

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

Approved by local Board of Education on: 03-JUN-13

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Submitted to NC Department of Public Instruction on: JUNE 12, 2013, 09:22:51

Revision Submitted to NC Department of Public Instruction on: JUNE 12, 2013, 09:22:51

Lenoir County Public 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, Lenoir County Public Schools local AIG plan is as follows:

Lenoir County Public Schools Vision for local AIG program: The vision for the Lenoir County AIG Program is that all students will be equipped with the necessary meta-cognitive prowess to explore deeper questions, to ponder and seek solutions to problems not yet known, and to address problems and challenges when solutions are complex.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$448792.00	\$0.00	\$10000.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Lenoir County uses various media formats (verbal, electronic, and written) to communicate the procedures for student identification including screening, referral and identification processes to all stakeholders, According to the assessment, this is effectively done; therefore, this is a maintained practice.

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

Description: Training for all K-12 AIG personnel on the referral process will be provided prior to the start of the school year by the AIG Specialists. A power point will be used to train AIG specialists and other AIG personnel who, in turn, will share the power point with each school in the district. This training will be paired with an evening information session at each school that will be available to our students, parents, and community. The purpose of this staff development and the information session is to clearly articulate and disseminate information regarding the screening, referral, and identification process. The power points will be posted on the Lenoir County website where ongoing information on the screening, referral, and identification process is available to all stakeholders.

In Lenoir County, the screening process begins with each school establishing a broad-based pool of students for consideration in the identification, placement, and service delivery options in the gifted program. In order to develop a comprehensive pool, the specialist at each school will:

1. train the faculty and staff to search for gifted behaviors across cultures, socio-economic levels, and handicapping conditions
2. train teachers to observe and use appropriate rating scales and checklists
3. train teachers in strategies to identify gifted behaviors in diverse populations
4. train teachers to document gifted behaviors through observational data, work samples, and products
5. accept nominations from outside sources
6. review student files, EOG/EOC data, cognitive abilities tests, and academic performance
7. use alternative assessments when necessary

Teachers collect data during the fall and make referrals in December. Following the data collection, the Cognitive Abilities is administered to all second graders for screening and to all students who are recommended for evaluation in January. The Iowa Test of Basic Skills follows in April for students who are recommended for further testing. In May or June, the School-based Gifted Team at each school reviews the testing data, oversees the evaluation process, and matches the appropriate

delivery options to meet the needs of the student. A parent conference is held to discuss the evaluation results and the decision of the School-based AIG Team, which is composed of an administrator, AIG Specialist, counselor, and others. A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) is developed at the beginning of the academic school year and signed by the parents or guardians at each school.

In Lenoir County, formal identification of students begins in the second semester of second grade, and the students are placed and served in the third grade. Students who exhibit outstanding characteristics may be evaluated and served at any time or at any grade level. The School-based Gifted Team at each school completes a Gifted Education Student Eligibility Record (AG2) on each student referred for evaluation. The record is based on the Multiple Indicators of Giftedness by Coleman, Gallagher, Harrison, and Robinson, and the Joseph S. Renzulli Systems and Models for Developing Programs for the Gifted and Talented. The six criteria include:

1. Student achievement as demonstrated by a standardized achievement test (Iowa Test of Basic Skills for placement)
2. Student aptitude as demonstrated by a standardized test (Cognitive Abilities)
3. Student performance as demonstrated by yearly grade averages
4. Student interest (adapted from the Joseph S. Renzulli Scale)
5. Student behavioral characteristics (adapted from the Renzulli Scale)
6. Observation of student checklist by parent (adapted from Linda K. Silverman, Ph.D)
7. Interest inventory (The Gifted Education Planner, Karen B. Rogers)

No single criterion can eliminate a student from consideration. The social, emotional and developmental needs of the student will be considered as well as the six multiple indicators.

For specific screening, identification information and/or criteria, see Appendix, pages 2-6 and pages 33 - 50 for AIG Forms including the DEP's. Look under Standard 6 also.

Planned Sources of Evidence:

- Training Meeting scheduled on school calendar
- Roster for staff development and Sea System
- Power point to address screening, referral, and identification, characteristics of gifted and non-traditional/traditional tests
- AIG School-based team committee meetings
- Parent/Family meeting agenda and/or handouts
- Lenoir County AIG Plan on website in English and Spanish
- . Brochures
- . Parent Advisory Meetings (agenda and roster)

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Lenoir County employs multiple criteria for AIG student identification including the utilization of traditional and non-traditional measures based on current research and theory. From the assessment data, it was indicated that Lenoir County has a problem in identifying some non-represented groups of students and is in the process of using multiple ways of finding these students who would do well in gifted education. In addition, with the focus on Intellectually Gifted, there is a need to develop criteria and service options, as deemed appropriate according to the criteria and psychological protocol. After research and study of what is available, procedures will be developed by the AIG Coordinator, AIG Specialists, Curriculum and Instruction Director, and the Director of Exceptional Children. Service options will be researched and implemented. As a result of this study and the assessment data, this practice will be a focused practice.

