPs

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: Student achievement and learning require an engaging high quality curriculum. Based on the NCSCOS, teachers of AIG students adapt and modify curriculum and instruction to match specific learner needs. This differentiation must occur in content areas where a student shows academic strengths and strong interest.

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

Description: TCS provides differentiation in LEA and Math (K-12), expanding the NCSCOS and essential standards, by modifying content, process, product, and learning environment. A DEP is developed annually through AIG teacher or AIG contact, and classroom teacher collaboration. The specific needs of students are addressed in the DEP. (See 2-i for DEP options.)

Once needs are determined, teachers intentionally extend and enrich the curriculum to match learner needs. Flexible grouping for instructional purposes is implemented, and strategies may include curriculum compacting, contracts, independent study, and others deemed best practices in gifted education.

Planned Sources of Evidence: NCSCOS

DEPs

Differentiation checklist

Lesson Plans

Differentiated Units of Study

Compactors

Contracts

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: To meet needs of gifted learners, the district must implement instructional practices to support students' identified abilities and interests. Survey respondents indicate this is being done.

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

Description: In order to meet the wide range of gifted students' needs, TCS employs a variety of effective instructional practices.

In K-3, consultative services are provided to the classroom teachers. These may include resources, ideas, strategies, pacing and grouping recommendations. In grades 4-5, an AIG specialist (licensed) collaborates with the classroom teacher and provides a resource setting for students. This includes advanced instruction in a setting that addresses the academic, intellectual, and social/emotional needs of the gifted students. Students in this age range are administratively clustered in classrooms with other gifted students. In grades 6-8, students are clustered for ELA and advanced Math. Teachers adapt the content, the process, and products to provide extension beyond that of the regular classroom. In grades 9-12, above grade-level coursework is offered through Honors and Advanced Placement. This, along with dual enrollment, demands greater student accountability.

Additional clarifying information follows:

Grades K-3

Level 1 - A variety of learning environments, opportunities for enrichment and special programs are available to all students.

Level 2 - Informal assessments will be used to identify students who are achieving above the level of their peers in language and math. They will be grouped for instruction within their classroom or within their grade.

Level 3 - Informal assessment will be used to identify these students. Indicators for these students will be the following:

- Reading one to two years above grade level

- Performing math one to two years above grade level

- Performance documented for at least 2 to 4 grading periods

- Learning behaviors documented on observation checklists

They will be grouped for instruction within their class, within their grade, or across grades. The classroom teacher may employ curriculum compacting and subject acceleration will be an option if appropriate.

Level 4 - Students performing significantly above their grade level (4 or 5 years above) will be considered. A case study approach will be used and multiple criteria will be considered. An IDEP will be developed to provide for appropriate student services. Only in rare cases will there be formal identification before the end of third grade.

Grades 4-12

Level 1 - Quality educational experiences are available to all students.

Level 2 - Students who have not been formerly identified but from time to time exhibit gifted characteristics.

Level 3 - Students who have demonstrated strong ratings in 4 of the 5 indicators (criteria) of giftedness, including at least one in the area of aptitude or achievement.

Diverse and effective practices for gifted students include: Cluster grouping, flexible grouping, curriculum compacting, concept-based units, problem-based learning, Socratic seminars, thematic/interdisciplinary units of study, honors and advanced placement courses, NC Virtual Public School, Yadkin Valley Academy, early graduation.

Planned Sources of Evidence: AIG teacher lesson plans

Curriculum units

Work products

Class Rosters

DEPs

AIG Plan

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: To meet the needs of AIG learners, research-based resource materials, teaching practices, and differentiated curriculum options must be provided. Supplemental resources to support gifted learners and their teachers are limited in TCS. This was indicated as a need on teacher surveys.

Goals: To update and expand resources for gifted instruction
To begin building an AIG professional library for the district

Description: Teachers are provided with resources for their gifted students. While these are valuable resources, updated materials will be purchased as funding allows. Some of the most frequently used resources in the district include: Building thinking Skills (gr. 3), Habits of Mind (gr. K-3), Junior Great Books (gr. 4-5), Jacob's Ladder (gr. 3-5). We hope to add these instructional resources: Building Thinking Skills (primary), Jacob's Ladder (gr. 6-7), Mentoring Mathematical Minds (gr. 3-5), Ed Zaccaro's Math Problem Solving books (gr.4-12), Junior Great Books (gr. 6-8).

Planned Sources of Evidence: Materials Inventories

Purchase Orders

Other Comments:

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts;

creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Thomasville City Schools continually provides and updates cutting-edge technology. Twenty-first century content and skills are integrated consistently, with emphasis on creative thinking and real-world problem solving.

