

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

Approved by local Board of Education on: 22-JUL-13

LEA Superintendent's Name: Dr. Renee Franklin

LEA AIG Contact Name: Kelly Pointer

Submitted to NC Department of Public Instruction on: AUGUST 01, 2013, 10:33:16

Revision Submitted to NC Department of Public Instruction on: AUGUST 01, 2013, 10:33:16

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

Caswell County Schools Vision for local AIG program: The vision statement of Caswell County Schools AIG Program is based on the state's definition of gifted education. The Caswell County Board of Education, school leadership, parents, students, and community strive to create a learning environment committed to providing an education that develops maximum potential in all students. Caswell County Schools provides opportunities to improve student performance and achievement through appropriate instructional services. The learning needs of students who exhibit gifted behaviors are different from other students of their age, experience, or environment. Students exhibiting exceptional abilities exist in all cultural and socioeconomic groups. We believe that giftedness develops through diverse, appropriate, and ongoing learning experiences and environments that incorporate the academic, psychological, and social needs of students through an array of service options that teach, challenge, and expand their knowledge, while emphasizing the development of independent and self-directed learners. In addition, gifted children exist in all ethnic, geographic, and socioeconomic groups. It is our belief that ongoing staff development in the Gifted Education Program ensures that service options are delivered by qualified personnel and that collaboration among teachers, parents, administrators, and community members can best determine the most effective services for our students. Caswell County Schools will continue to identify and nurture abilities in order that all students are prepared for our global society.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$138085.00	\$0.00	\$0.00	\$0.00

Table of Contents

Standard 1: Student Identification	4
Standard 2: Differentiated Curriculum and Instruction	8
Standard 3: Personnel and Professional Development	13
Standard 4: Comprehensive Programming within a Total School Community	17
Standard 5: Partnerships	23
Standard 6: Program Accountability	26

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: The feedback received from the AIG Steering Committee and from district-wide online surveys from parents, students and school-based personnel in general indicated that screening, referral, and identification procedures are now equitable across the district.

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

Description: The county level AIG Steering Committee will continue to reflect a more balanced representation of stakeholders. This will allow for more input from the middle and high school representatives concerning needs in the identification process and how to provide quality feedback to the community-at-large. The committee will meet at least four times a year to address concerns, goals, and plan for professional development sessions. All teachers will participate in an annual review of the AIG plan including procedures for screening, nomination, identification, and placement. Brochures will be available at all school sites (English and Spanish) giving a brief explanation of the AIG program.

Planned Sources of Evidence: AIG Steering Committee meetings and committee member attendance will be documented and available for review by all stakeholders. Practice A goals for each school will be set and monitored to ensure that clear, comprehensive and equitable screening, referral and identification processes for all grade levels are in place and are shared with school personnel, parents/families, students, and the community at large.

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: All district 3rd grade students are administered the same standardized AIG identification measure that is used as an initial screening for potential AIG students in the district.

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

Description: All third grade students in Caswell County participate in CoGat testing. CoGat score must be 120 or above in order to be considered for placement. EOG/EOC results are also collected at the end of each testing grade. EOG/EOC scores must be 90% or above. If additional information is needed the TONI Aptitude Test can be administered.

Planned Sources of Evidence: Documentation of the number of students participating in the AIG identification process.

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: Caswell County has a low-representation of minorities in the AIG program. Stakeholder feedback indicates that the same standardized traditional measure has been used for years to identify third grade students who may qualify for AIG services. There have been no non-traditional standardized measures investigated or piloted to supplement the identification processes used in the district and there is a perception, at least, that the current screening process does not address the needs of underrepresented populations and may be a contributing factor in the persistent underrepresentation of minorities receiving AIG program services.

Goals: Identify non-traditional and additional traditional standardized measures that are based on current theory and research to use in the identification of AIG students. Use the findings to create a systematic approach of identifying students that employs both traditional and non-traditional standardized identification tools that can be administered in a consistently applied county-wide process.

Description: The AIG Director and Needs Determination Team from elementary, middle and high school representation will work to identify the bank of measures to use to create a pilot plan for a systematic AIG identification process for the district. Once the new approach is defined, the district can pilot it in selected schools to fine-tune the process and to gauge the impact on underrepresented minority populations. If data is positive, this can be followed by district wide implementation.

