

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

**Approved by local Board of Education on:** 13-MAY-13

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Chatham 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, Chatham County Schools local AIG plan is as follows:***

**Chatham County Schools Vision for local AIG program:** Chatham County Schools Mission Statement

The mission of Chatham County School is to graduate globally competitive, well-rounded students by providing a rigorous and relevant curriculum in an effective, safe, and nurturing learning environment.

AIG Program Mission Statement

The mission of the CCS's AIG Program is to assist the CCS mission by providing opportunities for complex studies, attending to the social and emotional needs of AIG students, nurture for growth potential, support of classroom teachers and administrators, and advocating for effective programming for all students especially our gifted students.

AIG Vision Statement

Nurture, Support, Advocate

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$372199.00</b>	<b>\$256079.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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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:** Chatham County Schools (CCS) seeks to develop better communication with all stakeholders to provide them with specific information regarding this Practice.

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

**Description:** Dissemination of information:

- CCS AIG Plan and the NC State Standards are posted on the AIG webpage embedded in the Chatham County Schools website. A briefer form of the AIG Plan is available at that site. The AIG Parent Handbook, brochures, and other information can be found there.
- Copies of the AIG Plan and brochures (in English and Spanish) are available in all schools, at the county office, and online. Additional handbooks are available upon request for other parties.
- The AIG Parent Handbook is provided to parents/guardians of gifted students upon identification. Should the handbook be revised, all parents/guardians will receive the updated version. (Spanish/English)
- All forms, letters, and parent materials are available in both English and Spanish, in hard copy and online.
- Yearly the AIG specialist for each school presents information to the school community about the program during a school-wide staff meeting.
- Each AIG specialist will maintain a web page that is linked to his/her school's website and to the county AIG site.
- A county and school AIG newsletter is distributed jointly on a quarterly basis.
- AIG specialists, the Executive Director of Exceptional Children and AIG, the district AIG lead specialist (or equivalent), and other school district personnel are always willing to speak with and to answer questions from all stakeholders.

**Planned Sources of Evidence:** • AIG Plan and other materials as listed above on school district's website and in hard copy at the county office and schools

- Agendas from school staff meetings
- Letters to parents, newsletters, forms
- AIG specialists' web pages and county AIG site
- Translations

**Other Comments:** According to a community survey during fall of 2012, 72.3% of respondents indicated that they understood the criteria used to identify AIG students in the district. Slightly more knew that multiple criteria are used and that no single criteria prevents placement in the program. Further, 85.5% understood that a team makes placement decisions. These percentages reflect increases, and we are pleased with this trend.

### **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:** It is critical to discover and document diverse students' gifts. CCS employs a wide variety of assessments, data, and documents that can point to characteristics of giftedness in all stages of development. CCS uses a variety of measures and criteria to identify and nurture the potential to achieve in students. Standardized evaluation instruments must be equitable with respect to issues such as ethnicity and socioeconomic status. Instruments grounded in current theories of giftedness recognize broader indicators of exceptional abilities leading to a more diverse population of AIG-identified students. Chatham County Schools makes available different standardized measures to use as appropriate with its students.

**Goals:** CCS will devise a more consistent process for identifying students across our schools.

**Description:** Referral to the Program:

Note: Multiple indicators of giftedness are considered. The lack of one criterion cannot prevent a student from receiving gifted education services.

A teacher, parent/guardian, or person having academic knowledge of the student may refer any student in grades kindergarten through twelve for evaluation. Students may also self-nominate. Parental requests for evaluation will be completed by a specialist. Students in kindergarten through second grade should be referred for evaluation for gifted services only if there is a clear need for instruction that is consistently two or more grade levels above the current grade or requested admission grade.

All third graders are screened for gifted education services each spring using a system-wide assessment. Currently the Cognitive Abilities Test is used. Annually AIG specialists in each school analyze the results from the North Carolina End of Grade Tests (or comparable achievement test as specified by Chatham County Schools) in reading and/or mathematics to target students who may qualify for gifted education services. Likely, the use of the Naglieri will increase during this plan cycle to help eliminate possible testing biases for under represented populations.

Students exhibiting outstanding characteristics of giftedness as determined by research-based inventories will also be considered. Negative behaviors are not factors in identification.

The following lists information that may be considered in the Identification Process. Other information may be considered at the discretion of the AIG Department.

- Classroom performance
- Student interests
- Inventories pinpointing gifted characteristics in students
- AIG identification from another school system
- Standardized achievement test results: TEMA, Metropolitan Readiness Test, Woodcock-Johnson, TEMA and TERA together, TEWL, WIAT, ERB and Iowa Assessments. ACT and SAT scores may be considered at the discretion of the Executive Director of Exceptional Children and AIG Department.
- Standardized aptitude test results: RIAS, DAS, Stanford-Binet, Wechsler Preschool and Primary Scale of Intelligence, Kaufman Assessment Battery for Children, Naglieri and CogAT
- Teacher recommendation(s)
- Portfolio of work products (See Appendix, page ii)
- Observations

#### Criteria

Students in grades kindergarten through twelve may be identified as academically or intellectually gifted (AIG) and receive gifted education services. A student may qualify for service options in reading and/or mathematics. Nationally normed tests refer to the following specific tests that may be administered by CCS: CogAt, Naglieri, Iowa Assessments. See the Appendix for explanations of terms and more details regarding accepted tests.

Pathway 1 for Students in Grades 3-12: Students demonstrating 4 or more of the following criteria will receive gifted education services in reading and/or mathematics.

- 90% or higher on a standardized aptitude test
- 90% or higher on a standardized achievement test
- 96% or higher in specific subject area(s) directly related to reading and/or math
- Portfolio of student work demonstrating performance at least one grade level above current grade level in reading and/or math
- Research-based inventories assessing gifted characteristics that support identification (to be completed by teacher(s) and/or AIG specialist)
- Evidence of identification for gifted services in another public school district

Support for identification using tests listed above at or above 90th percentile presented by a private, licensed psychologist or psychiatrist

Students scoring in the 98th percentile in the reading or math batteries on a nationally normed cognitive abilities or achievement test will automatically qualify for services in that area and will be considered highly gifted. Highly gifted students with composite scores at the 98th percentile or above will be served in their area(s) of strength matching other criteria.

Pathway 2 for Students in Grades 3-12: Students demonstrating 4 or more of the following criteria will receive gifted education services in reading and/or mathematics.

- 90% or higher on the complete battery of the non-verbal of standardized aptitude test, which may be used as evidence in considering identification in mathematics
- Growth on standardized achievement tests greater than 10% in a year (Growth on WIDA scales of 3 language levels in one year)
- Research-based inventories assessing gifted characteristics that support the identification (to be

completed by teacher(s) and/or AIG specialist)

- Portfolio of student work demonstrating performance in either the student's native language or English at least one grade level above current grade level (See Appendix, page 2 for portfolio information.)

- Evidence of identification for services in another public school setting

- Support for identification using testing listed above at or above 90th percentile presented by a private, licensed psychologist or psychiatrist

Students scoring in the 98th percentile or higher in the complete battery of a non-verbal subtest of a standardized aptitude or achievement test will automatically qualify for services in math at the highly gifted level. Highly gifted students with composite scores at the 98th percentile or above will be served in their area(s) of strength matching other criteria.

Pathway 3 for Students in Kindergarten – Second Grade: Students demonstrating 4 or more of the following criteria will receive gifted education services in reading and/or mathematics.

- 98% or higher on one or more batteries of a standardized aptitude test

- Results of two complete grade levels higher on a nationally normed achievement test

- Math or reading skills or grades two consecutive grading periods at two years above grade level

- Portfolio of student work products demonstrating work at two grade levels above the current grade level (See Appendix.)

- Research-based teacher inventories assessing gifted characteristics

- Evidence of identification for services in another public school district

- Support for identification presented by a private, licensed psychologist or psychiatrist demonstrating nationally normed scores using tests listed above at or above the 98th percentile in reading or math.

Students scoring in the 98th percentile in reading or math tests listed above will automatically qualify for services in the appropriate area at the highly gifted level. Highly gifted students with composite scores at the 98th percentile or above will be served in their area(s) of strength matching other criteria.

Any student transferring into Chatham County Schools who has been identified as eligible for gifted services in another public school district will be served in the AIG program. Upon receipt of the student's records, the receiving school's Needs Determination Team will review the data and determine appropriate service options. Should records not be obtained that reflect a gifted program designation, the regular identification process must be followed.