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

Description: Developing concept-based units with teachers of gifted students, as well as implementing problem-based learning, is on-going in team planning meetings and PLCs. Kindles for small group use will be provided to middle school ELA teachers of the gifted. The Synergistics Learning Lab uses a hands-on science curriculum in grades 4-5. The Synergistics Learning lab at Thomasville Middle School uses a technology education curriculum. Both use rigorous computer programs to provide exciting, motivating science and/or technology for gifted learners. The Synergistics Learning System helps students reach educational goals by integrating math, technology, and language arts with science.

The following technology programs are available:

Promethean ActivBoards (every classroom K-12)

Promethean ActivExpressions and ActiVotes (student immediate response systems)

Promethean ActivSlates

DVD/VCR player with every ActivStation

Surround sound speakers and microphones

Wireless Internet

Broadcast News Studio (at each school)

iPod and iPod touches

Mobile laptop carts

Handheld GPS devices

Brain POP

Soundzabound

Web 2.0 Online Sites are:

United Streaming Animoto, XtraNormal, Skype, Jing, Make Beliefs Comics, Storybird, Quizlet, and Glogster.

Video-conferencing

Planned Sources of Evidence: Lesson Plans

Curriculum Units

Concept-based units

Problem-based units

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: On-going assessments provide teachers with a focus for differentiating instruction of their gifted students, thereby enhancing the overall learning experience and achievement.

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

Description: Assessments are used for planning differentiated learning opportunities that reinforce and challenge students. Assessments reflect what students know about content. The results will be used to improve student performance. Data from on-going assessments drive student instruction. Using pretests, portfolios, benchmarks, and common formative assessments (CFAs), teachers can make informed decisions on which differentiation strategies are needed for particular students. Assessment data assists teachers in flexible grouping, tiered assignments, and curriculum compacting.

The LEA will further develop guidelines regarding subject acceleration based on DPI's guidelines for Credit by Demonstrated Mastery (SBE policy GCS-137) for implementation by Spring 2014.

Planned Sources of Evidence: Differentiation Checklist

Benchmarks

CFAs

EVAAS
ClassScape
NC Falcon

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: Gifted students need affective support to be successful, well-adjusted learners. Our student surveys indicated a need to address this area.

Goals: To add resources to the professional library that address affective needs of gifted students
To develop units of study that are relevant to and support the social/emotional development of AIG students
To provide information on the variety of social/emotional needs of these students

Description: In TCS, teachers and guidance work together to meet the needs of our gifted students. The AIG Coordinator will meet with guidance staff and teachers of gifted students to provide resources that specifically address social/emotional needs. At monthly meetings, AIG teachers will begin developing units of study built around affective concepts. We will add appropriate resources to our professional library as funding permits.

Planned Sources of Evidence: PD records
Professional Library
Guidance logs
Units of study

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: Learning environments that cultivate the talents of young children need to be in place for our K-3 students. Demographics of TCS (cultural diversity and socio-economic disadvantages) indicate a need to tap into the often masked gifted learning behaviors of our young students.

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

Description: Thomasville Primary School participated in Project Bright IDEA in the early 2000's. Teachers were trained in Habits of Mind, and learned to place an emphasis on thinking skills, problem solving, and developing student interests, all which foster behaviors that are indicative of gifted academic performance. Continuing to build upon this initiative, our district has implemented PUPS (Promoting Untapped Potential in Students). Teachers observe students using TOPS as a tool to select students for participation in PUPS. The small group sessions meet twice weekly and focus on thinking skills, student interests, and creativity. The 21st century grant supports this endeavor, as well.

Planned Sources of Evidence: Habits of Mind resources
PUPS roster
TOPS folders
Building Thinking Skills (Parks)

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: Collaboration and communication among all professional staff in TCS is a necessity if we are to continue to strengthen the AIG program and appropriately differentiate for our students.

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

Description: AIG personnel work collaboratively with other professionals in TCS on several levels. The AIG specialist communicates closely with the classroom teachers to ensure continuity of instruction. Teachers of AIG students actively participate in PLCs for planning and addressing needs of gifted students. The AIG Coordinator monitors these collaborative endeavors and also attends monthly Curriculum and Instruction meetings. The AIG Coordinator provides PD opportunities to licensed and non-licensed staff on best practices in gifted education.

Planned Sources of Evidence: Meeting notes
Curriculum meeting agendas
School-based meeting minutes
PLC agendas

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: The AIG program in TCS has a plan that defines the differentiation program, as required by Article 9B.

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

Description: At the beginning of each year, the DEP (or IDEP) is written to address appropriate differentiation and services for each gifted student. Classroom teacher, the AIG, specialist, and the AIG Coordinator collaborate to match services with needs prior to the formal DEP meeting. Parents are invited annually to a formal DEP meeting to review the options recommended by school personnel and give input on the DEP. If more specific needs other than those listed on the DEP are needed, an IDEP is developed.

Planned Sources of Evidence: DEPs

IDEPs

Parent attendance roster

Parent Letters

Annual review documentation

DEP options

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: Knowledge and understanding of giftedness by licensed professionals is essential to a successful AIG program. In TCS, both the AIG Coordinator and the Executive Director of Curriculum and Instruction are licensed in AIG.