Planned Sources of Evidence: Once the traditional and non-traditional AIG identification tools to be used are determined, the district can pilot the new process in selected schools to fine tune the process and to gauge the impact on AIG identification of underrepresented minority populations. Depending on the results, this can be followed by changes/improvements aimed at the eventual goal of the district-wide implementation of a set of traditional and non-traditional identification tools to use as part of the AIG identification process.

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: Consistent efforts have been noted by all stakeholders in regards to screening, referral and identification processes within the LEA.

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

Description: The AIG Steering Committee will continue to explore different traditional and non-traditional measures. Schools will continue to implement the new identification process and monitor success and failures.

Planned Sources of Evidence: The LEA data manager will monitor and record changes in AIG identification of the traditionally under-represented populations.

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: Processes for handling AIG transfers from other districts has shown consistent improvement across all grade levels.

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

Description: The local AIG Steering Committee and Needs Determination Chairpersons will continue to train on the district's AIG referral and identification process. The Needs Determination Chairperson at each school will be responsible for implementing the training to all teachers.

Planned Sources of Evidence: Attendance records from each school documenting participation of all teachers in the AIG training sessions. These records will be collected each year.

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: All AIG documents and forms related to the identification process and services options are reviewed annually with parents.

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

Description: DEP reviews will be administered by the NDT chair to ensure that parents are sufficiently informed about their child's services in regards to placement, reassessment, transfers and rights. The current system for transferring documents is well established and will continue to be implemented during the 2013-2016 plan period. A review of the transfer procedure will be reviewed annually with all stakeholders. The transfer form will be signed by all stakeholders to ensure that the documents are safely transferred from one LEA to another or from one school within the same district to another.

Planned Sources of Evidence: Documented transfer of completed files from one school to the other and from other LEAs, by the school's Needs Determination Chairperson, will ensure that the rights of the AIG student and their parents/families are protected. DEP documentation.

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: AIG teachers plan and create course syllabuses aligned with the Common Core and Essential Standards but which are customized to their learners' needs.

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

Description: Teachers will continue to meet weekly during planning meetings to ensure that weekly plans and thematic units are challenging, relevant and rigorous for the gifted learner. Teachers will use a variety of strategies to meet the needs of the AIG student in correlation with the Common Core and Essential Standards. Examples are as follows: Flexible Grouping, Cluster Grouping, Consultative Services, Cross Grade Level Instruction, Tiered Assignments, Reading Incentive Programs, Learning Centers, Computer-Based Instruction, Integrated Units, Curriculum Compacting, Independent Contracts, Differentiated Instructional Units and Cooperative Learning.

Planned Sources of Evidence: Documentation of lesson plans and minutes from weekly planning meetings.

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: Diverse instructional practices are employed as a routine part of AIG Instruction.

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

Description: Acceleration examples implemented in grades K-5: Cross grade level instruction/Subject Acceleration which allows students to test out of a specific subject or skill level based on assessments. Grades 6-8: Students receive cross grade level instruction and can participate in Socratic Seminars. Grades 9-12: Students are enrolled in Honors and Advanced Placement Courses and Dual Enrollment opportunities are provided.

Planned Sources of Evidence: The local AIG Steering Committee will monitor the number of students enrolling in and successfully completing higher level content area classes in the middle and high school level.

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: Advances in technology have made it much easier to connect a variety of supplemental resources to enrich instruction.

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

Description: There is a confidence district wide that teachers effectively deliver a variety of instructional practices that meet the various learning needs of all students. Examples of best practices implemented county wide are: Tiered Assignments, Cooperative Groups, Thematic Units, Computer Based Instruction, Curriculum Compacting, Socratic Seminar, and Inquiry Based Projects.

Planned Sources of Evidence: Teachers will continue to share effective instructional practices during grade level planning meetings and during Professional Learning Communities. Lesson plans and grade level meeting minutes will document the number of projects completed during the school year. The number of enrichment activities (Saturday School, field trips, and project fairs) will also be monitored.

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: 21st century skills are consistently evident in every teacher's classroom throughout the district. The new teacher evaluation tool has been credited for the improvement in this area.

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

Description: Technology resources vary by schools but the district goal is to continue providing electronic continuous formative assessment in content areas in grades 9-12. ClassScape is now available to students in grades 3-8.

Planned Sources of Evidence: Electronic formative assessment data (ClassScape).