**Planned Sources of Evidence:** • Student AIG Folders

- Report of all pertinent data to CCSNDT

- Plans posted on CCS website

- NDT minutes

- Cognitive Abilities Test (CogAT) results by individual subtest or composite

- Naglieri Nonverbal Ability Test (NNAT) results

- World-Class Instructional Design and Assessment (WIDA) test results

- Copies of inventories

- Nationally normed achievement test results as specified

**Other Comments:** While this practice was a maintained practice, we have significantly overhauled it. For that reason it has been designated as a focused practice.

Ideas of Strengthening:

Constant review of the program needs to continue as we implement the 2013-2016 plan. Procedures need to be streamlined and made uniform. Personnel will be reallocated to align with the goals of the plan.

### **Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The representation of traditionally underserved populations in Chatham County Schools has drastically improved toward reflecting the demographics of the county. The procedures currently in place have produced gains over the past three years in AIG population in the areas of ethnic diversity, English Language Learners, and economically disadvantaged.

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

**Description:** Table describing current ethnicity within the AIG populations as compared to the CCS student enrollment. (Data derived from DPI, April 2012, NCWise and fall, 2012 CCS NCWise. See included file in state submissions for the table as well.)

Ethnicity	Student Population	% Ethnicity	April 2010 Student Population	% Ethnicity
December 2012	% Gains or Losses	Student Ethnic Population Since April 2010	AIG Student Population	% Ethnicity
December 2012	% Gains or Losses of AIG Population Since April 2010			
Black	14.1	12.4	-1.7	7.0
Native American	< 5.0	< 5.0	Stable	< 5.0
Asian	< 5.0	< 5.0	Stable	< 5.0
Hispanic	24.3	27.8	+3.5	17.0
Multi-Racial	< 5.0	< 5.0	Stable	< 5.0
White	55.7	54.8	-.9	73.7

Successful strategies in place across the district include:

- Use of battery scores rather than composite scores
- Use of inventories delineating non-traditional characteristics of AIG students as teacher referral instruments
- Materials provided to school staff regarding cultural contexts of giftedness
- Consideration of WIDA test scores for English Language Learners

- The school Needs Determination Team may refer students to the CCSNDT who do not meet the exact criteria of the 3 pathways as described in Standard 1:B. Information must be submitted supporting identification.
- "Plus" time scheduled for extension - Plus time is a block of time scheduled each day when students work in small groups to address their needs, whether acceleration or reinforcement. (It is not available in all schools.)
- Third grade students scoring 87% or higher on any CogAT subtest during district screening are further evaluated for need for gifted services
- Inclusion of Exceptional Children's teacher, English as a Second Language teacher, or other teacher as needed for additional support of application
- Highly Gifted students may be content accelerated or grade accelerated. The Iowa Acceleration Scale (IAS) is the instrument used to determine qualifications for grade acceleration.

**Planned Sources of Evidence:** • AIG student headcount data

- Results from grade 3, district screening using nationally normed cognitive abilities test
- Completed teacher observation forms chosen by the county AIG department
- Agendas from staff meetings during which AIG specialist has presented information regarding giftedness in cultural contexts and use of inventory forms
- NNAT scores
- WIDA test scores
- IAS documentation
- Minutes of NDT meetings

**Other Comments:**

**Practice D**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** All school personnel are expected to follow the approved AIG Plan; however, due to differences in schools, such as grade spans covered, student demographics, AIG specialist time on campus, scheduling issues, and levels of teacher expertise in addressing needs of the gifted, some processes related to referral and identification have not been consistently implemented across the district. Some community members and teachers, responding in the open-ended section of a Fall 2012 survey, indicated a need for greater consistency across schools. The AIG Advisory Board recommended strengthening this Practice as well. See Appendix.

**Goals:** All school personnel working with gifted students in the referral and screening processes will seek to be consistent when implementing screening, referral, and identification procedures, following the district AIG Plan.

**Description:** • School personnel will follow the district AIG Plan when implementing processes to screen, refer, and identify students.

- Each AIG specialist will share information regarding screening, referral, and identification procedures with staff in the school(s) to which s/he is assigned.
- The Executive Director of Exceptional Children's and AIG Programs or designee will present information regarding the procedures to principals during a district principals' meeting.
- See Standard 1:A, page 1 regarding dissemination of information assisting with this.
- AIG specialists will meet at least quarterly as a Professional Learning Community, with these processes as one of the topics for discussion.
- Teachers and specialists will use standardized forms provided by the district.
- See also Standard 1:B, Description, page 2.

General Procedure for Identification:

See the Appendix; page IV for more detailed information regarding the process. The AIG specialist will complete an NDT Student Evaluation Summary for each referred student and will present all relevant data to the school's Needs Determination Team (NDT). This team, made up of the school AIG specialist as chair, the principal or designee, the guidance counselor, teachers, and support personnel as needed, is representative of the various grade levels and subjects taught in the school. If appropriate, an Exceptional Children's teacher and/or an English as a Second Language teacher will be a member. The school NDT will evaluate the data to determine if the student meets district criteria for AIG identification under either Pathway 1, 2, or 3. All students recommended for service by the school NDT will move on to the Chatham County Schools Needs Determination Team. (CCSNDT). In all cases except those of previously identified transfer student as defined above recommended by the school NDT, evidence must be presented to the CCSNDT to support the identification. Please see Appendix.

Students scoring above the 98th percentile as specified in Pathways and those supported transfer identifications will be placed in the program. A Student Qualifying Information Summary form must be submitted for all students including transfers and automatically qualifying students. Narratives may be added. No identification decision is final until review by the CCSNDT. This team will be composed of the Executive Director of Exceptional Children or his/her designee, the district AIG lead specialist or comparable AIG-licensed specialist, representative teachers for elementary and middle schools, and others as warranted. Decisions made by the CCSNDT will be communicated to parents. Non-qualifying students may be served in the Nurture Program of the Chatham County Schools AIG Program, but will not appear on headcounts nor be counted toward the potential allocation of specialists to the school. The most appropriate gifted education services for identified students will be determined within the available district programming. An IDEP will be developed for students qualifying through Pathway 2 in order to adequately support the student. This will be done at the school level. See Standard 1:B, page 3 for information about transfer students.

See Standard 2:G, pages 18-19 for information regarding Nurture.

See Appendix, page v regarding repeat requests for identification to the AIG program in the event of non-qualification.

**Planned Sources of Evidence:** • AIG-identified student headcounts (by school and by district)

- Agendas from staff meetings where AIG specialist shared information with staff
- Agendas from principals' meeting where Executive Director of Exceptional Children's and AIG Programs or designee shared information with principals
- Information distributed to parents
- Agendas, minutes from AIG Professional Learning Community meetings
- See 1:A, page 1 for information about forms
- Specialists' Handbook

**Other Comments:** Ideas of Strengthening:

Creating a county wide NDT should help with consistency. The new pathways will clarify identification methods and criteria while maintaining a diverse AIG population.

**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:** Chatham County Schools AIG Plan includes a procedure to resolve disagreements between parents or guardians and school officials, requires parent permission to test and place students in the gifted program, includes a process for transfer students from other LEAs, and requires reviews of AIG students' needs for gifted services.

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

**Description:** •• AIG parents receive a copy of the Parent Handbook at the time of child's identification and at any other time the Handbook is changed.

- Additional copies of handbooks and brochures are available at the schools. The CCS AIG Plan and NC State AIG Standards are posted on the CCS website.
- Forms are available in English and in Spanish.
- All AIG-identified students are evaluated annually to determine if there is a need for change in services. Parents are informed and invited to a meeting if a change is needed.

**Annual Review:**

Each year the school Needs Determination Team (NDT) reviews the gifted education services offered to identify students and determines appropriate services for the next school year based on the CCS AIG Service Options. A student's growth and achievement is considered at this time. Parents are notified of any change in services and are invited to a meeting to discuss changes.

#### Procedure to Resolve Disagreement:

If a parent/guardian has a disagreement with the gifted education program:

- a. The parent/guardian should meet with the regular classroom teacher and/or the AIG specialist to seek a resolution.
- b. If the meeting does not resolve the disagreement, the parent/guardian may request a meeting with the principal. The parent/guardian should present written information regarding the concern(s).
- c. Another option is for the parent/guardian to meet with the school Needs Determination Team and present the written information.
- d. If no resolution is reached at the school level, the parent/guardian may request a meeting with Central Office personnel, in the following order:
  1. A representative of the CCSNDT
  2. The lead AIG specialist
  3. Executive Director of Exceptional Children's and AIG Programs
  4. Executive Director(s) of Education (K-5, 6-8, or 9-12 as appropriate)
  5. Assistant Superintendent for Instructional Services
  6. Superintendent
  7. Board of Education
- e. If no resolution is reached at this level, the parent/guardian may seek mediation or file a petition for a hearing under Article 3 of Chapter 150B of the NC General Statutes. The decision of the administrative law judge is final.