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

Description: The AIG Coordinator, under direct supervision of the Executive Director C & I, monitors and supervises the local AIG plan for implementation and compliance. The AIG Coordinator is 50% employed for 11 months of the school year.

The role and responsibilities of the AIG Coordinator include:

- Generate and coordinate the gifted education program for TCS
- Monitor and oversee plan implementation
- Evaluate effectiveness and appropriateness of services
- Serve as resource to students, teachers, administrators, parents, stakeholders
- Develop and communicate gifted education program information to stakeholders
- Plan appropriate PD for teachers of gifted students
- Chair the Gifted Identification Team
- Chair the AIG Advisory Board
- Serve as liaison between NCDPI and TCS

Planned Sources of Evidence: Job Description

- AIG licensed coordinator
- AIG licensed Exe. Dir. C & I

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: To ensure success among AIG students, teachers of the AIG population must focus on high quality academic/intellectual rigor and attention to social/emotional needs. Survey results indicate a need for improving teachers' knowledge of 1)strategies for infusing rigor, 2)social/emotional needs, and 3)best practices in gifted education.

Goals: To engage teachers of gifted students in addressing all the needs of their students
To provide support for gifted students
To provide appropriate services for gifted students

Description: TCS is a small district, employing one AIG specialist at 40%, who directly serves 4th and 5th grades twice weekly in a resource setting. All other AIG teachers also teach regular classes. An AIG contact teacher at each school meets directly with the AIG Coordinator for information, updates, and resources. Two of our middle school teachers attended NCAGT in 2013, and 14 teachers received three full days of professional development streamlined to serving gifted students. Guidance counselors and teachers of the gifted will collaborate on the social/emotional needs, using Best Practices in Gifted Education as a resource. The AIG Coordinator will continue to train teachers on resources available to them through the AIG department.

Teachers of the gifted students will:

- participate in PD on gifted learners
- address social/emotional needs with help of guidance counselors
- encourage AIG students to participate in special opportunities suited to their interests
- develop and review DEPs

Planned Sources of Evidence: Monthly AIG meetings

Observations

Lessons

Schedules

DEPs

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: Highly focused and high-quality staff development is needed to ensure that school personnel have adequate training in meeting the needs of gifted learners. Teacher surveys indicate a need to continue opportunities for growth in this area.

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

Description: Teachers providing services to gifted students are given opportunities for PD each year. The LEA hosts "Hot Topics" sessions throughout the year and the AIG Coordinator is responsible for a session on educating the gifted learner.

The LEA requires teachers of gifted students to attend three full days of PD, focusing on characteristics of the gifted, social/emotional needs, and effective differentiation. This is usually provided by an outside consultant. Information to gain AIG licensure is disseminated, and will be pursued as funding permits.

AIG teachers and specialists are encouraged to attend monthly meetings with the AIG Coordinator, each session focusing on various aspects of gifted education (social, emotional, characteristics, differentiation, strategies for adding rigor, best practices, building thinking skills, uncovering talent in under-served populations, current research).

Counselors will receive resources for their professional libraries on social/emotional issues with the gifted student. The AIG Coordinator will note excerpts from these resources that apply to needs in TCS.

Administrators receive a copy of the current AIG plan, and briefings as needed.

The AIG Coordinator collaborates with EC contacts to address needs of any students who are twice-exceptional.

Planned Sources of Evidence: PD guidelines

PD opportunities

PD participation rosters

List of IHEs offering AIG licensure

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 needs of gifted students are more effectively met when their teachers have been trained in gifted education. Intentionally clustering AIG students with highly trained AIG teachers supports best practices in gifted education.

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

Description: As of 2012-2013, four out of the twelve classroom teachers serving gifted students have an AIG license. During this year, we established local requirements for teaching AIG students. All 12 teachers were required to attend a 3-day training, conducted by an outside consultant. As personnel changes, and as administration requests, this training will continue for any teachers who have not

received it. Information on AIG licensure is made available to all personnel and pursuing this license is encouraged as funding permits.

Principals are given guidelines on clustering AIG students with teachers who have met local requirements, or are AIG licensed.

Planned Sources of Evidence: Roster of licensed personnel
AIG class roster/cluster teachers
PD participation rosters
Consultant Contract

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: High quality, effective PD is the result of a collaborative effort among the professionals in all instructional programs within the LEA. TCS integrates best practices in gifted education with district initiatives.

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

Description: The TCS District Strategic Plan and C & I goals determine the direction for PD planning. The AIG Coordinator and the Executive Director of C & I meet to align appropriate staff development for teachers of gifted students. The AIG Coordinator analyzes AIG student achievement data over time to determine the effectiveness of the PD, and to plan future PD needs.