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: On-going formative assessment is a district expectation to be used to inform instruction and maintain challenge and rigor for all the district learners.

Goals: Increased use of formative assessments, district wide, will be evidence of a well-maintained practice. This data can be collected on pencil-and-paper and electronic common formative assessments.

Description: Elementary and middle AIG programming employs ongoing enrichment activities to differentiate instruction with needs identified through qualitative data gathered by teacher observation and through quantitative data gathered via electronic based formative assessment systems available for the core subjects of reading, math, and science for grades 3-8.

Planned Sources of Evidence: While marked as "mostly evident", this practice needs to be included as a priority to ensure consistent application in all school sites.

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Based on the survey results, there was a strong belief that there were effective curricular and instructional practices already in place which supported the social and emotional needs of AIG students.

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

Description: The elementary AIG program employs ongoing enrichment activities to differentiate

instruction with needs gathered by teacher observations and parent and student feedback.

Planned Sources of Evidence: Increased use of formative assessments especially in the 3-8 grade levels through electronic based formative assessment systems (ClassScape). Formative assessment data will be collected electronically and with traditional paper-and-pencil methods.

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: This practice was identified as a priority need among stakeholder groups in terms of investigating the possibility of cost/capacity issues of enhancing a systematic nurturing program in district elementary schools. Feedback from stakeholders state that there are too few teachers and funding to meet the needs of a successful nurturing program.

Goals: Offer courses, more frequently, for teachers to gain local AIG certification. The local AIG Steering Committee will work to identify best practices currently present in nurturing programs used in neighboring systems. Re-evaluate current practices being implemented district wide and focus on instilling nurturing programs in an intentional plan that can become "part of the work" rather than an additional piece of programming with the inherent additional costs.

Description: The AIG core team will collaborate to guide, plan and implement best practices to ensure the enhancement of the nurturing programs district wide.

Planned Sources of Evidence: Collect data on number of teachers completing local AIG certification requirements.

Collect data on the number of courses offered during the school year.

Monitor and record the number of students participating in the nurturing program district wide.

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: This practice was identified as "mostly evident" by the majority of the stakeholders. It was agreed that the practice should still be a focus of the district to ensure that differentiated instruction is indeed being provided in ALL classrooms so that the AIG student population can attain continuous

growth in proficiency instead of the flat line of high achievement that has been evidenced in the past. Stakeholders commented that differentiated instruction training has been conducted over and over throughout the past five years and still shows up as the number one professional development request made by teachers and their principals; yet, after all the training, differentiated instruction is not consistently implemented in all classrooms district wide.

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

Description: Professional development must include instruction on and exposure to snapshot data collection instrument based on the salient features of differentiated instruction so that random classroom walkthroughs can be used as an expected part of the process that would produce fidelity checks. This is a critical piece of the work in light of the many trainings on differentiation that have already been provided but apparently not executed with fidelity in actual classroom instruction.

Planned Sources of Evidence: Classroom walkthrough data can be collected and directly linked to fidelity of implementation of differentiated instructional strategies in both regular education and AIG classrooms.

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: Stakeholders agree that DEPs are developed and monitored appropriately district wide.

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

Description: Teachers will continue to collaborate through professional learning communities at individual schools and at the district level. Focus will be on providing quality differentiated instruction to all students. Teachers will plan and model differentiated instruction throughout the 3 year AIG plan period.

Planned Sources of Evidence: Attendance records from professional development sessions. PLC minutes at the school and district level.

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: Stakeholders identified this practice as minimally evident due to the fact that the current AIG Director is not an AIG-licensed educator; however, the majority of the members on the steering committee are AIG certified teachers. Also, all Needs Determination Committees, at the school level, are led by AIG certified teachers.

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

Description: Each individual school based Needs Determination Committee and the Local AIG Steering Committee consist of both state and local certified AIG teachers. All members work together to ensure that the local AIG plan is implemented and monitored effectively. The AIG Steering Committee plans for on-going quality professional development opportunities for AIG certified teachers, regular ed. teachers and counselors.

Planned Sources of Evidence: Needs Determination Committee meeting minutes. Percentage of AIG certified teachers employed annually. Percentage of regular ed. teachers obtaining AIG certification.

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: Based on survey results, the majority of the stakeholders believe the AIG specialists are actively engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of the gifted learners. It was suggested that more consistency is needed at the middle and high school level.