#### **Planned Sources of Evidence:** • AIG Plan on CCS website

- Copy of Parent Handbook
- Signed forms
- Documented grievance process, if such occurs
- Records pertaining to AIG-identified transfer student(s)
- Student folders containing records of progress from year to year
- School and CCSNDT notes

#### **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:** The AIG Program currently maintains documentation regarding referral and identification for individual AIG students, and this information is reviewed annually. All available service options are described in the AIG Plan which is posted on the CCS website and can be found in the Parent Handbook.

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

**Description:** Each school year, teachers will collaborate with AIG specialists to complete a Differentiated Education Plan (DEP) for identified gifted student in K-8. The DEP will be developed using a standard format and will outline the program service options employed for students across the grade level in the school. Students will receive in-class differentiation in classrooms in the area(s) of identification with the support of the AIG specialist. The Needs Determination Team and principal at each school will review all Differentiated Education Plans. The DEP serves as a MINIMUM listing of classroom differentiation. Parents will receive a copy of the DEP at the end of the first grading period. Identified students will be matched with the CCS's program service options that best meets their individual academic and affective needs. IDEPs will be created for students requiring special services.

- The AIG specialist will maintain a folder for individual AIG-identified students minimally containing:
  - o Completed Student Evaluation Summary
  - o Signed Prior Notice And Consent For Evaluation Form
  - o Signed Prior Notice And Initial Consent For Services Form
  - o Any Completed Teacher observations forms, and a copy of each year's DEP or IDEP (See Standard 1:E Annual Review)

All high school AIG students will have a DEP or IDEP included in the information transferred from middle school. A generalized four-year plan or sketch of possible coursework will indicate students' proposed secondary course of study. Course selection in high school should match students' needs and is determined collaboratively by the student, the parent, the school administration, and the high school guidance counselor.

**Planned Sources of Evidence:** • AIG student folders

- Copy of final report card forms indicating annual review
- Minutes of NDT meetings
- Copy of forms inviting parent(s) to meeting to discuss need for changes in service
- Cum folders with AIG designation

**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:** Differentiation is the philosophy on which the CCS gifted education program is based. Learners differ in important ways and must be engaged in instruction through different learning modalities, interests, and degrees of complexity. The responsibility for providing gifted services is shared by the teachers and the AIG specialists through a collaboration and consultation model. Both AIG specialists and teachers must provide extension and enrichment of the North Carolina Standard Course of Study matched to student needs. AIG specialists provide materials and expertise to teachers to assist in nurturing and addressing the needs of gifted learners. Service options are available for students needing acceleration.

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

**Description:** • Principals will be asked to group students to facilitate differentiation and collaborative teaching.

- See AIG Specialists' roles and practices in Standard 3:B, page 22-23.
- During implementation of this plan, Highly Gifted students will be served differently than Gifted Students. This is still under development, but data is being gathered at the time of writing.
- Support for teachers with gifted groups will be provided by the AIG Department. See Standard 2:B, page 13-14.
- Iowa Acceleration Scale for grade acceleration
- Standard 4:H, Description, page 35.

**Planned Sources of Evidence:** • Lessons, activities, units

- Student work samples
- Higher-level resource materials
- Documentation regarding grade acceleration for a student(s) (Iowa Acceleration Scale)
- Class roster of students enrolled in online courses
- List of available honors level and AP level courses

## **Other Comments:**

### **Practice B**

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

### **This practice is a Focused Practice for 2013-2016.**

**Rationale:** All students should have highly qualified teachers who are prepared to address the learning needs of an academically diverse population for maximum student growth and individual success. In a survey administered in fall of 2012, 66.3% of CCS parents agreed that their child is appropriately challenged in the regular classroom and of students in grades 4-8, 56.8% felt challenged in school. 74.3% of parents felt teachers use strategies to foster student growth, while 79.7% of student respondents believed teachers used strategies to promote growth. AIG specialists provide materials and expertise to classroom teachers to assist in nurturing and addressing the needs of gifted learners. Service options are provided for highly gifted students needing acceleration. Clearly there is work yet to be done.

**Goals:** All personnel involved with the planning, development, and delivery of services to academically and intellectually gifted students should have the knowledge and skills and should implement strategies necessary to provide appropriate instruction for these students.

**Description:** • The AIG Department will:

- o Collaborate with the Curriculum and Instruction Department and the Assistant Superintendent for Curriculum and Instruction to plan and provide professional development regarding instructional practices.
- o Will collaborate with teachers working with cluster-grouped classrooms to provide assistance with assistance with this role.
- o Provide on-site assistance as requested by school administrators.
- AIG specialist's role is outlined in Standard 3:B, page 23.
- AIG students will have a Differentiated Education Plan (DEP) explaining how his/her academic needs will be addressed within regular education classrooms. Exceptional AIG students (such as Highly Gifted, those identified with portfolios, and those with dual exceptionalities excluding speech) will have an IDEP.

Accelerative Service options: See Standard 4:H page 35.

**Planned Sources of Evidence:** • Copy of agenda(s) from professional development session(s)

- Copy of agendas from district AIG PLC meetings
- Evidence of teacher training at out-of-district locations (CEU form, certificate, materials)
- Sample DEPs
- Lessons, activities, and units

- Sample student work

**Other Comments:** CCS is striving toward more consistent offerings across the county. Limiting some of these options may be essential for accomplishing that goal.

Ideas of Strengthening:

More work must be done to implement a countywide offering of advanced course work for math in the middle grades. Options have been tried in the past, but new ones will need to be put in place.

### **Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** AIG specialists have been provided with multiple research- and results-based resources to both discover and meet the needs of gifted students. Additional use of these materials in the regular classroom is structured either through collaborative teaching lessons or a loan process for teachers. Teachers may need support to choose and implement resources that best meet the needs of AIG students.

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

**Description:** • AIG specialists and teachers will teach collaboratively using supplemental resources available to AIG specialists. These include, but are not limited to: Junior Great Books, Primary Education Thinking Skills, William & Mary curriculum units, VersaTiles mathematics labs, Engine-Uity units, social studies differentiated kits, mathematics manipulative kits, and technology.

- AIG specialists will make available to teachers resources and curricular support for instruction for gifted students.
- Teachers may request assistance from AIG specialists when choosing and implementing supplemental resources.
- In kindergarten through grade three, high-level literacy materials that focus on critical thinking and shared inquiry, a thinking skills curriculum and other appropriately designed critical thinking experiences are used to develop academic and intellectual potential. Please see Service Options, Standard 2:G, page 18.
- In grades four through eight, the AIG specialist and other teachers work together to serve all students in need of nurturing and enrichment. See Standard 2:G, page 18.
- Guidance counselors monitor all high school students to ensure enrollment in appropriately rigorous courses. Formal identification as AIG is not necessary for enrollment in an honors level, Advanced Placement level, or other accelerated course. In some cases, such as online classes, students may need to obtain the approval of the principal.

**Planned Sources of Evidence:** • Lessons, units, activities

- List of selected supplemental resources

**Other Comments:**

**Practice D**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Currently, CCS teachers are making efforts to integrate these essential skills into the teaching of core academics. The AIG specialists will support and add to the use of 21st Century Skills.

**Goals:** All personnel will emphasize the content and skills for 21st century learners.

**Description:** • Teachers of all students focus on global awareness, civic and economic literacies, and health awareness. AIG specialists will assist with providing appropriate delivery methods for these skills for AIG learners and with resources as possible.

- AIG specialists will focus on the affective areas of 21st century skills and content: critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.
- AIG specialists will help students recognize and focus on these affective areas through the use of various learning styles, problem-based learning, flexible grouping, Socratic seminars, etc.

**Planned Sources of Evidence:** • Lesson plans from teachers and specialists

- Counseling referrals when appropriate
- Use of available technology

**Other Comments:** Ideas of Strengthening:

- Enhance, expand, and strengthen the use of technology as it relates to input, as well as product output
- Use technology more effectively to share information and communicate with parents and community

- Keep all stakeholders mindful of the skills and needed support to fulfill this Practice.