Planned Sources of Evidence: PD rosters
PD Agendas
Meeting minutes

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: The teaching of advanced level content and 21st century skills are essential for AIG students' academic advancement. TCS incorporates state and national teaching standards when planning PD opportunities for all personnel.

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

Description: The focus of PD in TCS is on 21st century skills and content. All teachers received training in NCSCOS and essential standards, and will continue to receive support in the area of advanced level content. Teacher evaluation standards will provide data to assist in defining PD needs in the district.

Teachers will continue to incorporate technology into the AIG curriculum to promote 21st Century Learning Skills. AIG teachers will continue to incorporate state and national standards when creating individual growth plans. AIG teachers will continue to attend state and national AIG-related conferences, to keep abreast of state and national standards and best practices (as funding permits).

Planned Sources of Evidence: PD rosters

PD agendas

List of AIG-related state, and national conferences attended by TCS AIG teachers

List of professional development that aligns with state and national teaching standards, including 21st Century Skills

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: In order for teachers to plan, implement and refine applications of their PD sessions, professional collaborative opportunities are essential.

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

Description: Planning time for all teachers is provided in TCS. Team meetings and departmental meetings are held regularly. PLCs are in place and provide collaborative time for the AIG specialist, classroom teachers of gifted students, and curriculum personnel. Monthly AIG meetings give teachers opportunities to share ideas, strategies, and units they have developed and implemented following PD sessions.

Planned Sources of Evidence: Meeting agendas

PLC discussion notes

Teacher schedules

Other Comments: Establish quarterly reflective sessions specific to AIG successes and those areas we need to strengthen.

Continue to build professional library.

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 order to be comprehensive, AIG programs and services must address the needs of the gifted population within the district. Academic, intellectual, social and emotional components must be included in a comprehensive program.

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

Description: Programs and services for all grade levels are in place in TCS. A process for screening, identification, and service options has been clarified in Standards 1 and 2. While students are not formally identified until the end of 3rd grade, the needs of students in K-3 are addressed through a consultative model. Based on observation and informal assessments, teachers can recognize students who are achieving above grade level in ELA and Math. The AIG Coordinator and/or specialist will collaborate with the classroom teachers to determine appropriate differentiation.

Identified students in grades 4 and 5 are served in their area(s) of need by the AIG specialist. Classroom teachers also provide appropriate differentiation in the regular setting. In grades 6-8, identified students are placed in advanced classes in their area(s) of need. High school students receive guidance in course selection and advanced learning opportunities in their area(s) of need. Counselors, teachers, and AIG personnel address the social/emotional issues as they arise. TCS will continue to educate stakeholders on the need for early attention to social/emotional needs.

Planned Sources of Evidence: DEP

Student eligibility forms

Class rosters

Resources on Social/Emotional Issue

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: AIG programs and services should be matched (aligned) with program goals, LEA resources, and areas of student identification in order to attain the desired outcome of the program.

Goals: To provide current resources to support learning for gifted students

Description: In TCS, services are matched to the gifted students' area(s) of identification (through development of DEPs). The NCSCOS is the baseline for services, while suitable modifications are made in content, process, product, learning environment, talent development, and special programs. Certain cases may necessitate an IDEP tailored to specific learner needs that are not found on the DEP. The IDEP may be an option (K-12) for any student, regardless of formal identification, who exhibits a need for advanced learning intervention.

The AIG program goals are defined in the 3-year AIG plan cycle. The goals are determined after careful review of the local needs assessment. Access to programming is available through the website, brochures, the AIG plan, and direct contact with the AIG Coordinator. As funding permits, TCS will continue to update resources and provide training that support best practices in gifted education.

Planned Sources of Evidence: Lesson plans

DEPS

IDEPS

Classroom observations

AIG Plan

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Integrating AIG programs and services into the total instructional program of the LEA benefits not only gifted learners, but all students as well. High expectations are a priority and differentiation is a necessity.

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

Description: Gifted program goals and services are aligned with NCSCOS and provide rigor which is based on individual needs. Enriching and extending the NCSCOS for gifted students accelerates their learning. Because all instructional programs in TCS share common goals for academic achievement, PD is provided for all teachers on strategies to address the needs of all levels of learners.

To ensure integration of AIG services with the total school program, the AIG Coordinator collaborates with administrators, the Executive Director of C & I, Curriculum facilitators, the instructional data

specialist, and all instructional departments.

Planned Sources of Evidence: Grade level meetings

PLCs

NCSCOS

Log of instructional department communication

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: One of the keys to sustaining a high quality, effective AIG program is through clear and on-going communication. Educators must be current on regulations related to gifted education, informed about delivery of services and knowledgeable of the AIG Plan.

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

Description: The AIG Coordinator attends regional and state meetings, and in turn relays updates and beneficial information to the LEA. The AIG Coordinator holds monthly meetings with teachers of gifted students to keep them current on issues relating to gifted education. The AIG Coordinator communicates the new plan, goals, changes, etc. to administrators, the Advisory Board, the Board of Education, and teachers. The website will be updated as needed. Additionally, a user-friendly handbook will be generated to provide easy reference for stakeholders at each school.