Goals: Continue to incorporate enrichment activities district wide. Summer, Saturday and after-school enrichment activities will be scheduled throughout the school year at the elementary, middle and high school level. Advertise events through newsletters and the Caswell County School's

website.

Description: After-school, Saturday, and Summer School enrichment programs will be maintained during the 2013-2016 plan period. The Needs Determination Chair and the school guidance counselors will work together to plan activities that will meet the social and emotional needs of AIG students.

Planned Sources of Evidence: Student attendance records of after school, Summer, and Saturday enrichment activities. Lesson plans for after school, summer and Saturday enrichment activities.

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: All stakeholders agree that professional opportunities have improved in the area of AIG.

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

Description: Continue to provide professional development sessions focusing on meeting the socio-emotional needs of the AIG student. Continue to offer AIG courses that meet local certification requirements.

Planned Sources of Evidence: Attendance records on all professional development sessions documenting teacher participation. Follow up and survey results on the effectiveness of the professional development sessions and the impact they have had on the socio-emotional needs of the AIG student.

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Stakeholders have indicated that the district has no requirement to determine which teachers hold current AIG licenses. The process in the past only suggests that students be placed with teachers who have AIG certification. Furthermore, there is no plan in place of what should be done if a teacher with AIG certification is not available.

Goals: Create and use a list of AIG certified teachers when scheduling AIG cluster classes for gifted students. Investigate whether this district's partial graduate school tuition reimbursement might be allowed to be used to support teachers to acquire courses needed for add-on AIG licenses.

Description: The AIG Director and Steering Committee will collaborate with the Human Resource Department to create a definitive list of teachers who hold current AIG licensure with the intent to share with administrators the best practice of using this AIG expertise in their buildings when scheduling AIG cluster classes for gifted students.

Planned Sources of Evidence: Completion of the master list of current AIG license holders. Collect data on the number of cluster classes/regular ed classes that serve AIG students being conducted by teachers who hold AIG licenses including those not employed as the "AIG" teachers.

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: Teachers, parents and administrators were confident that professional development sessions provided by the county were aligned with AIG program goals and other district initiatives.

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

Description: The local AIG Steering Committee will continue to align AIG goals with district wide initiatives as approved by the local school board.

Planned Sources of Evidence: Professional Development Plan for the 2013-2016 period will incorporate with other district initiatives.

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: Teacher and Administrator feedback identified a better understanding of the new teacher evaluation tool due to intensive training and implementation over the past three years.

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

Description: Continue to develop a professional development plan incorporating district initiatives,

AIG goals and the state teaching standards.

Planned Sources of Evidence: Professional Development Plans

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: Teachers strongly felt that there was more time for collaboration with fellow AIG certified teachers to plan, implement and refine applications of their professional development learning.

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

Description: Teachers will continue to meet at least once a month to discuss professional development opportunities and discuss implementation in the classrooms. A needs assessment will be discussed and implemented for the next school year.

Planned Sources of Evidence: District calendar documenting scheduled PLC meetings for the collaboration of AIG certified and regular ed. teachers. Minutes from PLC meetings.

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Stakeholders identified this as a focused practice that is "mostly evident" due to the focus on professional development implemented during the past three years with Common Core training and Differentiated Instruction. There has been noted improvements district wide.

Goals: Continue to plan district wide professional development that targets instructional support of the social and emotional needs specific to AIG learners.

Description: Provide online webinars for teachers, counselors and administrators who are unable to attend traditional professional development sessions.

Planned Sources of Evidence: District wide calendar documenting scheduled professional development. Rosters from professional development sessions. Documentation from classroom walkthroughs.

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: This practice is generally only addressed during the state mandated AIG program reviews such as this one. Stakeholders addressed the need for more frequent reviews of the district AIG plan. This will ensure continuous improvement of program services.

Goals: Frequent review of the AIG program will be implemented county-wide. All stakeholders will be able to contribute feedback on the successes and failures of the current AIG plan.

Description: An annual survey will be completed online to provide feedback to the local AIG Steering Committee. The results will help guide planning for future professional development opportunities, enrichment activities and program services.

Planned Sources of Evidence: Copies of AIG Steering Committee meeting minutes and rosters. Survey results.

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: This practice was categorized "mostly evident" because teachers, counselors and principals felt that the goals (Standard 3, Focused Practices C and E) from the previous 2010-2013 plan had a positive impact on the delivery of AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice. Continued professional development is recommended to further enhance teacher quality.