### **Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The use of frequent, interactive assessments of student understanding in order to pinpoint needs and to target instruction can promote growth in student performance. All CCS teachers have received additional training in this area. Professional development has addressed benefits and barriers to student achievement, strategies for initiating and sustaining formative assessments, and data interpretation.

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

**Description:** • Teachers will use pre-, post-, formative, and summative assessments to monitor student needs and student progress.

- AIG specialists and teachers will examine data from formative and summative assessments to differentiate and adapt their teaching to meet students' needs.

**Planned Sources of Evidence:** • Documentation of flexible grouping

- Teacher-made assessments, teacher observations
- County implemented assessments
- Professional Learning Community meetings

**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:** While high-ability students are generally as well adjusted as their peers, they can face issues that may constitute a risk to their social and emotional development. Explicitly targeting affective components may lead to greater development of talents and gifts. CCS teachers and counselors are aware of this, but may not give it adequate attention under a general assumption of AIG student success.

**Goals:** We will highlight the social and emotional development of gifted students. We will assist with information, curriculum, and strategies to support educators, counselors, parents/guardians, and students in this area.

**Description:** • AIG specialists, partnering with teachers, parents, and students, will assist in offering opportunities for students to develop socially and emotionally.

- For parents, students, and the community, the AIG Department will create learning opportunities that address the needs of AIG learners.
- Provide teachers, counselors, and administrators with information and/or professional development opportunities regarding the social and emotional needs of gifted students
- The AIG Department will address the affective needs of gifted learners and "myths" about gifted students in presentations to faculty.

**Planned Sources of Evidence:** • District and school AIG newsletters

- School newsletters
- Community offerings
- Agenda for faculty meetings or outline of presentation

**Other Comments:** Ideas of Strengthening:

- Offer parent session(s) on the social and emotional needs of gifted children
- Have AIG specialists focus on the topic during district PLC meeting(s)
- Present information about this topic at faculty meeting(s) and to guidance counselors

### **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:** With the one long-term goal of developing the academic and intellectual abilities of K-3 students, the AIG program continues to nurture and develop potential in students from different socioeconomic and cultural backgrounds, including historically underserved students.

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

**Description:** • Students may be recommended for academic nurturing via multiple criteria.

Nurturing the potential to achieve:

The AIG Program of Chatham County Schools serves the needs of high-performing, non-identified

students in the school district. Collaborative teaching models, complementary teaching, and/or curriculum development by the specialist provide opportunities for high-performing students to experience advanced instruction through differentiated lessons, small group supportive learning activities, and extension lessons.

Students in the Nurture Program are not identified as AIG; however, the goal of nurturing is to uncover and develop students' gifts. Nurture may lead to formal identification.

Students may be part of the Nurture Program via multiple criteria and at all grade levels:

- Two grade levels above enrolled grade performance demonstrated by reading and or mathematics benchmark data for two consecutive assessments
- Portfolio of student work products demonstrating above grade level performance
- Completed research-based inventory assessing gifted characteristics indicating service need
- Math or reading grades two consecutive grading periods above grade level
- Transfer students (at anticipated levels of placed service and until confirmation of placement)
- World-Class Instructional Design and Assessment (WIDA) scores of two language levels of growth in one year (for English Language Learners)
- Recommendation of the CCSNDT.
- Demonstrated abilities above peers in under represented populations

The decision to include students in the Nurture Program will be made by the school's assigned AIG specialist in their professional opinions in consideration of the criteria and/or the CCSNDT.

Academic nurturing component of the AIG program may be provided in these ways:

- The AIG specialist will provide direct and/or indirect services through resources, curriculum, co-teaching, collaborative teaching, or direct teaching in whole class situations.
- Chatham County Schools AIG Programming Options.
- K-3 students will receive whole class and small group thinking skills instruction.
- Students will be grouped flexibly with similar learners in reading and/or mathematics.
- Students will receive differentiated curriculum and instruction directly by the classroom teacher.

**Planned Sources of Evidence:** • AIG headcount data for K-3

- Nurturing Count data for K-3
- Lessons, activities, units

**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:** Chatham County Schools uses Professional Learning Communities (PLCs) to provide staff with opportunities to collaborate to meet the needs of students. When creating schedules, every effort is made to allow AIG specialists to be a part of school PLCs and/or to plan with other teachers. Grouping gifted students would limit the number of classrooms directly needing AIG services which would allow for more services in these classrooms. AIG specialists may not be included in creating or revising district content initiatives but need to be. Staff development needs to be conducted regarding the delivery of differentiated content to students.

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

**Description:** • Schedules will, as possible, enable AIG specialists to attend grade level PLC meetings.

- Information regarding grouping will be given to principals.
- AIG specialists will be invited to serve on teams working on district initiatives, such as curriculum guides and benchmark assessments.
- AIG specialists will employ multiple forms of communication to share expertise with other teachers including staff development.

**Planned Sources of Evidence:** • Teacher schedules

- Agenda from principals' meeting where clustering information was shared
- Samples of communications and agenda used by AIG specialists

**Other Comments:** Ideas of Strengthening:

Continued focus on best allocation strategies for specialists and clustering of AIG students will improve this difficult area.

### **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 Plan allows for the creation of a DEP or IDEP for students. These documents delineate the instructional services teachers will use to meet the identified needs of students. The plans (DEPs and IDEPs) cover an academic year. The document provides another point of contact with parents/guardians.

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

**Description:** Chatham County Schools has developed a local plan designed to identify and establish a procedure for providing appropriate education services to K-12 academically or intellectually gifted students. AIG personnel and the AIG Advisory Board reviews the plan each year to determine if

changes or additions are needed. Should changes be necessary, these will be presented to the Chatham County Board of Education for approval.

Based on the plan, student performance and achievement are enhanced using curricular and instructional modifications designed for the specific needs of gifted learners. Extension and enrichment of the North Carolina Standard Course of Study are matched to student needs through a continuum of services. The components of this plan will be implemented in Chatham County Schools over the next three years.

See Standard 1:F, Description, page 10, Standard 5:D, page 39, and Standard 6, beginning on page 41.

**Planned Sources of Evidence:** • Approved AIG Plan for 2013-2016

- DEPs/IDEPs
- Lessons, activities, units
- Agendas, minutes from AIG and AIG Advisory Board meetings

**Other Comments:** Part of the Rationale for this Practice was re-written to more closely match the Practice. The sense of the Rationale has not been changed.

### **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:** In order to provide for the particular educational needs of gifted learners, CCS expects the AIG lead specialist to have the necessary knowledge and competencies. Key personnel should have special training in content and pedagogy related to gifted education and should have AIG-licensure.

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

**Description:** Roles and responsibilities of the AIG-licensed educator as lead coordinator/specialist:

- Helps plan, develop, and coordinate the county gifted education program
- Ensures the components of the AIG Plan are implemented
- Evaluates the effectiveness and appropriateness of services to gifted learners
- Coordinates professional development activities for teachers of gifted learners
- Interprets gifted education program goals and objectives to system personnel
- Meets regularly with AIG specialists
- Helps develop and disseminate gifted education program information to parents
- Facilitates the AIG Advisory Board
- Serves as system liaison to NC Department of Public Instruction, including monitoring of state requirements, headcount data, and reporting procedures
- Assists with the financial management of the program
- Advocates for gifted students and gifted education
- Helps coordinate information pertaining to gifted students between departments
- Communicates with principals and other administrators
- Analyzes program data and develops programming accordingly
- Parent University start up
- Increase service to high schools
- Lead revision of plan every three years
- Create and revise program documentation
- Monitor diversity of program
- Monitor identification process
- Monitor compliance with the plan

**Planned Sources of Evidence:** • Evidence of AIG licensure of AIG lead specialist

- Qualifications of AIG lead specialist

**Other Comments:** Language was changed to reflect the position change from IPF to lead specialist.

### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** CCS identifies, hires, and supports highly qualified personnel to provide services to academically and intellectually gifted students. The primary responsibility of AIG personnel is to ensure that AIG students receive services that meet the students' academic, intellectual, social, and emotional needs.