Goals:

- . To continue to use multiple criteria for AIG student identification including typical as well as atypical standardized evidence, such as behavior checklists, observation tools and portfolios to build a body of evidence.
- . To research and study criteria and service options that are deemed appropriate, according to the criteria and psychological protocol, for Intellectually Gifted.
- . To develop criteria and service option procedures (AIG Coordinator and team) for the Intellectually Gifted.
- . To implement the criteria and service option procedures for the Intellectually Gifted in 2014
- . To meet with the psychologists to analyze the tests that are currently used for all populations.
- . To offer professional development on differentiation for all teachers.

Description: The School-based AIG Team for each school will continue to employ multiple criteria for student identification. Criteria for this process may include student interviews, portfolios, Renzullis' Checklists of Characteristics, Linda Silverman's Checklist, Test of Cognitive Skills, Iowa Test of Basic Skills, EOG/EOC scores, individual testing by psychologist, Naglieri 2 (Non-verbal Ability Test), and Gifted Rating Scales-School Form, co-authored by Dr. Steven Pfeiffer and Dr. T. Jarosewich (Pearson Press). In Lenoir County the multiple criteria includes:

1. student behavioral characteristics adapted from the Renzulli Scale (checklist for teachers)
2. student behavioral characteristics adapted from Linda Silverman's checklist (for parents)
3. student aptitude as demonstrated by a standardized test (Cognitive Abilities Test). During screening the composite score and the sub-scores of the Cognitive Abilities will be considered.
4. student achievement as demonstrated by a standardized achievement test (Iowa Test of Basic Skills)
5. student academic performance as indicated by yearly average
6. student motivation and interest (adapted from the Renzulli Scale)
7. Other data or evidence (portfolios, interviews, observation tools)

Alternative assessments are used whenever student scores/data are felt to not be a true reflection of the student's ability. During the screening process the sub-scores (verbal CV, non-verbal CNV, and quantitative CQ) of the Cognitive Abilities Tests will be carefully analyzed and used as data. A renewed awareness will be implemented in the referral process in finding the non-traditional and under-represented students. Additional testing is provided when necessary, and every attempt is made to use tests that are free from cultural bias. Parents, teachers, and the student being evaluated have input into the process. There is a need to develop criteria and service options, as deemed

appropriate according to the criteria and psychological protocol, for the Intellectually Gifted. After research and study of what is available, procedures will be developed by the AIG Coordinator, AIG Specialists, and Central Office Team. Service options will be researched and implemented. Through the K-12 professional development, occurring prior to the school year, teachers will have access to and understanding of the non-traditional measures for identification. The power point that will be used will focus on the characteristics of traditional and non-traditional AIG students, and the behavioral checklists. It will also provide a list of the various tests that are available. These measures will be used to target our student population that may be overlooked through the traditional measures used for aptitude and achievement.) This power point is posted on the Lenoir County web site.

Formal identification of students begins in the second semester of second grade; the student is formally placed in the third grade. After all data has been collected (from multiple criteria listed above) and reviewed, the School-based Gifted Team recommends placement options for students obtaining four out of five criteria with two out of the four coming from aptitude, achievement, or performance. Parents are invited to the school for a conference to discuss the evaluation results, to receive a copy of the Gifted Education Student Eligibility Record (AG2), and to be notified of the team's decision for placement. Upon parental agreement for placement, they sign the Agreement for Placement or AG3. The Differentiated Education Plan is explained, and a copy of the Academically Gifted Procedure to Disagree is given to the parent.

Students can be recommended for levels of differentiation or pathways for identification and placement:

Pathway 1 (level of differentiation), Cluster Group; Pathway 2, Resource Group; Pathway III, individual; and Pathway IV for enrichment (nurture group). The students must obtain 4 out of the 5 criteria with 2 out of the 5 being either achievement, aptitude, or performance.

The following criteria have been established:

Cluster : Aptitude Composite score of 85%-89%; Iowa Test Achievement score in reading and/or math of 85% - 89%; Yearly average of 85% in reading and/or math; parent checklist; teacher observation checklist; student interest and recognitions.

Resource: Aptitude composite score of 90% or higher; Achievement score in reading and/or math of 90% or higher; Yearly average of 90% of higher in reading and/or math; Parent checklist; Teacher observation checklist; Student interest and recognitions.

Individual: Aptitude composite score of 98% or higher (on individual test given by psychologist); Achievement score of 98% or higher (on individual test); Yearly average of 98% in core subjects; parent checklist; teacher observation checklist; student interest and recognitions. *Iowa Acceleration Scale is used as a guide for whole-grade acceleration.

Nurture Group: Nurture Group students are not identified as gifted. The students in this group are served through an enrichment program within the classroom and are reviewed yearly. Students from grades K-2 are considered for the Nurturing Program based on teacher observation of the student's need for enrichment with the goal of enabling the student to qualify for AIG services at the end of second grade. Students in grades 3-8 are considered for the Nurturing Program based on teacher recommendations and evaluation results.