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

Description: Include AIG professional development opportunities in the district professional development plan for the district.

Planned Sources of Evidence: District Professional Development Plan. Rosters from professional development sessions.

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: Teachers, administrators and counselors agreed that they felt well informed about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

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

Description: The 2013-2016 AIG plan will be provided to each teacher and a review of the plan will be completed at the beginning of the school year under the direction of the Needs Determination Committee Chairperson. The AIG plan will be posted on the Caswell County School's website for easy access to all stakeholders.

Planned Sources of Evidence: Caswell County School's website. 2013-2016 AIG notebook.

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: Communication between former and future teachers of AIG students has improved due to PLCs and district level Common Core professional development.

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

Description: Continue to update the transfer documentation tool. The Needs Determination Chairperson will check to make sure that documentation is completed successfully and "special needs" will be communicated to the AIG student's "new teacher."

Planned Sources of Evidence: Transfer documents at each school will be collected by the Needs Determination Chairperson at each school. This information will be used to complete the annual AIG headcount.

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: Based on survey results, all stakeholders felt confident that there was strong 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 district wide.

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

Description: Continue to hold open houses at each school throughout the school year where all programs and services can be showcased to parents and other stakeholders. Post activities, programs and accomplishments on each school's webpage monthly to ensure that all stakeholders are consistently informed. Continue using the school's monthly newsletter to inform parents of upcoming school events.

Planned Sources of Evidence: Posted events on the county website. Monthly newsletters from each school.

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: Parent survey results indicated that counselors and teachers have collaborated with them effectively to ensure that the social and emotional needs of the AIG student have been addressed.

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

Description: Enrichment programs will continue to be implemented throughout the school year and during the summer months. Parent participation will continue to be encouraged at all events. The enrichment programs are designed based on student and parent feedback concerning areas of interest. Field trips and special interest clubs will continue to be centered around the social and emotional needs of the AIG student.

Planned Sources of Evidence: Calendar of events printed in each school's newsletter and also posted on the Caswell County School's website.

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: Stakeholders ranked this focused practice as "mostly evident" due to the advancement made in the 2010-2013 plan in regards to initial AIG identification practices.

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

Description: A process for accelerative instructional and placement options will evolve from the continued implementation of more consistent and defined methods of screening, referring and identifying gifted students.

Planned Sources of Evidence: Data collected on the rate of identification and referral of students to

receive AIG services.
Minutes from district level core team meetings.
Annual survey data.

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: Stakeholders agreed that Caswell County has improved communication between parents and the school system.

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

Description: Continue to publish a district AIG newsletter every nine weeks in Spanish and English. Counselors and Needs Determination Chairpersons will add AIG news and upcoming events to the district wide AIG newsletter. The newsletter will provide information about system-wide identification efforts. The newsletter will be published on the county website. The local AIG Steering Committee will update the AIG brochure which is available in all schools. The brochure will include written, accurate information about the AIG program for all stakeholders. Also included will be a definition of the identification process and placement of academically gifted students and will outline goals for the AIG program.

Planned Sources of Evidence: Recorded number of distributed brochures and newsletters. Attendance records of parental involvement at open houses, orientations and special events throughout the school year.

Other Comments:

Practice J

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: This practice was particularly singled out as "needs improvement" by parents from the middle and high school level. The programs that had historically been in place, such as Battle of the Books, Spelling Bee, and Beta Club had been determined to be not challenging enough for the students involved and participation dropped considerably.

Goals: To identify and implement rigorous extra-curricular programming opportunities to challenge

district AIG students. The activities will be offered throughout the school year which include summer and Saturday sessions. The district calendar will post enrichment activities so that parents can plan and participate when interested. Enrichment activities and special programs will be posted in the local newspaper.

Description: Students in elementary, middle and high school will complete a questionnaire that will provide feedback to the local AIG Steering Committee on what enrichment activities will address the interests of all the students in the district. Enrichment activities will be planned and implemented by the local AIG Steering Committee along with the Needs Determination Committee at each school setting. Activities will be provided in all areas not just in the typical areas such as science, spelling and reading. Writing, History, Geography, Theater, Political Science, and Humanities are just a few examples. Parents will also be invited to participate in the activities with their child when appropriate.