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

**Description:** Roles and practices of AIG specialists:

- Help plan and develop the school and county program for gifted education
- Collaborate with and support regular education teachers and other school personnel in implementation of the components of the AIG Plan in the school. These may include team teaching, complementary teaching, and/or supportive learning activities.
- Collaborate with teachers to develop DEPs and IDEPs for identified students
- Meets periodically with teachers to plan and modify instruction for gifted students.
- Provides higher-level resource materials to teachers. These may include Junior Great Books, Primary Education Thinking Skills, social studies differentiated materials kits, and mathematics units for high-ability learners and/or Jacob's Ladder Reading Comprehension Program by The College of William & Mary.
- Provide direct services to students when appropriate
- Chair the school Needs Determination Team. See Standard 1:D, page 7, General Procedures for Identification.
- Maintain records related to the school gifted education program, including identification, testing, placement, annual reviews, Nurture Program, and student headcount database
- Disseminate information about the gifted education program to school personnel, parents, and community members
- Communicate and provide follow-up to professional development opportunities as needed
- Participate in district PLC meetings and other meetings as scheduled
- Meet with small groups of students, as appropriate, to enrich and/or extend classroom lessons
- Work with all school community members to advocate for and to inform about AIG students and the program
- Train all faculty in use of observational inventories for student referrals
- Monitor school and AIG headcount demographic information
- Share successful strategies for teaching diverse under-represented populations
- Submit updated student headcounts 3 times per year

- Completion or support of completion of the Iowa Acceleration Scale

**Planned Sources of Evidence:** • Evidence of AIG-licensure of AIG specialists

- Schedules
- Minutes/Notes from planning sessions
- Needs Determination Team minutes
- Lessons, activities, units
- Samples of communications with parents, school personnel, community members
- Sample student AIG folders
- Signed attendance rosters of AIG PLC meetings

**Other Comments:** Funding for the AIG Program is program specific. AIG specialist should be utilized in accordance with the expectations of the funding.

**Practice C**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Gifted students should learn from highly qualified personnel who understand and can address their qualities, characteristics, and abilities. Surveyed in grades 4-8 in the fall of 2012, only 32.1% of students reported receiving often different assignments from classmates. Only 56.8% of students felt challenged at school. Persons working with gifted students need meaningful professional development opportunities based on current research and best practices to increase their effectiveness in meeting the needs of these students. CCS needs a comprehensive professional development plan for personnel involved in AIG services aligned with the district's Strategic Plan.

**Goals:** CCS AIG Department must foster collaboration with all teachers and specialists to create an atmosphere of "AIG, All Day, Every Day" service for students. To that end professional development regarding delivery of differentiated content and interest needs to be offered.

**Description:** The CCS AIG Department will:

- Secure professional development dealing with differentiated content delivery. This may be presented by the Department or external sources.
- Continue education regarding and ion of cluster grouping of students as an effective, efficient strategy for teachers and AIG specialists
- Move toward a facilitating role within the county to allow teachers more access to the AIG specialists
- Develop a more consistent method of direct service delivery for AIG students
- Movement toward a facilitating role within the county (for Gifted students) that will allow teacher and Highly Gifted students more access to an AIG specialist

- Send specialists to the NCAGT as funding allows
- Work with counselors to address affective needs of gifted students

**Planned Sources of Evidence:** • AIG PLC meeting agendas

- Professional development outlines and rosters
- Agenda from principals' meetings with presentations about cluster grouping
- NCAGT registrations
- Plan implementation timeline

**Other Comments:** Ideas of Strengthening:

- Investigate possibilities of cohort model for AIG-licensure with local college or university. Consider use of online program
- Administer online teacher survey to determine possible areas for focus
- Offer in-district AIG-related sessions

**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:** Gifted students should learn from highly qualified personnel who understand and can address their qualities, characteristics, and abilities. Currently, CCS does not have enough AIG-licensed teachers to meet this need. The implementation of a professional development plan (see 3:C Description, page 24) could provide more personnel trained to address the needs of gifted students.

**Goals:** Our goal is to create professional development for teachers working with AIG students in classrooms with or without cluster groups of AIG students. CCS will work toward creating professional development for teachers in the nurturing education part of AIG. Both steps would help address the past failure of clustering when no preparatory support was given for teachers with these responsibilities. Hiring more AIG specialists, that is, filling the personnel openings we have, will greatly increase our abilities to accomplish these goals.

**Description:** See 3:C Description, page 24 in addition to this Description.

The AIG Department will provide:

- Collaborative and co-teaching sessions to model strategies for working with groups of gifted students
- Differentiated curriculum
- Alternative methods of delivery to differentiate content

**Planned Sources of Evidence:** • See 3:C, page 24 Planned Sources of Evidence

- Schedules providing time to work with teachers
- Differentiated curriculum

**Other Comments:** Ideas of Strengthening:

Encourage principals to group AIG students with AIG-licensed teachers when possible and encourage professional development for the teachers with cluster groups. Encourage teachers to work with AIG specialists.

**Practice E**

Aligns professional development with local AIG program goals and other district initiatives.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Professional development opportunities should allow teachers to refine their practice and increase their effectiveness in meeting the needs of all students. Aligning these opportunities with the CCS Strategic Plan, School Improvement Plans, the AIG Plan, and other district initiatives will enable teachers to make connections between and across programs and content areas to more effectively impact student achievement. All instructional programs in CCS have similar goals for high student achievement, and they fall under the overarching mission of our school system and our Strategic Plan.

**Goals:** Align professional learning experiences that span the needs of K-12 students with district programs and initiatives.

**Description:** • Include AIG specialists in training for district initiatives.

- Include AIG specialists on teams creating district documents, such as curriculum guides and benchmark assessments.
- Encourage teachers to attend sessions related to AIG curriculum and instruction.
- Encourage high school teachers to receive training for the teaching and differentiating instruction in Advanced Placement (AP)/Honors courses.
- AIG specialists create professional development for district use.
- See Standard 3:C, page 24 Description for staff development component.

**Planned Sources of Evidence:** • Agendas and CEUs of professional development sessions

- Copies of emails, fliers inviting teachers to sessions

**Other Comments:** Ideas of Strengthening:

We can create AIG focused staff development. We can also design training for differentiation for AP or Honors courses.

**Practice F**

Aligns professional development opportunities with state and/or national teaching standards and best

practices in gifted education, including 21st century skills and content at advanced levels.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Professional development in CCS is aligned with the North Carolina Standard Course of Study (Common Core emphasis, and the new Standards). As the new NC Standards and Assessments are implemented, and as additional supports are provided to personnel to integrate 21st century skills into teaching (see Standard 2, Practice D, page 15), professional development opportunities should be aligned with these.

**Goals:** See Standard 3:C, page 24 for staff development goals. CCS AIG Department will focus on both NC Standards and Assessments thinking skills and 21st century skills including affective learning for AIG students.

**Description:** • See Standard 2:D, page 15 for 21st century skills focus.

- Effective support will be developed by the AIG Department for teachers regarding specific strategies that support common core thinking skills as they align with the NC Standards and Assessments.
- See Standard 3:C, page 24 for proposed staff development.

**Planned Sources of Evidence:** See Standard 2:C, page 14 Description about 21st century and Standard 3:D Description for professional development.

**Other Comments:** The Executive Director for Exceptional Children and AIG, along with other AIG personnel, will work closely with other county directors and/or program facilitators to align professional development with 21st century skills and updated state and national standards.

**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:** Collaboration among AIG specialists and regular education teachers can help teachers meet the needs of gifted students in the regular classroom and improve education for all learners. Teachers need opportunities to refine skills, share successes, address concerns, and problem-solve issues. CCS provides such opportunities, as possible, for all of its teachers.

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

**Description:** • Teachers meet regularly in PLCs.

- As schedules permit, AIG specialists meet with grade level PLCs and/or individual teachers.
- AIG specialists and teachers use collaborative teaching strategies.
- AIG specialists and teachers communicate with one another through a variety of means.
- More affective programming is to be implemented with this plan.

**Planned Sources of Evidence:** • Collaboratively planned lessons, activities, units

- Notes/Minutes from PLC meetings or other planning sessions
- Teacher schedules

**Other Comments:**

## **Standard 4: Comprehensive Programming within a Total School Community**

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

### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** CCS's AIG Plan that is formulated with input from a variety of stakeholders and that seeks to meet the needs of high-potential students. It is based on NCDPI and SBOE program standards and practices, communicates which student needs will be addressed, and provides a wide range of choices for a diverse group of high-ability students.

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

**Description:** • K-12 students may be referred for AIG evaluation by teacher, parent, or other persons having academic knowledge of students. Students may self-refer.