Planned Sources of Evidence: Handbook

Website (plan)

Agendas

BOE agenda

PD Rosters

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: Continuation of AIG services from year to year is effective when communication is ongoing and clarifying procedures are in place. This requires careful monitoring as students transition

from one school to another.

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

Description: Teachers of gifted students in TCS complete a yearly performance review for the AIG student's folder. This provides documentation that the receiving teacher will be informed of areas of need and academic progress of the student. The AIG Coordinator oversees the transition of AIG folders from the elementary school to the middle school, and from the middle school to the high school. In the case of initial AIG placement the AIG Coordinator and/or AIG specialist collaborates with the regular classroom teacher about programming for the gifted student. The GIT includes the classroom teacher the counselor, the principal (or designee), the AIG specialist, and the AIG Coordinator to ensure all involved parties understand the student's DEP.

Planned Sources of Evidence: Student Yearly Performance Reviews
Minutes of GIT meeting
Log of teacher/specialist communication

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: Differentiated programs and services for AIG students are most effective when all stakeholders are involved in collaboration.

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

Description: Because the AIG Coordinator is responsible for all screening, testing, and eligibility, communication with teachers about differentiated programming begins early in the identification process. This collaboration continues as the GIT at each school makes recommendations for placement. Parents/families are involved in programming and services from the initial referral phase through the determination of appropriate service options, and continuing annually as the yearly reviews are completed. The AIG Coordinator's monthly meetings with AIG personnel are open to administrators and other instructional departments when resources and programming updates are relayed.

All school-based personnel are responsible for the supervision and development of gifted education. Individuals with direct responsibilities in gifted education include the AIG Coordinator, principals, gifted education specialist, classroom teachers, parents, and the Executive Director of Curriculum and Instruction.

AIG Coordinator- helps plan, develop and coordinate the TCS gifted program.

Principals- help plan, develop, coordinate, and monitor the school gifted program to ensure implementation of gifted services.

AIG Specialist- collaborates with classroom teachers to differentiate instruction for gifted students and serves as a resource for school staff, students, and parents.

Classroom teachers- differentiate instruction with the support of other school personnel to meet needs of diverse learners, including gifted students.

School counselors- assist students and parents in course selection for middle and high school that are appropriately rigorous to meet gifted students' needs.

Media Specialists- collaborate with gifted education coordinators and classroom teachers to provide differentiated curriculum and appropriate media resources for the gifted.

The Technology Specialists and cultural arts teacher- collaborate with gifted education coordinator and classroom teacher to provide differentiated curriculum for gifted students.

Executive Director of C & I- examines program components on regular basis and provides input to the AIG Coordinator on success of program.

Planned Sources of Evidence: DEPs

AIG meeting agenda

Website

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Gifted learners may have social/emotional needs that require support and intervention. The social/emotional needs of AIG students must be understood and addressed by stakeholders.

Goals: To add resources to professional library on social/emotional issues

To provide families with resources to assist them in understanding their gifted child

To inform guidance counselors about social/emotional issues addressed in the AIG plan

Description: Presently there is an awareness among TCS personnel of gifted students' unique social/emotional needs, and recognition that support is needed for their success in academic and social areas. Additional emphasis is needed in this area to assist personnel in addressing the social/emotional issues that often accompany giftedness. Resources on this topic will be purchased for the professional library as funding permits. The AIG Coordinator will hold mini-sessions with guidance counselors to unpack research-based resources that address this topic. Parents will be given the opportunity to borrow books on this topic from the professional library.

Planned Sources of Evidence: PD agendas

Parent Resources

Resources in Professional Library

Documentation of guidance meetings

Other Comments: *Pending funding allocations

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: Levels of academic need within the gifted population itself can vary greatly. While many service options exist, there is a need to specifically address accelerated instruction and placement for students who need something more.

Goals: To acquire a tool for determining acceleration appropriateness and provide training in its use
To develop guidelines for credit by demonstrated mastery

Description: The TCS will purchase the Iowa Acceleration Scale (IAS), a tool to determine appropriate acceleration for highly gifted students in grade K-8. School personnel will receive training by the AIG Coordinator as needed on the use of the IAS and acceleration needs. In grades K-12, an IDEP may be developed for a student who requires acceleration. This IDEP is carefully and thoughtfully designed through collaborative effort by teachers, student, counselor, parent and AIG personnel. Beginning with early entrance to kindergarten and going through high school, an array of options are available, such as whole grade acceleration, mentoring, and in-depth study in area of student interest or talent. High school students may apply to attend the Yadkin Valley Regional Career Academy, which is designed to increase rigor and relevance of STEM-related core academic content. TCS will further develop guidelines regarding subject acceleration based on DPI's guidelines for "credit by demonstrated mastery" (SBE policy GCS-137) for implementation in Spring 2014.