Planned Sources of Evidence: District calendar posting enrichment activities. Attendance records of parents and students who participated in enrichment activities. Newspaper articles featuring enrichment activities and participants.

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: Stakeholders expressed that communication between parents, schools and the community should be a "maintained practice" since overall communication is a strength district wide. Improvements were noted in regards to informing parents of upcoming activities and enrichment opportunities at the middle and high school level.

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

Description: Newsletters, websites, brochures and the local paper will be used to inform parents of services and activities available to all students. The high school will also use the marquee at the front of the school to post AIG activities and enrichment programs.

Planned Sources of Evidence: Increased attendance of high school aged students at enrichment activities and special curricular events.

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: This practice was identified as a "maintained practice" by all stakeholders. Continued efforts will be maintained to keep all stakeholders informed of the local AIG program, plan, and other policies related to gifted education.

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

Description: Continue to provide information about the AIG program, plan and policies in brochures, student/parent handbooks, and on the Caswell County website. Detailed information will be shared at each school's open house events.

Planned Sources of Evidence: Brochures and newsletters. Student/parent handbooks.

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 Focused Practice for 2013-2016.

Rationale: The local AIG Steering Committee is already in place and representation of all stakeholders is established. There is a need for more consistent meetings throughout the school year.

Goals: Meetings need to be planned and recorded on the district calendar. Meetings should be held at least twice a semester to better monitor the local AIG program.

Description: The local AIG Steering Committee will meet in August and schedule meetings for the coming school year. The meetings will be posted on the district calendar and also posted in the local paper. Email reminders will be sent to all committee members at least a week before scheduled meetings.

Planned Sources of Evidence: Attendance records and minutes from the local AIG Steering Committee 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: Overall there was positive feedback concerning the district's attempt to inform parents/families and the community of opportunities available to AIG students. Materials are available in English and Spanish.

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

Description: Newsletters, website publications, handbooks and brochures will be printed and available to parents in English and Spanish. Spanish speaking staff members will also be used during open house and enrichment programs to help translate information about the AIG program and services, as needed.

Planned Sources of Evidence: Website publications in English and Spanish. All materials about AIG services and enrichment programs printed in English and 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: An AIG Steering Committee is currently in place with most stakeholders represented. There is the need for more representation from institutions of higher education and local businesses.

Goals: Meetings need to be planned a year in advance and recorded on the district calendar to allow for stakeholders attendance. Identify contacts from local businesses and institutions of higher education. During Open House events, invite Duke TIPS and representatives of other key outside academic opportunities to present to the parents concerning the services they can provide to the students of Caswell County.

Description: Open Houses will be designed and scheduled to include all instructional services. The AIG Director and Steering Committee will involve local community leaders in designing a program of internships and mentoring opportunities targeting AIG learners but open to all interested students in the district.

Planned Sources of Evidence: Open House agendas and rosters.

Number of visits from outside speakers such as Duke TIPS.

Creation of local AIG internship/mentorship opportunities offered by local community leaders and the number of students who participate in the planned opportunities.

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: Stakeholders are in agreement that the district has done a good job of developing an AIG plan in accordance with state legislation and policy, which has been approved by the local school board and submitted to the SBE/DPI for review and comment.

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

Description: All stakeholders participate in a survey about the AIG program and the feedback is used to make adjustments and add services based on the survey data. The local AIG Steering Committee meets during the school year to monitor the AIG program and address issues as they arise.

Planned Sources of Evidence: Minutes from the local AIG Steering Committee. 2013-2016 AIG Plan approved by the local board and the SBE/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 Focused Practice for 2013-2016.

Rationale: Stakeholder feedback stated that although there is a AIG Steering Committee in place and stakeholders are represented, meetings are irregular and attendance numbers are low.

Goals: The AIG Steering Committee will meet twice a semester, each year during the three year cycle. The committee will monitor and address AIG issues. School level committee meetings will take place more consistently with all stakeholders in attendance. Scheduled meetings should be established and maintained throughout the year.

Description: Meetings will be added to the district calendar. AIG Steering Committee meetings will be scheduled at a minimum of twice a semester but with the option to meet as often as needed.

Planned Sources of Evidence: Attendance rosters from all AIG Steering Committee meetings.
District Calendar

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The finance department for the district effectively maintains this practice and ensures the state funds allotted for the local AIG program are used according to state policy.