- A variety of data are examined by the schools' Needs Determination Teams (NDT) to determine appropriate service options for each student.
- The NDT conducts annual reviews for each AIG student to determine if current services will be appropriate for another year or if changes are needed.
- Accurate and up-to-date records are maintained for each AIG student in his/her AIG folder.
- A continuum of services is offered for AIG students.

**Planned Sources of Evidence:** • Approved AIG Plan

- Available service options
- DEPs and IDEPs
- Student AIG folder(s)

**Other Comments:**

### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Every effort is made to align the resources of CCS with the goals of the AIG program and the services the program provides to high-potential and high-achieving students.

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

**Description:** • The total sum of state-allocated AIG funds is used to provide salaries and benefits to AIG-licensed personnel whose primary duty is working with AIG students.

- CCS allocates local funds to support the district AIG Program.
- CCS serves AIG-identified K-12 students in the areas of reading and/or mathematics.
- An array of service options is provided that meets both areas of AIG identification.
- An AIG Advisory Board, made up of a variety of stakeholders, supports and assesses the components of the AIG Plan.
- The AIG specialist aligns his/her school program with the School Improvement Plan.
- The AIG Program is aligned with the county Strategic Plan.

**General Service Options**

(For more definitions, see the Appendix, page ix.)

- Differentiation = Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.
- Flexible grouping = Groups that change for a variety of learning experiences. Some students may be in a group that needs to learn a specific concept. Those same students may be in another group needing more challenging material for another concept.
- Cluster grouping = Placement of at least four AIG students within a class. This allows the teacher to focus on the needs of AIG students more easily. Principals make class roster decisions.
- Content acceleration = Advancement of material covered by student along the lines of the NC Standard Course of Study and Essential Standards. With Common Core curriculum now in place, generally, there is less need for this option.
- Interest groups = These may take the form of literature circles in which students choose books, self-selected extra-curricular activities, clubs, problem based learning opportunities, science fair experiments, and other optional teacher or student created investigations.
- Specialized projects = Here students may work on specific problems or research. A huge variety of possibilities exist for this.
- Specialized materials = Teachers and specialists have access to many types of advanced and creative materials. You will find, depending on the area of identification, more challenging reading selections, spatial math investigations, or problem-solving materials.

**Planned Sources of Evidence:** Planned Sources of Evidence:

- Printout of AIG budget allocations, both state and local
- List of committee members, agendas and/or minutes from AIG Advisory Board meetings
- Example of School Improvement Plan (with AIG components)
- Examples of alignment with district Strategic Plan
- Student DEPs/IDEPs

**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:** CCS has a clearly defined and well-developed strategic plan which is aligned with the education goals of the state. The AIG program connects with and elaborates on instructional-related goals and objectives of the district strategic plan.

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

**Description:** • Annually, the Chatham County Schools Board of Education selects a number of goals and objectives from the Strategic Plan on which to focus.

- All CCS schools align their School Improvement Plan to the annual BOE priorities.
- At a county PLC meeting early in the school year, AIG specialists discuss the chosen priorities, as well as other objectives, and how the AIG program at each school connects.
- AIG specialist plans collaboratively with other school and county AIG personnel.

**Planned Sources of Evidence:** • Strategic Plan

- School Improvement Plans
- Agenda from AIG specialists meeting

**Other Comments:** Other Comments:

The AIG Plan aligns with multiple goals and objectives found in the Chatham County Schools Strategic Plan. The closest areas of alignment with the Strategic Plan are with Goal 1- CCS will produce globally competitive students; 21st century professionals will lead Goal 2- CCS; and Goal 4- CCS leadership will guide innovation.

**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:** It is the responsibility of AIG personnel to inform administrators and staff about the AIG program in the schools. Administrators, teachers, and support staff must continue to be made aware

of the components of the AIG Plan and any policies and/or procedures that affect gifted education.

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

**Description:** • See Standard 1:A, page 1.

- The AIG specialist and regular education teachers plan and teach collaborative lessons.
- The AIG specialist and regular education teachers communicate through a variety of means.

**Planned Sources of Evidence:** • Agendas, fliers about Parent Night, PTA or parent presentation

- See Standard 1:A page

**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:** Teachers and counselors make efforts to ensure smooth transitions and provide appropriate services to K-12 AIG students.

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

**Description:** • School personnel will share information regarding class choices for AIG students entering middle school and/or high school.

- School personnel will share information with parents of AIG students entering middle school and/or high school.
- Specialists are available to advise students and parents at these times.

**Planned Sources of Evidence:** • Agendas from meetings where information is shared with students and/or parents

- Samples of communication regarding information meetings
- Sample student high school plans for students.

**Other Comments:** Ideas of Strengthening:

We must begin to address the needs of our high school students more thoroughly.

### **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:** Academically and intellectually gifted students are a very diverse group with unique learning needs. Depending on these needs, a number of teachers and specialists may collaborate in order to best serve students. Through Professional Learning Communities (PLCs), Needs Determination Teams (NDTs), parent conferences, School-based Committees and/or other communications, collaborative discussion and planning occurs among the adults responsible for meeting student needs.

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

**Description:**

- Arrange AIG specialist schedules, as possible, to allow participation in multiple PLCs.
- At beginning of school year, counselors for grades 9-12 and specialists for K-8 will provide all involved teachers with information about AIG students including dual exceptionalities, learning concerns, and other special needs.
- Involve all appropriate staff in creating student DEPs/IEDEPs.
- Require appropriate staff to serve on NDT or other committees as students' needs demand (EC, ESL, OT, etc.)
- AIG specialist, other teachers and specialists, and/or parents communicate through a variety of means concerning student needs and services.

**Planned Sources of Evidence:**

- Agendas/Minutes/Notes from meetings: PLC, NDT, SBC, Rtl, conferences

- Student DEPs and IDEPs
- Samples of communications, such as invitation to conference/meeting
- Teachers schedules
- NDT Student Evaluation Summary forms with NDT and CCSNDT signatures

**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:** Social and emotional needs of AIG students should be addressed in a systematic way to maximize learning and promote positive well-being. CCS will need to provide professional development to increase awareness, educate parents, and develop teachers' and counselors' expertise in these areas.

**Goals:** The AIG Department needs and wants to work with counselors, and other stakeholders to dispel myths about AIG students and to educate all parties regarding the emotional challenges unique to some AIG students. Well-being is key to current learning and future outcomes for these students.

**Description:** • Presentations to various stakeholders about or misunderstandings about gifted students

- Parent University to address affective needs of gifted students
- Follow up with teachers in various settings who work with gifted students
- Focused relation building with and following of highly gifted students from Kindergarten through 12th grade to address problems as soon as possible. Accomplished by referral and observation of problems.
- Interventions suggested/implemented when problems interfere with social and/or emotional well-being. These would begin with the teacher, specialist, counselor, and referral as needed to other services. Parents would be involved early in these strategies.

**Planned Sources of Evidence:** • Publications about myths of giftedness

- Parent university topic listing
- Internet resources list
- Listings of interventions applied and numbers of students involved

**Other Comments:** Ideas of Strengthening:

- Provide counselors with information about the social/emotional needs of gifted students.
- Provide parent session on the topic.
- Survey AIG students and parents regarding social/emotional needs of gifted students.

### **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:** Accelerative options are necessary in a gifted education program in order to match curriculum and instruction to the needs of some AIG students. CCS offers multiple options for gifted students to be used when appropriate. All schools should allow for the continuum of full accelerative options. Use of these options should be both student and grade level appropriate.

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

**Description:** Accelerative options provided:  
a. Flexible Grouping

- b. Content or Grade Acceleration
- c. Early Admission to a grade level and Early Admission to Kindergarten (while neither of these guarantee AIG services, students are accelerated beyond the anticipated grade level)
- d. Independent Study
- e. Interest groups
- f. Online courses
- g. Dual enrollment
- h. Extra-curricular activities
- i. Support for applications to for NC Governor's School, NC Summer Ventures, and other opportunities
- j. Advanced Placement and Honors classes
- k. Credit for demonstrated mastery (policy to be developed by the beginning of the second semester of 2013-14 school term)

**Planned Sources of Evidence:** • Minutes/Notes from meeting(s) to discuss options

- Student profiles/portfolios used to make placements
- Completed assessments for algebra

**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:** Chatham County Schools has a diverse student population. With the approval of the 2007-2010 AIG Plan, a goal of the district was to implement practices to identify and serve traditionally under-represented populations. Gains have been made in this area and CCS will continue to use successful practices. Research has shown that under-represented populations identified early are more likely to remain academically engaged. Therefore the Nurture Program is vital to maintaining a diversity of students.