Planned Sources of Evidence: DEP/IDEP

IAS

PD Roster

DPI guidelines

Other Comments: Expand acceleration options

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: A comparative district analysis of demographic data to demographics of the AIG population may reveal vital information for planning AIG programming that provides opportunities and services for under-represented populations. Survey results from Spring 2012 indicate that TCS is making substantial strides in this area.

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

Description: TCS recognizes under-represented AIG populations for participation in the AIG Program. Students whose primary language is that other than English, as well as certain other students who may not have had the same or similar experiences typically measured by norm referenced assessments, particularly language-based ability tests, may be discriminated against by standard identification procedures. A non-traditional ability or achievement test is given. The Naglieri-Nonverbal Ability Test (NNAT2) may be used to ensure culture free assessment. In cases involving suspected under-served population, data beyond the ability and achievement testing indicators are more carefully considered and may weigh more heavily in the decision to identify and serve the under-represented.

The AIG program offers cultivating and enriching opportunities at the primary level. In the past, primary teachers were trained in Bright IDEA, incorporating Habits of Mind. However, sustainability of this endeavor has not occurred. As of Fall 2012, cultivating learning environments to uncover potential in under-represented populations was revitalized through the PUPS initiative. Third grade teachers used TOPS as a tool to recognize potential in traditionally under-served students. Participation in PUPS was formed to foster and uncover gifted learning behaviors in students. Further teacher training is needed in this area. As funding permits, the TCS hopes to continue this early intervention and grow this initiative with additional resources to include more grade levels. TCS will continue to collaborate with all instructional departments to address the needs of twice exceptional, highly gifted, ELL, and those with cultural and socio-economic disadvantages.

Planned Sources of Evidence: TOPS folders

Teacher training

Surveys

Log of Instructional Dept. meetings

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: In order to further develop and enhance the gifted students' interests and talents, opportunities for extracurricular programs are needed.

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

8/8/2013

Description: Extra-curricular opportunities are made available to all gifted students in TCS.

All students have the opportunity to participate in competitions such as: Spelling Bee, NC Quiz Bowl, Science Fair, United Nations Speech Contest, Battle of the Books, and journalism contests.

Literature on summer camps and enrichment programs is disseminated to families. These may include Summer Ventures, Governor's School, Duke TIP, and visual/performing arts opportunities.

Planned Sources of Evidence: Governor's School list

List of camps

List of special programs

List of contests

TIP list

Newsletters

Printed brochures of camps

Website

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: An integral segment of successful AIG programming and services is that of strong partnerships with stakeholders. In order to advocate for gifted students, the community, the parents, the Board of Education, and school personnel must have a clear understanding of program goals and initiatives.

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

Description: An AIG Advisory Board , consisting of administrators, teachers, parents and members of the board of education, has been established in order to regularly educate and provide updates about AIG programming. The AIG webpage is readily accessible to the community. Brochures have been created (and will be updated as needed) to inform all stakeholders of AIG FAQs. Parents/families (K-12) are invited to schools to review DEPs and to learn about service delivery options. The AIG Coordinator shares AIG happenings at BOE meetings as part of the "Good News" segment. This often involves student participation. Teachers send home quarterly newsletters.

Planned Sources of Evidence: AIG website

Parent communications/newsletters

Brochures

School Board agendas and meetings

Advisory Council agendas and meetings

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: AIG programming information is disseminated to and shared with stakeholders in a variety of ways. However, parent surveys in Spring 2012 indicate a need to increase communication.

Goals: To improve AIG webpage by adding pertinent links
To review and monitor teachers' quarterly newsletters

To make brochures more visible and readily available in all schools and central office

Description: The homepage for TCS' website has a link to the AIG webpage. Each building administrator has a copy of the AIG plan, and these are made available for parent review. At the beginning of the school year, all teachers of AIG students invite parents/families to DEP meetings to receive information and have input on service delivery options according to student needs. Teachers of the gifted at all grade levels are asked to send parents quarterly newsletters informing them of AIG activities and events. The LEA provides brochures explaining the gifted identification process and service options. These will be updated and placed more prominently throughout the district.

Planned Sources of Evidence: Website

Parent Letters

Newsletters

Parent Roster

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: Informing stakeholders of AIG policy and programs is necessary to gain support for the program. The stakeholders need to reflect the demographics of TCS.

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

Description: Students and parents from all populations in the district complete surveys annually. The data received in these surveys is reviewed by the Leadership/Advisory team to determine the strengths and needs of the AIG program. TCS demographics are represented on this review team. The team also collaborates to self-assess the AIG plan components.

Planned Sources of Evidence: Surveys

Leadership/Advisory Board agendas

Self-assessments

Other Comments: Continue to intentionally seek representatives from under-served populations

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Communication concerning AIG programming must be made available in the native language of stakeholders if it is to be effective and informative.