A chart of identification criteria can be found on page 5 in the Appendix.

Planned Sources of Evidence: • Renzullis' Checklists of Characteristics

- Linda Silverman's Observation of Student Characteristics
- Test of Cognitive Skills (Form 7)
- Results of Individual tests, WISK IV or Woodcock Johnson, by school psychologist as needed
- Iowa Test of Basic Skills
- Iowa Acceleration Scale for grade skipping or acceleration
- Naglieri 2 Non-verbal Ability Test for non-represented populations
- School-based AIG Team meeting minutes
- Student AIG folders containing identification information
- Portfolios
- Documentation of teacher training for non-traditional instruments
- Documentation of non-traditional tests used (testing calendar)
- Individual tests by school psychologist (calendar)
- AIG Plan and surveys
- Power point used in training at beginning of year and shared with each school

Other Comments: See page 4-5 in the Appendix for specific identification criteria and more detail on the identification/placement process. See Standard 1.

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Although, diversity and procedural training has been developed and implemented, additional training is needed according to the surveys and the self assessment tool. After review of placement data, the district realized that some areas of under-represented populations were not identified at a comparable rate to the LEA demographics. Specifically, English language learners and the economically disadvantaged populations are lower than expected. As a result, this practice was determined to be a focused practice.

Goals: • Continue to communicate to all schools the need for a consistent system for traditional and non-

- traditional referral and placement.
- Provide and expand the training to all teachers to recognize gifted qualities and characteristics in under-represented populations, especially the economically disadvantaged and ELL.
- Respond to the LEA DEMOGRAPHICS by increasing the use of alternative-evaluation tools that

better assess students in the ELL and economically disadvantaged population to determine eligibility.

- . Provide ongoing differentiation professional development
- . Develop plan for the use of sub-scores in screening/identification and service
- . Provide Professional Learning Communities (PLC'S) between all teachers on referral/identification process

Description: As described in Standard I, practice A, a scripted media presentation has been developed on traditional and non-traditional characteristics to be shared at the beginning of the year with the AIG Specialists from every elementary and middle school. The specialists then present the scripted media presentation to the teachers, principals, and staff in order for all personnel to recognize the traditional and non-traditional characteristics of gifted students. Handouts, which include the behavioral characteristics checklists along with information about traditional and non-traditional placement, will be provided. The power-point will be sent to the high school AIG representative and principal for them to share it with the high school teachers and staff. In addition, the power-point will be posted on the Lenoir County website. Through data analysis and protocol from the previous practice, the identification of these students will be studied. Training for awareness in identifying ELL and non-represented populations as well as training to expand perceptions of giftedness will be implemented. Professional Learning Communities (PLC's) will be developed between the ELL teacher and other teachers for collaboration in referral, identification and service options. Differentiation for all teachers will be offered. We will continue to consider verbal, non-verbal and quantitative scores for screening. After research, study and discussion with psychologists and NCDPI, a plan will be developed to identify and serve Intellectually Gifted (IG) students. Additionally, one psychologist within the Exceptional Children's Department will be responsible for targeted AIG screening assessment and evaluations. The psychologist within the Exceptional Children's Department will explore alternate assessment tools that access the English language learner and economically disadvantaged subgroups for gifted traits.

Through the K-12 staff development occurring prior to the school year, teachers will have access to and understanding of the non-traditional measures for identification. The power point that is used will provide a list of the various tests that are available. These measures will be used to target our student population that may be overlooked through the traditional measures used for aptitude and achievement.

Planned Sources of Evidence: • Documentation of teacher training for non-traditional instruments

- Behavior checklists
- Documentation of non-traditional tests used (testing calendar)
- Individual tests by school psychologist (calendar)
- AIG Plan and surveys
- Power point used in training at beginning of year and shared with each school
- . List of assessments selected by the psychologist.
- . PLC agenda or minutes
- . Plan for Intellectually Gifted identification and service

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: Previous experience in the LEA noted that individual schools utilized different timelines for the referral and identification process, including parental notification of evaluation results. This varied practice caused some confusion among parents and stakeholders about the process; therefore it will be a focused practice.

Goals: • To communicate to all schools the need for a consistent system for traditional and non-traditional placement.