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

**Description:** • Scores from individual subtests on the Cognitive Abilities Test (CogAT) may be used in evaluation for gifted services. Composite scores are not required.

- Some students may not meet the district AIG placement criteria, but the CCSNDT may assess available information and find that gifted services are appropriate for a child. An IDEP will be developed for that student and services will be provided.
- If a student being referred for gifted services is also provided services through the Exceptional Children's Program or the ESL Program, a teacher representing that department may serve on the

Needs Determination Team for that student.

- One component of the CCS Nurture Program is designed for grades kindergarten through third with a focus on development of critical thinking skills. See Standard 2:G, page 18.
- Another component of the Nurture Program is in place for all other students.
- All AIG printed materials are available in English and in Spanish.
- Tests administered by AIG personnel as part of a student's evaluation may be given with testing accommodations as directed by a student's Individualized Education Plan or by teacher recommendation.

**Planned Sources of Evidence:** • Ethnicity data trends

- Student DEPs and IDEPs
- AIG specialist allotment data
- Sample forms in English and Spanish
- NDT Student Evaluation Summary form with NDT signatures with EC and ELL representatives as appropriate

**Other Comments:** A goal regarding high school services has been added to this practice.

Ideas of Strengthening:

Coordinate data gathering and mentor students of under represented populations.

**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:** CCS makes available to its students multiple opportunities to participate in extra-curricular programs and events. Availability of time, resources (including personnel), and money impact decisions made regarding which programs/events may be offered. Other stakeholders are encouraged to contribute to these offerings. Activities may vary by school.

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

**Description:** Extra-curricular options may include, but are not limited to:

- Academic competitions (such as: Battle of the Books, Spelling Bee, Geography Bee, Quiz Bowl, Young Authors)
- Science Fair
- Journalism opportunities (yearbook, newspaper)
- Online competitions (MATHCOUNTS, Stock Market Game)

- Duke Talent Identification Program (TIP)
- Clubs (academic, arts, service)

**Planned Sources of Evidence:** • Academic team rosters

- Club membership rosters
- Programs from events
- Sample of student newspaper, yearbook
- Records of students participating in Duke TIP
- Results of team competitions

**Other Comments:** Increased parent participation would increase the ability to offer extra-curricular options to students.

## **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:** Effective communication is essential to the success of the AIG program, ensuring clarity, inviting collaboration, and promoting understanding. CCS communicates information about the AIG program with parents and the community through a variety of methods.

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

**Description:** • Standards 4:C, Description, page 30, and 5:C page 39

- Recruit parent participation to help provide opportunities for our students

**Planned Sources of Evidence:** • Standards 4:C, page 30 and D, page 31, 5:C, page 39

### **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:** CCS shares information about all aspects of the AIG program with its stakeholders.

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

**Description:** • Parents, teachers, administrators, and community representatives serve on the AIG

Advisory Board.

- Standards 4:C, page 30 and D, page 31, 5:C, page 39
- Activities, contests, awards involving AIG students are shared as press releases on the CCS website.

**Planned Sources of Evidence:** • AIG Advisory Board listing members' roles in the community and school or area of county

- Agendas, notes from informational meetings
- Posts of notes from these meetings

**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:** CCS is committed to the promotion and involvement of parents, families, and the community in its overall program. The AIG Plan is reviewed and revised every three years based on input from the AIG Advisory Board and any other interested parties. The plan is based on a framework reflecting the most current guidelines for gifted education provided by NCDPI.

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

**Description:** • The AIG Plan is posted on the CCS website.

- Drafts of future AIG Plans will be posted on CCS website for comment.
- The AIG Advisory Board is comprised of representatives from multiple stakeholder groups, such as parents, EC, ESL, counseling, teachers, administrators, and Central Office, with attention given to including diverse ethnic groups. The AIG Advisory Board meets to monitor the local AIG program.
- Members of a school NDT must include representatives reflecting students' individual needs, such as ESL or EC.
- Phone call system communication system will be utilized to share important information with all families.
- Surveys.

**Planned Sources of Evidence:** • Rosters of AIG Advisory Board positions in the community and regions of county and NDTs

- Copy of press releases, notices inviting feedback for AIG revisions

- Copy of survey
- Webpages

### **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 Focused Practice for 2013-2016.**

**Rationale:** AIG students, their families, and community members need timely information regarding opportunities. The AIG program should do a better job of sharing information about upcoming activities, programs, and/or events of interest to gifted students as well as share the participation of AIG students in such opportunities. The success of the AIG program requires involvement, support, and a continuing dialogue with school personnel, parents, students, and the general community. Per Goal 4, Objective 3 in the CCS Strategic Plan, "CCS will increase/expand partnerships with community agencies; faith-based, parent, civic, business, and national/international organizations; and higher education institutions to support our district's mission of graduating literate, responsible citizens." The AIG program should work closely with other CCS programs and departments to implement initiatives.

**Goals:** Make more effective use of available methods of communication to share opportunities available to AIG students. Increase communication between departments and directors to give more centralized information to AIG students and their parents.

**Description:** • Include AIG information in the district publication, "Summer Opportunities for Students."

- Submit press releases on the CCS website about upcoming activities or events for gifted students and the participation of AIG students in activities or events.
- AIG specialists will include information about opportunities in AIG newsletters.
- At AIG PLC meetings, specialists can discuss opportunities with and get ideas from one another. (These can then be shared at the school level).
- Use the services of the district translator for press releases and other forms of communication.
- As needed and as possible, have translator present at meetings and sessions for parents.
- Pursue the creation of AIG group within a phone call system
- Publicity for "parent university" events
- Distribution of literature in the community such as with realtors and the Chamber of Commerce

**Planned Sources of Evidence:** • AIG newsletters or AIG section in school-wide newsletters

- Agendas from parent sessions on topics concerning gifted students
- Sample press releases
- Translated materials
- Minutes/Notes from AIG PLC meetings
- Communications between departments of CCS

**Other Comments:** Ideas of Strengthening:

The AIG Department can create a more coherent publication of information by creating a district newsletter and regularly updating the AIG page of the county school's website.

**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:** The AIG program must plan effective ways to communicate with and form partnerships within the community in order to attract attention to the needs of high-ability learners, to invite and promote collaboration, and to promote community ownership of the program.

**Goals:** Make more effective use of available methods of communication. Establish partnerships via parent university guest speakers and experts working with students/classes.

**Description:** • See Standard 5:D Description, page 40.

• Parent university style classes will be offered focusing on topics important to AIG parents (but often applicable to all parents).

**Planned Sources of Evidence:** • See 5:D Planned Sources of Evidence.

• Publicity for Parent University type activities.

**Other Comments:** Ideas of Strengthening:

- Additional press releases
- Use assistance of district Public Relations Officer to promote AIG program in district publications
- Create parent university or the equivalent

## **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:** CCS has again developed its three-year AIG Plan per the guidelines of Article 9B of Chapter 115 of the North Carolina General Statutes. The plan requires approval by the local Board of Education and subsequent submission to the NC State Board of Education/Department of Public Instruction for review and comments. The AIG Plan was developed following the guidelines of the North Carolina Academically or Intellectually Gifted Program Standards approved by the SBE in December 2012.

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

**Description:** • The AIG Plan addresses the 6 standards and 48 practices of the 2012 NC AIG Program Standards as required by the SBOE.

• The plan is submitted to the Chatham County Schools Board of Education for review and approval and will be sent to the NC State Board of Education/Department of Public Instruction (SBE/DPI), no later than July 15, 2013.

**Planned Sources of Evidence:** • Completed and approved AIG Plan and from the state's review of the AIG Plan

**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:** The Superintendent, the Assistant Superintendent for Instructional Services, the Executive Directors of Education (K-5, 6-8, and 9-12), the Executive Director for Exceptional Children and AIG and the lead AIG specialist oversee the implementation of the AIG Plan. The AIG lead

specialist will meet regularly with AIG specialists, visit schools regularly, and examine AIG program documents to ensure fidelity of implementation across the district. Chatham County Schools' AIG Advisory Board takes an active role in working with the program to both monitor and present to the public information about the AIG Program.

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

**Description:** • The AIG lead specialist facilitates the monthly AIG Professional Learning Community meetings during which implementation is discussed.