Goals: To translate forms, brochures, and letters to our families' native languages.

Description: TCS currently has some translated documents and letters to parents. We have a translator present for parent conferences as the need arises. We are in the process of having all identification and placement forms, as well as brochures, translated into Spanish.

Planned Sources of Evidence: Documents/forms in Spanish
AIG Brochures in Spanish
Parent letters in Spanish

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: Partnerships are needed with parents/families, IHEs, local business and industry, and other community stakeholders to enhance and support the AIG program.

Goals: To initiate partnerships with business to benefit AIG students
To network through stakeholder contacts to find support for AIG program enhancement

Description: Currently, TCS partners with Thomasville Furniture Industries and the Finch Foundation allowing teachers the opportunity to apply for grants to support enrichment for AIG students. the primary school also participates in Reading in Fundamental (RIF), a national summer grant.

Planned Sources of Evidence: Grant award letters

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: In compliance with state legislation, TCS develops/revises the AIG plan every three years. Revisions are based on SBE guidelines and NC AIG program standards. The plan is submitted to the local Board of Education for approval, then sent to DPI for review and comments.

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

Description: The AIG Coordinator oversees the process of developing/revising the AIG plan. The coordinator reports findings from stakeholder surveys and meetings to the Advisory Board/Leadership Team. This group collaboratively completes the self-assessment and determines areas to strengthen. Based on NC AG program standard, the plan is written, submitted to the Board of Education for approval, and finally sent to DPI.

Planned Sources of Evidence: Board-approved AIG Plan
AIG Plan Review by DPI

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: Monitoring AIG Plan implementation must be on-going to ensure that practices and policies identified in the plan are indeed carried out. Neither observations nor surveys indicated concerns for this practice.

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

Description: The AIG Coordinator and the Executive Director of C & I monitor local plan implementation through dialogue and collaboration on an as-needed basis.

Currently the AIG Coordinator is responsible for the following:

- maintaining and updating of forms and brochures
- student AIG folder audits
- website updates
- AIG headcount
- materials and resource purchasing for AIG programming
- screening/identification of students (testing as needed)
- LEA AIG meetings, disseminating pertinent information
- AIG classroom observations (informal)
- data analysis (demographic and achievement)
- plan revisions, implementation, and documentation
- professional development opportunities
- Interim Reports to DPI
- regional and statewide AIG meeting attendance
- advocating for gifted students

To ensure our practices are being implemented, the AIG Coordinator will focus on direct observation of AIG classes, for best practices in gifted education. Monthly meetings with AIG personnel will continue to focus on adherence to DEPs. Working with the instructional data specialist, the coordinator will study demographic and achievement trends to identify areas of need.

Planned Sources of Evidence: Disaggregation of EOG and EOC data

Classroom observation checklists

Records Audit

Meeting agendas/rosters

Demographic/achievement data

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Implementation of AIG policy and practices is directly tied to financial and budgetary decisions. AIG funds (State 34) are to be used in accordance with the state's guidelines in order for these monies to support the goals of the AIG program.

Goals: To ensure all AIG funds are spent on AIG program goals

Description: In TCS, state AIG funds (034) are used for salaries of AIG -licensed personnel, materials and resources for teachers and students in the AIG program, and PD contractual services. The Director of Finance, the Executive Director of C & I, and the AIG Coordinator collaboratively oversee the use of State 34 monies.

Planned Sources of Evidence: Purchase orders

Budget statements
Licensed teacher salaries
PD Contracts

Other Comments: Funding is needed to provide AIG licensure for more teachers.

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG student achievement and growth data, as well as dropout data, is imperative to establishing an effective AIG program and meeting the needs of the gifted population.

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

Description: AIG achievement and growth data is analyzed and shared with teachers and administrators in the district. Individual student needs are addressed and a collaborative effort is made to match needs to services. The Dropout Prevention Coordinator alerts AIG personnel so that intervention strategies may be put in place.

Planned Sources of Evidence: Dropout data
Annual Review documents
EVAAS
EOG/EOC data

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Careful monitoring of under-represented populations must be addressed in AIG programming to ensure cultivation of potential.

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

Description: AIG personnel analyze data of students from under-represented populations in order to better address specific needs in services that lead to more effective programming. Teachers, counselors, and the AIG Coordinator all collaborate to define strategies that aid in uncovering potential in these special populations. Monitoring of our PUPS group where such strategies are

employed will be on-going.

Planned Sources of Evidence: AIG headcount
Teacher Recommendation
PUPS logs

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Teachers who are trained in gifted education have expertise in meeting needs of AIG students. Data regarding credentials of personnel serving AIG students is not currently maintained at the district level.

Goals: To communicate with Human Resources and principals to establish a documentation system regarding AIG-licensed staff.

Description: AIG guidelines request building administrators to place gifted students in classrooms with teachers who are AIG licensed or at minimum have met the LEA's local PD requirements. The AIG Coordinator will meet with human resources to secure a list of AIG-licensed personnel and relay this information to building administrators.