- To provide training to all teachers to recognize gifted qualities and characteristics in under-represented populations of the gifted.
- To respond to the LEA DEMOGRAPHICS.
- . To produce a system-wide approach to outline procedural expectations across the LEA for the referral and identification process including parental notification of evaluation results
- . To develop a letter to send to parents prior to Cognitive Abilities testing
- . To develop a letter to send to parents after the Cognitive Abilities testing to report results
- . To provide Professional Development on interpreting Scores from Cognitive Abilities Test

Description: As described in Standard I, practice a and c, a scripted media presentation will be developed on traditional and non-traditional characteristics to be shared at the beginning of the year by the AIG Specialists. The specialists will present the scripted media presentation to the teachers, principals, and staff in order for all personnel to recognize the traditional and non-traditional characteristics of gifted students. Handouts, which include the behavioral characteristics checklists, along with information about traditional and non-traditional placement, will be provided. The power point will be sent to the high school AIG representative and principal for them to share it with the high school teachers and staff. In addition, the power point will be posted on the Lenoir County website. In order to maintain consistency, a system-wide timeline or flowchart will be created for the screening, referral, and identification process, including an eligibility and parent notification section for all schools. The parent notification section will include a timeline for returning the test results. There will be training for all teachers at each school on interpreting test results. A letter will be sent to parents prior to the Cognitive Abilities Test, and a letter will be sent following the test explaining the results with the option of a parent conference.

Planned Sources of Evidence: • Sea System (teachers register for training)

- Power point and agenda
- Instrument used in documenting behaviors recognized in students (Behavioral Checklists)
- Handouts about traditional and non-traditional placement
- AIG child count

- Documented testing accommodations (parent referrals)
- . Timeline for the screening, referral and identification process.
- . Form letter for use county-wide prior to test
- . Form letter for use county –wide to report scores.
- . Training roster and agenda from Interpreting Scores
- School-based AIG Team meetings and minutes and roster
- Flow chart of identification procedures in AIG Plan
- Referral forms
- Form for district level monitoring for compliance of screening, referral and identification process

Other Comments:

Other Comments: Identification and Nurturing Program power points will be posted on the Lenoir County website

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: Lenoir County Schools, according to the assessment, continues to safeguard the rights of AIG students and their parents/families including informed consent regarding identification and placement, re-assessment procedures, transfers from other LEA;s and procedures for resolving disagreements. In our assessment discussion it was suggested that we strengthen this practice through additional guidelines for transfers. It was determined that this practice will be maintained with additional guidelines for transfers.

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

Description: We will continue to provide procedures for screening, referral and identification processes to all stakeholders through the AIG Plan, brochures, and meetings with parents. A yearly review of the DEP at all schools will be provided. A form will be developed for district level monitoring for compliance of screening, referral, and identification processes. A transfer status form will be developed for use when an AIG student transfers from Lenoir County. The current policy for placement of new students or transfer students is as follows:

1. The guidance counselor will notify the gifted specialist at the school of a new student or transfer and request the records from the previous school. Until records are received, student is placed in a regular setting. If the student transfers from Lenoir County, the student will be in Power School as gifted.
2. Upon receipt of records, the counselor and gifted specialist will determine the eligibility and placement of the student. If needed, a parental consent for evaluation will be obtained.
3. The AIG School-based Team completes the Gifted Eligibility Record (AG2).

4. If placement is determined, the appropriate paperwork is completed.
5. Parents are notified of any recommended changes in placement. A new DEP or IDEP is developed and signed by the parents; they are given a copy of the DEP and the Academically Gifted Grievance Procedure.

The Lenoir County Public Schools Disagreement Resolution Procedure for the Academically and Intellectually Gifted Program includes the following steps:

1. Parents or guardians request conference with the gifted specialist and principal of the child's school to review the initial decision or services and decide if decision or services was appropriate. Gifted specialist shall mail or deliver a copy of the disagreement resolution procedure to the parent, guardian, or custodian making the request. The gifted specialist shall mail written notice to the parent/guardian of the decision of the AIG specialist and the principal.
2. If parents/guardians disagree with the decision of the AIG specialist and principal, they request a conference with the Gifted Coordinator of the Lenoir County Public Schools. The Gifted Coordinator shall mail written notice to the parents/guardians of the the decision following the conference.
3. If parents/guardians disagree with the decision of the Gifted Coordinator, they request a conference with the Superintendent for the Lenoir County Public Schools. The Superintendent shall mail written notice of the decision to the parents/guardian.
4. If the procedure above fails to resolve the disagreement, then the parent/guardian may file a petition for a contested case hearing under Article 3 of 150B of the North Carolina General Statutes heard by an administrative law judge. A contested case hearing cannot be filed unless all three steps of the procedure set forth above have been followed.

Mediation: The Lenoir County Board of Education encourages parents/guardians to seek informal resolution of disputes or disagreements, which might arise when a student is not identified as an academically or intellectually gifted student or concerning the appropriateness of the services offered, before filing for a formal contested case hearing of the matter. To that end, mediation between the parties is suggested. Mediation is not a procedure required by law but is utilized as a way to clarify and to resolve disputes. Either party may initiate mediation.

The complete Lenoir County Procedure to Disagree is described in the Appendix on pages 30 -32 or in Standard 6.

Planned Sources of Evidence: • Identification forms

- School-based AIG Team meetings and minutes and roster
- Flow chart of identification procedures in AIG Plan
- Referral forms
- Form for district level monitoring for compliance of screening, referral and identification process
- AIG plan
- Procedure of Disagreement Resolution Agreement in the Appendix of the AIG Plan on pages 37-39
- Brochure on AIG program
- Identification forms
- Transfer Status Form

Other Comments: See Appendix, Standard 6, pages 30-32 for the Lenoir County Procedure of Disagreement document.