- The AIG lead specialist and the Executive Director of EC and AIG review all program documentation for accuracy, completeness, and consistency.
- The AIG Plan is formally reviewed and revised every three years.
- The AIG Advisory Board meets as scheduled by the Executive Director of EC and AIG or lead AIG specialist to discuss implementation of the local plan.

**Planned Sources of Evidence:** • Program documents, such as DEPs/IDEPs, NDT Student Evaluation Summary, and Needs Determination Teams' minutes

- Agendas and notes from PLC meetings and AIG Advisory Board meetings

**Other Comments:** Our AIG Advisory Board has provided exemplary service this year. We have been pleased with its diversity of ethnicities, philosophies, and schools.

### **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:** CCS annually creates a budget and demonstrates accountability in use of state funds allocated for AIG services. The Assistant Superintendent for Instructional Services oversees the process.

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

**Description:** • Budget is prepared to provide essential services to students served by the AIG program.

- Budget is approved by the local Board of Education.
- The budget aligns with the goals of the AIG Plan.
- The Executive Director monitors budget expenditures for Exceptional Children and AIG, lead AIG specialist and the Assistant Superintendent for Instructional Services or designee thereof.

**Planned Sources of Evidence:** • Approved AIG budget using state and local funds

- AIG specialist licensure records

**Other Comments:**

**Practice D**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Accurate and current data is necessary to make effective, informed AIG program decisions. Administrators, teachers, and counselors are not provided sufficient data at this time regarding AIG-identified students. We believe that the recent creation of AIG as a subgroup in testing will help with this situation. The institution of a lead specialist position and Executive Director of Exceptional Children and AIG will help our ability to gather and analyze data.

**Goals:** AIG-identified students' data will be gathered and assessed to determine performance growth and drop out numbers. We are designing a program to assist our high school students in a more active way.

**Description:** • EOG and EOC test data will be analyzed for AIG-identified students' performance growth.

- Education Value Added Assessment System (EVAAS) data for AIG-identified students will be analyzed.
- Data from high school PSAT scores will be reviewed to allow for greater academic support for students needing it and to look for other qualifying students
- Director of Testing and Accountability and the Executive Director of EC and AIG Programs or designee will meet to discuss data needs.
- AIG specialists will be included in use of EVAAS data training.
- AIG Department will have access to district drop out data.
- Additional programming for high school students will be constructed and implemented.

**Planned Sources of Evidence:** • EOG and EOC scores

- EVAAS reports
- County data regarding drop-outs
- Additional programming for high school students

**Other Comments:** Ideas of Strengthening:

We need greater emphasis on our high school students and their progress. Further training in the use of EVAAS needs to occur to assist in predicting student outcome. Access to high school AIG students' information must be provided to the Department. Maintaining the Executive Director of EC and AIG and the lead specialist positions are essential to this standard.

### **Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The AIG lead specialist checks student headcount data to monitor demographics of AIG population by school and by district, and to determine if AIG populations mirror overall student demographics in schools and in the county.

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

**Description:** • Please see Standard 3:B, page 23 and Standard 1:D, page 7 for the role of AIG specialists in this Practice.

- Teachers and AIG specialists are provided copies of student Individualized Education Plans (IEPs) and 504 Plans for those students who have them.
- AIG specialists have access to demographic data through the state/local data system.

**Planned Sources of Evidence:** • Student headcount data

- Completed observational inventory forms
- Use of CogAT subtest scores for identification or other nationally normed test as listed in Standard 1:B, page 3
- Enrollment data from honors and AP courses
- Demographics data for county and AIG populations

**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:** The CCS Human Resources Division maintains data on all personnel in the district. All AIG specialists and the AIG lead specialist have AIG licensure. Cluster grouped AIG students are placed in regular education classrooms with an AIG-licensed teacher as possible.

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

**Description:** • The Executive Director receives data on AIG-certified teachers

- AIG specialists are required to be AIG-licensed or currently taking coursework at a college or university leading to AIG certification
- Teachers who have an AIG cluster of students are encouraged to take coursework leading to AIG certification or to participate in supporting staff development

**Planned Sources of Evidence:** • List of AIG-licensed teachers in the district

- List of teachers working toward AIG certification or participating in supporting staff development

**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:** Members of the CCS AIG Advisory Board are beginning to play an important and necessary role in the development and monitoring of the AIG program. They provide advice and support to those who implement the plan and serve as a liaison for gifted education to the community. The Advisory Board brings multiple points-of-view to bear on the issues within the program.

**Goals:** We will attempt to move toward reflection and direction for our Standards using the advice and communication abilities of the Advisory Board.

**Description:** • The AIG Advisory Board is comprised of representatives from multiple stakeholder groups, such as parents, EC, ESL, counseling, teachers, administrators, and Central Office personnel, with attention given to the inclusion of diverse ethnic groups.

- The AIG Advisory Board meets to monitor the local AIG program.
- The Executive Director, the AIG lead teacher and at least one AIG specialist are members of the Advisory Board.

**Planned Sources of Evidence:** • List of members of the AIG Advisory Board

- Agendas, notes from AIG Advisory Board meetings

**Other Comments:** Ideas of Strengthening:

Planning for future meetings and topics for focus will help direct this group.

### **Practice H**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The AIG program needs to continue development of ways to elicit feedback from stakeholders.

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

**Description:** • Create surveys for students and parents directly reflecting the Standards and Practices in the NC AIG Plan.

- Use AlertNow system to inform parents of survey opportunities.
- Survey students regarding their perceptions about the AIG program.
- The Executive Director and all AIG specialists are available via phone, email, and/or conference to parents and school personnel to discuss the AIG program.
- Each AIG specialist has a web page at his/her school.
- The AIG Advisory Board meets 3-4 times per school year.
- Each school will address the AIG Plan implementation in the School Improvement Plan.
- Parents have the opportunity to respond to the AIG Plan implementation strategies as presented in the School Improvement Plan.

**Planned Sources of Evidence:** • Survey results from various stakeholders

- Data from meetings with stakeholders
- School Improvement Plans from all CCS schools

**Other Comments:**

**Practice I**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The AIG Plan will be formally reviewed and revised every three years per state legislation using multiple sources of data. Recommendations by the SBE will be noted and changes made as possible. Changes can be made during the life of the plan on an as-needed basis with local Board of Education approval.

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

**Description:** • The plan will be submitted to the state BOE by July 15, 2013. The NCBOE will review the plan and return it with comments to CCS. Those will be noted and revisions made as possible.

- An annual report regarding AIG data will be presented to the local Board of Education.

- Per Standard 6:H, more consistent and frequent feedback will be elicited from stakeholders.

**Planned Sources of Evidence:** • State comments

- Plan revisions, if any
- Surveys
- Agendas, notes from AIG Advisory Board meetings
- Copy of annual reports to local BOE

**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:** All stakeholders should have access to data regarding the AIG program evaluation. As a part of evaluating the program, CCS engaged the services of the state Director of the AIG Program to visit the county for evaluative feedback. Open forums for principals, specialists, and parents were held. This occurred as a part of creating this plan.

**Goals:** Make public the data and information received from the evaluation of the AIG Program in the Chatham County Schools. CCS will evaluate its AIG program in light of evaluation information from the NCDPI Director of AIG.

**Description:** • Post AIG Plan on CCS website.

- Post evaluation data on the AIG page of the CCS website.
- The AIG Department will provide to stakeholders written copies of evaluation data upon request.

**Planned Sources of Evidence:** • CCS website

- Posted evaluation data
- Report from the NCDPI Director of AIG

**Other Comments:** Ideas of Strengthening:

Internet presence and use of other technology needs to be increased and revised.

**Practice K**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** It is the expectation of CCS that the rights of all AIG students are equitably protected through the consistent implementation of policies, procedures, and practices.

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

**Description:** • See Standards 1:D, 1:E, 2:I

- See Standards 1:D, page 7, 1:E, page 8, 2:I, page 20
- See Standards 1:D, page 7, 1:E, page 8, 2:I, page 20

**Planned Sources of Evidence:** • AIG Plan

- Student records
- Minutes, notes from NDT meetings
- Data regarding procedure to resolve disagreements, if one takes place

**Other Comments:** • AIG Plan

- Student records
- Minutes, notes from NDT meetings
- Data regarding procedure to resolve disagreements, if one takes place

**Glossary (optional):**

**Appendix (optional):**

CCS AIG Plan Apendix Procedures Board plus policy.docx (*Appendix*)

AIG letter June 2013-1.pdf (*Local Board Approval Document*)