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

Description: The majority of AIG funds are used for professional development, salaries, and special programs/activities. The finance department will continue to monitor the use of AIG funds.

Planned Sources of Evidence: Budget reports provided by the finance department.

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: Stakeholders agreed that the district does a good job of maintaining, analyzing and sharing student performance growth and annual drop-out data for AIG students.

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

Description: The testing coordinator will continue to work closely with the Needs Determination Committee at each school to maintain, analyze and share student performance growth. Documentation will be provided to parents for easy review and teachers will go over the results with the parents during parent-teacher conferences. Data will also be provided on each school's website regarding EOG and EOC scores by subgroups. Drop out data will also be posted by subgroups.

Planned Sources of Evidence: Attendance records from parent-teacher conferences. Website data sorted by subgroups.

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is data that is regularly collected but seldom, if ever publicized, and is basically unknown to all stakeholders, including teachers and parents.

Goals: The testing coordinator will provide data of AIG identification and referral statistics on the county website. The data will be sorted by federal AYP subgroups.

Description: Before the data is posted on the county website, the local AIG Steering Committee will meet with the testing coordinator to interpret the data. This will ensure that members will be able to successfully answer questions that might arise from stakeholders once the data is viewed on the county website.

Planned Sources of Evidence: Adding data by AYP subgroups onto the Caswell County website. Successfully upgrading the AIG website on which to post AIG statistics and other data of interest to stakeholders.

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Stakeholders agreed that the district maintains current data regarding the credentials of personnel serving AIG students.

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

Description: The Human Resources office for the district maintains current data regarding AIG licensure. This information is provided to all administrators and is updated every year.

Planned Sources of Evidence: Database of all teachers with AIG certification (state or local certification).

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: The AIG Steering Committee is in place with all stakeholders represented. Meetings need be more consistent with better attendance.

Goals: Conduct meetings at a minimum of four times a year with the option to meet as needs arise. Post meeting dates on the district calendar before the school year begins. Increase parent representation at the high school level.

Description: The local AIG Steering Committee Chairperson will post meeting dates on the district calendar. The Needs Determination Committee Chairperson at the high school will work with the school counselors to identify parents willing to serve on the local AIG Steering Committee. The chairperson will make contact with these parents and invite them to attend the AIG Steering Committee meetings. Advance notice will be provided so that parents can make the necessary arrangements to attend.

Planned Sources of Evidence: District Calendar. Attendance records and minutes from the local AIG Steering Committee meetings.

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Stakeholders agreed that there are opportunities for feedback regarding the quality and effectiveness of the local AIG program across the district. Improvements have been seen especially in the middle and high school setting.

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

Description: The local AIG Steering Committee will complete an online survey addressing the "focused practices" identified in the 2013-2016 plan. Notification of the survey will be printed in the AIG newsletter, school newsletters, school websites, county website and local paper. Results will be shared in the AIG newsletter, local paper and county website for easy access to all stakeholders in the district.

Planned Sources of Evidence: Online survey results.
Website 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: This practice was assessed as having been done previously and as being conducted now to prepare for this plan's submission and for future plan implementation.

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

Description: Frequent AIG steering committee meetings will produce multiple sources of data which will benefit the AIG program.

Planned Sources of Evidence: The AIG Steering Committee meeting minutes.

Data analysis of all stakeholder input.

The successful completion, district Board of Education approval and submission to the State of the 2013-2016 district AIG plan.

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: During this three year AIG plan process, the self-assessment data was made available to stakeholders serving on the AIG Steering Committee. The survey data was also gathered electronically via online surveys posted on the district website. In the past, data was shared with the targeted stakeholder group already vested in the planning process.

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

Description: Post survey and assessment results on district website, AIG newsletter publications, local newspaper.

Planned Sources of Evidence: District Website

Newsletters

Newspaper Articles

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: All stakeholders expressed the importance of protecting the rights of all AIG students through policies, procedures, and practices. Overall, the district effectively addresses this practice.

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

Description: Processes are in place and monitored by the Needs Determination Chairperson, at each school, to ensure that all student information is kept confidential.

Planned Sources of Evidence: There is a district wide plan for transferring student files. Documentation is in place to ensure that the process is done correctly throughout the county.

Other Comments:

Glossary (optional):

Appendix (optional):

Approval.pdf (*Local Board Approval Document*)

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