See Appendix, Standard 1, pages 4-6 for identification and transfer policies. Information is also found in Standard 6

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 assessment and the survey indicated that the majority of parents, teachers, students and other stakeholders were aware of the documentation that is maintained (the Differentiated Education Plan) that explains the service options for AIG students. Therefore, this is a maintained practice.

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

Description: We will continue to maintain documentation that explains the identification process and service options with stakeholders (parents/families, students, teachers) in the AIG Plan. We will continue to review services annually and modify the DEP as needed.

In Lenoir County, students who are recommended for services must have a DEP (Differentiated Education Plan) written each year with input from the parent. Students in the nurture group must have a NEP (Nurture education Plan). The DEP for the rising 9th grade students in high school is developed in the spring of the 8th grade when the student registers for high school. In the high schools, the DEP is reviewed annually along with the four year plan or career plan by the counselor. In Early College an Individual Education Plan (IDEP) is developed, and a schedule of courses is attached each year. It is reviewed annually. The DEP explains the learning environment, the content modification and other programs designed to meet the needs of the student. The NEP explains the content modification and other enrichment programs to nurture the potential and need of the student. A DEP meeting is held at each K-8 school at the beginning of the year to fully explain the DEP (Differentiated Education Plan) and to give the parent and/or guardian an invitation to have input. The DEP documents the service options for an individual AIG student, and a copy of the DEP is provided for the parents/families. At the beginning of the year meeting, the expectations for grades 3-8 are shared with the parents for reading and/or math, and a copy of these are shared as well. Documentation of the success of the expectations is sent home each nine weeks in the report card. The DEP is reviewed in the spring with a copy given to the parent. A conference with the parent is held if services are changed. If the teacher feels the student no longer needs differentiated services, the gifted team will re-evaluate the student. If the Gifted Team recommends that the student should be served in the regular classroom, an IDEP is developed and support is provided to the student in order to re-enter gifted service options at a later date. A parent conference is required. If a parent requests that a student be removed from gifted services, a written request must be submitted to the AIG teacher stating the following:

Name of student, Name of Parent and/or guardian, Date, A form letter is found with the forms under

Standard 6.

Planned Sources of Evidence: • Brochure on AIG program

- Identification forms
- Differentiated Education Plan (DEP) or Individual Education Plan (IDEP)
- K-3 Nurturing Education Plan (NEP)
- Annual parent meeting agenda/minutes
- AIG Plan and surveys
- Student AIG Folders
- High School AIG Parent Night Program or agenda

Other Comments: See Appendix, Standard 6, pages 30 - 32 for the Lenoir County Procedure of Disagreement document

See Appendix, Standard 1, pages 4-6 for identification and transfer policies.

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 Focused Practice for 2013-2016.

Rationale: According to the surveys and self assessment, transitional services for students leaving 5th and entering 6th, and for students leaving 8th and entering 9th are not consistent county-wide to ensure that students with gifted traits are receiving enrichment, extension or acceleration of the curriculum according to their specific gifted traits. In most situations, the use of differentiated curriculum and instruction at the middle and high school level is not evident in AIG lesson plans and observations. Instructional differentiation in the high school between regular and honors classes of the same subject does not indicate a significant or apparent change in student performance expectations according to the surveys and assessments. This data, along with the implementation of the Honor's Implementation Guide and the Credit by Mastery Guide, leads us to focus on this practice during the next cycle.

- Goals:**
- To continue to provide professional development for all teachers of gifted students in differentiation, rigor and relevance, learning styles, concept based instruction, Habits of Mind, and Multiple Intelligences
 - To utilize individual student interest inventories in adapting the NC Standard Course of Study
 - To research and explore problem-based, problem solving, real world classroom experiences (K-12)
 - To continue the use of learning centers, computer-based instruction, mastery learning units, differentiated instructional units, tiered assignments, remediation services, independent studies, contracts, advanced content, curriculum compacting, individualized program, book reports in a variety of formats, literary projects, research projects and technology projects.
 - To continue to provide AP courses, and/or IB courses to high school students
 - To train teachers to use the Instructional Resource Project lessons or tasks which will take the place of the Differentiated Guide in Lenoir County.
 - To utilize individual student interest inventories in adapting the NC Standard Course of Study (Common Core State Standards)
 - To address the giftedness of students with the appropriate level of rigorous curriculum across the K-12 spectrum with targeted transition services between schools.
 - To develop increased, measurable student performance goals for differentiated or stratified classes for regular, honors, and AP class selections that clearly indicate the enrichment, extension or acceleration at each level.
 - To study and implement the use of the Revised Honor's Implementation Guide from DPI in all high schools through training.

- . To research and study the Credit by Mastery Guidelines from DPI during the 2013-14 academic school and develop a plan in conjunction with the district for implementation.