Planned Sources of Evidence: List of AIG licensed teachers
AIG classroom rosters

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: An AIG Advisory Board, comprised of school personnel, board of education members, students, and community members, is needed to advocate and positively impact the education of gifted students.

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

Description: Our local AIG Advisory Board is representative of our demographics and strongly

advocates for our gifted population. This board reviews and assists in refining the AIG plan through discussion of strengths and needs of the program. The Advisory Board meets yearly, but called meetings occur when necessary.

Planned Sources of Evidence: Minutes/ agendas of AIG Advisory Board meetings

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Stakeholder feedback is an integral part of AIG program development. Students, parents, teachers, and administrators need opportunities to provide feedback on the overall effectiveness of the AIG program.

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

Description: Parents, students, teachers, and administrators are asked annually to complete on-line surveys regarding the quality and effectiveness of the AIG program. Paper copies and translated versions are given upon request. Opportunities to share are given at parent meetings, Advisory Board meetings, and monthly meeting with the AIG personnel. The AIG Coordinator is available to speak with any student, parent, teacher, or administrator about AIG programming.

Planned Sources of Evidence: Annual AIG Survey/data
Advisory Board agendas
Log of meetings with teachers and parents
Parent contacts

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: A clear process for reviewing and revising the local AIG plan needs to be established. Data from multiple sources are necessary to guide plan improvement.

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

Description: In TCS, the AIG plan is reviewed annually by the leadership team. Members of the

team include the AIG Coordinator, the Executive Director of C & I, administrators, teachers, counselors, and parents. Based on test data, demographic information, survey findings, and self-assessment, the team may recommend changes to the plan.

Planned Sources of Evidence: Survey results

Leadership Team roster/agenda

Advisory Board comment on self-assessment

DPI's comments on AIG plan

Test data

Demographic data

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: Stakeholders' understanding of AIG programming and awareness of program evaluation is more likely to promote advocacy for AIG students.

Goals: To disseminate AIG program evaluation to the public

Description: The AIG Coordinator annually reviews all aspects of the AIG program with the Executive Director of C & I, the Advisory Board, and school personnel. The AIG Coordinator will research options for providing evaluation results to the public.

Planned Sources of Evidence: End of Year AIG program evaluation results

Meeting notes

Other Comments: Share annual report in parent newsletters and on website

Practice K

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The rights of all AIG students are protected through policies, procedures, and practices. LEAs must develop plans to protect these rights.

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

Description: TCS has procedures and practices in place within the AIG plan to protect the rights of AIG students. Should parents have disagreements regarding screening, identification, or service options, an appeals process is also clearly defined. Due Process rights are posted on the AIG

webpage and shared in brochures. These will be provided in a student's native language upon request.

TCS Appeals Process is as follows:

Process to Resolve Disagreements:
AIG Nomination, Identification, or Service Options
Thomasville City Schools

Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (per Article 9B, NC General Statutes 115C-150.5).

In the event the parents/guardians disagree with the School Site decision regarding nomination, identification, or service options, they may appeal the decision by following these steps:

Step 1: Appeal to AIG School-Based Committee

- Request in writing to meet with AIG School-Based Committee, stating the area of concern. Within 10 days of receipt of the written request, the school team will schedule the parent conference.
- The school team will revisit the site decision, including all pertinent information, and determine if additional data/documentation is needed.
- The school team will report the decision in writing to the parents.

- If not resolved at the school site, parents may appeal by following Step 2.

Step 2: Appeal to District AIG Team

- Request in writing within 10 days after School-Based Conference to confer with AIG District Coordinator and Executive Director of Curriculum and Instruction.
- District AIG Team will review data and confer with parents. Decision will be reported in writing to the parents within 10 days of the conference.

- If not resolved at the AIG District Level, parents may appeal by following Step 3.

Step 3: Appeal to Superintendent/Administrative Level

- Request in writing within 10 days after District AIG Team conference to appeal the decision.
- Superintendent will review the information presented and report a decision to parents in writing within 10 days.

- If not resolved at the Administrative Level, parents may appeal by following Step 4.

Step 4: Appeal to Local Board of Education

- Within 10 days after Administrative report, parent may appeal the superintendent's decision to the Board of Education.
- The Board of Education will review the information and provide a written decision to the parent within 10 days.

- If not resolved at the Board of Education, parents may appeal to the State following Step 5.

Step 5: Appeal to the State

- Parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the hearing will be limited to: a) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, and b) whether the local system implemented its AIG plan appropriately for the student.
- Following the hearing, the administrative law judge will make a decision based on the finding of fact and conclusions of law. 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: The AIG Plan

Appeals Process

Due Process Brochure

Website

Other Comments:

Glossary (optional):

Appendix (optional):

AIG Plan Signature Page 2013-2014.pdf (*Local Board Approval Document*)