Description: Resources, materials and training in order to implement the Instructional Resource Project will be provided during the summer and early fall of 2013 and will continue during the next three years. Curriculum units will be developed and implemented along with the use of the Instructional Resource Project lessons that are posted on the DPI/AIG WIKI. The resource project will take the place of the Differentiation Guide that was to be developed by Lenoir County. We will continue to provide all (K-12) teachers of gifted students with the appropriate professional development in learning styles, concept based instruction, interest based instruction, and Multiple Intelligences. Teachers will use student interest inventories to adapt and expand the Standard Course of Study through units, and project based learning. As stated in the goals, K-12 teachers will continue to provide and implement learning centers, computer-based instruction, mastery learning units, differentiated instructional units, tiered assignments, remediation services, independent studies, contracts, advanced content, curriculum compacting, individualized programs, book reports in a variety of formats, literary research, and technology projects. The Honor's Implementation Guide and rubric will be introduced through training in the high schools; the implementation will take place during the 2013-14 academic school year. Appropriate staff development will continue to support the extension of the NC Standard Course of Study including differentiation strategies for all levels. The staff development in Lenoir County is aligned with the District Plan which gives support to differentiation in the regular classroom. In addition, the Credit by Mastery Guidelines will be studied and a plan for implementation will follow.

Vertical planning and transitional meetings to ensure student scheduling matches gifted criteria will be implemented as well as a re-focus on the student's DEP in order to match services with gifted areas. From 2010-2013, some teachers of the gifted participated in professional development that focused on curriculum differentiation as it was offered in conjunction with the district for all teachers. Currently, gifted students are clustered in the regular classroom, served together as an advanced class, or flexibly grouped. The curriculum is extended and accelerated according to the needs of the students by using curriculum compacting, by involving the students in various projects and competitions, by giving real world problems, by providing tiered assignments or tasks, by organizing literature circles and seminars, by establishing cooperative groups, debates, presentations and by infusing technology.

In addition, AIG students, from each school (K-12), have participated for the past three years in a Gifted Gala at the end of the year to document consistent enrichment and extensions across the LEA. The Gala has been a huge success with an increased number of projects each year. Our third Gifted Gala was on April 16, 2013, and this celebration will continue during the next plan cycle.

Planned Sources of Evidence: • Staff Development Reports (SEA system)

- Yearly checklists of completed indicators of differentiation
- Student portfolios
- Student interest inventories
- Projects from the Instructional Resource Project
- Curriculum units and evidence of delivery
- DEP's/IDEP's

- . Honor's Implementation Guide plan
- . Curriculum Units, plans and rubrics
- . Roster and minutes of transitional meetings
- Gifted Gala Program
- . Credit by Mastery plan and implementation

Other Comments: See Appendix for further explanation of Standard 2, pages 8-9. See Appendix, page 11, for some of the staff development opportunities.

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: This practice will continue to be a focused practice in that the assessment data, surveys and principals' professional learning communities indicate that more differentiation training is needed along with training in rigor and relevance in the classroom

Goals: • To provide professional development on concept teaching and differentiation (as indicated in practice A)

- To plan a Gifted Gala at the end of the year to showcase projects by gifted students
- . To provide models of a variety of instructional strategies of AIG practices.
- To have teachers observe model lessons of peers that employ diverse and effective instructional practices to address rigor.
- To implement the Instructional Resource Project
- To provide appropriate staff development for K-12 teachers in rigor and relevance in the classroom

Description: The Gifted Gala will continue to be held at the end of the school year as a way to present and showcase examples of student work. During the next three years we will train teachers on the use of the Instructional Resource Project which contains models lessons. We will hold regular meetings where teachers will model various diverse and effective instructional practices to address a range of learning needs.

We will continue to offer professional development with an added focus on problem based learning, differentiation, rigor and relevance in the classroom, and Bloom's Revised Taxonomy for K-12 teachers. A plan for the implementation of the Honor's Guide and rubric will be developed with appropriate training.

Students are presently served through cluster groups in the regular classroom and/or flexibly grouped in reading and math classes with a certified AIG teacher. Literature circles, seminars with Junior Great Books, interactive projects, debates, math and science competitions, Battle of the Books competition, independent studies, contracts, curriculum compacting, tiered assignments, and enrichment activities are some of the instructional practices that are used in order to provide diverse and effective practices to address a variety of learning needs.

Planned Sources of Evidence: • SEA System proposals for training in differentiation

- Sign in rosters, pictures and articles
- Documentation of peer observations
- Student made portfolios
- Program of Gifted Gala
- . Student Projects
- . Instructional Resource Project PD rosters
- . Instructional Resource Project implementation documentation

Other Comments: See Appendix, Standard 2, pages 8-9

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: With the implementation of the Common Core it was determined, through the assessment, that more resources are needed for teachers to add to the resource collection in the schools; therefore, we will focus on the practice.

Goals: . To research a variety of research-based supplemental resources that would align with the Common Core.
. To purchase resources for all of the schools that would enhance and augment curriculum and instruction

Description: We will continue to research and select a variety of supplemental resources that align with the Standard Course of Study to augment the AIG curriculum. Professional Development will be provided in structured differentiation strategies, as well as ongoing professional development in Building Thinking Skills, Bloom's Taxonomy, and Habits of Mind. When additional purchases are made, training in the use of supplementary materials such as Jacob's Ladder, William and Mary Units, and Project Based Learning will be provided. Teachers have been provided with resources and materials that reflect the research based staff development that is offered. Some of the materials that teachers have been provided are: Jacob's Ladder (level 1, 2, 3); Promises of Fulfilling Differentiation (Tomlison); Marzano's Vocabulary Development; Learning and Leading with Habits of Mind (Costa/Kallick); Curriculum and Instructional Planning and Design for Gifted Learners, Joyce VanTassel-Baska; Differentiating for the Young Child, Joan Smutny and S.E.von Fremd; and, Discovering Non-fiction, Silver, Strong and Petini. Additional resources will be provided following the research.

Planned Sources of Evidence: • Presentation of Power-points or agenda of Professional

Development

- Documentation of training 2010-2016
- List of newly acquired resources along with the resources already acquired
- Staff Development roster, sea system registration
- Observations of use of resources in lesson plans
- Professional development rosters (sea system)

Other Comments: Some Professional Development on page 11 in the Appendix
Other Practices under Standard 2 or Differentiated Curricula/Instructional Practices in the Appendix, pages 8-9

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: Parts of this practice is in progress such as critical thinking and problem solving according to the assessments. Creativity, innovation, and real world learning are lacking especially in middle and high school. These have not been adequately addressed according to the surveys and assessments. As a result of this data, we will explore possibilities in and surrounding Lenoir County to form true partnerships with businesses and colleges in job preparation, early enrichment, and middle school exploration opportunities. In our discussion it was noted that the AIG students need to go to middle school with skills of how to explore and see relevance of what they are doing. As our data indicates relevance is the key for the 21st Century skills; therefore, we will focus on this practice.

Goals: • Infuse 21st century content and skills into the curriculum

- Provide professional development pertaining to 21st century content and skills (emphasis on rigor, real world learning in local, regional, and global contexts, problem based learning, creativity/innovation, life skills for leadership, ethics)
- Provide realistic technology environment for learning and expanded expectations for all students.
- Model true differentiated lessons
- Expand student participation in the community beyond the classroom
- Explore partnerships in and around Lenoir County (job preparation, early enrichment, middle school opportunities)

Description: There will be an emphasis on the infusion of 21st century skills to expand expectations

for AIG teachers and students. Relevant professional development will be offered to AIG teachers and other teachers specifically geared towards 21st century content and skills. Professional Learning Communities based on rigor will be developed to assist teachers in infusing these skills into the new Common Core/Essential Standards. By focusing on specific areas that are noted in the district improvement plan, teachers will receive intensive professional development in areas that reach real world learning and global context, applied life skills, collaborative and responsible behaviors and increased critical thinking and problem solving scenarios. Professional Development (aligned with the district plan) will include on-going Building Thinking Skills, differentiation, appropriate use of technology learning tools, Conceptual Design, Habits of Mind, research development, creativity and innovation, real-world learning, and leadership skills. Student opportunities to serve as leaders in service learning will be expanded. All K-3 teachers in Lenoir County have been trained in Building Thinking Skills (Sandra Parks) as an expansion of Project Bright IDEA 2; we will continue to have on-going training in thinking skills and Habits of Mind.

Planned Sources of Evidence: • SEA system Registration

- Rosters/agenda from Staff Development
- Observations
- Technology integration
- Student participation in service learning opportunities
- Student participation or involvement in school, community, regional and global applications of skills (middle and high school)

Other Comments: See Appendix, page 11, for Professional Development Plan and under Standard 2.

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Formative Assessments and aligning instruction to assessment are essential parts of curriculum and instruction. According to the Self Assessment, more formative assessment and diagnostic assessment is needed. NC FALCOLN and KAGAN training have enhanced the process but ongoing assessment is needed to drive curriculum decisions; therefore, this practice will be a focus in Lenoir County.

Goals: • To incorporate realistic progress monitoring systems versus benchmark classroom assessments.

- To focus on the individual student progressions to determine expansion, acceleration and extension of basic curriculum requirements.
- To offer a more balanced assessment approach including formative and diagnostic to

inform instructional decisions

Description: In order to differentiate classroom curriculum and instruction, a variety of researched based assessments will be used. Pre-assessments will determine acceleration to match academic need, and will drive the curricular decisions. The use of pre and post assessments in the classroom to determine flexible groups will be continued and implemented as needed. Formative assessments will be ongoing, and student portfolios and data notebooks will be kept to monitor progress.

Planned Sources of Evidence: • Student portfolios

- Rubrics
- Class-scape Data
- Pre/post tests
- Flexible Grouping Schedules

Other Comments: See District Professional Development Plan on website
See Appendix, page 11, for some of the professional development planned over the next 3-6 years

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: According to the self assessment, current practices emphasize the academic needs of our AIG students. Some progress has been made in that professional development has been offered to raise the awareness of the social and emotional needs of AIG students, and more is planned. Currently, social and emotional needs are addressed through the school-wide initiatives such as Positive Behavior (PBIS), KAGAN Structures, group lessons with counselors, but as the data indicates, more instructional practices that support the social and emotional needs of AIG students are needed; therefore, this practice will remain a focus.

Goals: • To blend resources and programs to differentiate instructional practices which encourage social and emotional development

- To develop small group counseling sessions regarding social and emotional needs.
- To make stakeholders (teachers and principals) aware of the Nurturing Plan.
- To meet the needs of highly gifted students with extended and in-depth study of curriculum.
- To create more heterogeneously mixed environments that represent real world environments for all students and utilize flexible grouping for content areas.
- To increase the emphasis on the social and emotional needs and aspects of the gifted student.

Description: From 2010-2016, appropriate professional development for teachers and guidance counselors will be provided focusing on the social and emotional needs of AIG students. Social and emotional training is a part of the AIG Professional Development requirement which will continue in the fall of 2013. Guidance sessions will be planned and implemented to address the social and emotional needs of AIG students. Counselors and teachers will research and implement special units for the needs of the AIG populations.

Resources for Habits of Mind, Building Thinking Skills, differentiated instructional practices and progress monitoring tools, as mentioned in prior practices, will be expanded to encourage social and emotional development. Participation in the nurturing plan through Building Thinking Skills, Habits of Mind, Positive Behavior Support, enrichment, and extension activities will continue. In-depth studies for the highly gifted will be documented on an Individualized Education Plan (IDEP) as the studies for these students should be determined through interest or challenging initiatives.

Planned Sources of Evidence: • Observations

- Lesson plans
- Counseling lesson plans
- Nurturing Educational Plans (NEPs)
- In-depth Studies for highly gifted
- Training rosters and agendas

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: LCPS has targeted instruction for our struggling K-3 learners, but does not focus on gifted students not meeting indicated potential according to the self assessment. The Nurturing Program has been implemented but needs some restructure so that it becomes more consistent throughout the district. There is a need for more focus on Building Thinking Skills in K-3 and on vocabulary development. As a result, this practice was determined to be a focused practice, based on both the self-assessment data and the discussions during the revision.

Goals: • To make stakeholders (teachers and principals) aware of the Nurturing Plan.

- To meet the needs of highly gifted students with extended and in-depth study of curriculum.
- To create more heterogeneously mixed environments that represent real world environments for all students and utilize flexible grouping for content areas.
- To continue and expand Project Bright IDEA 2.
- To continue and expand Project Tomorrow (K-5) based on the Project Bright IDEA model.
- To continue ongoing professional development to support Building Thinking Skills in K-3 beyond the

book in all areas of the curriculum.

- . Identify methods to highlight students with gifted and intelligent behaviors that require specific intervention or teaching strategies to address their under-performance.

Description: During 2010-2013, parts of the nurture plan were fully implemented. A power-point demonstrating various ideas for enrichment or nurturing programs for K-2 was shared with teachers, administrators, staff, and parents through-out all schools in the county. A nurturing plan was implemented at each elementary school through the AIG specialist. Building Thinking Skills has been implemented in all K-3 classes. Project Tomorrow will be extended into other schools by offering professional development in Habits of Mind, Conceptual Design, and Bloom's Revised Taxonomy. We plan to form AIG Nurturing groups (K-2) in all schools that utilize enrichment and nurture programming with consistent use of portfolios for students in order to show performance based mastery. In some schools the students will keep a data notebook. The nurturing program has specific guidelines, and the portfolios go with the student to the next grade level.

Planned Sources of Evidence:

- Nurturing Educational Plans (NEPs)
- Documented visits of programs that have been put into practice in other schools.
- Lesson plans for implementation of nurturing program in all schools
- Documentation of expansion of Project Bright IDEA model (Project Tomorrow)
- Professional development registration on Sea System
- Observations and monitoring by administrators
- Power point on Nurturing Enrichment Program (on Lenoir County website)
- . Data notebooks at some schools
- . Portfolio to show performance based mastery.
- . Restructure programs at schools to include nurture and enrichment grouping in the same manner as our at-risk population.

Other Comments: See Nurturing Program in Standard 2

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 Focused Practice for 2013-2016.

Rationale: According to the self assessment, collaboration among AIG personnel and other professional staff is essential to the development and implementation of a differentiated curriculum but it is difficult to find time to collaborate due to other requirements. Therefore, we will focus on this practice.

Goals: . To provide time for the AIG teachers and the other professional staff to meet regularly to collaborate and strengthen partnerships that impact differentiated instruction in the classroom.

- To plan and develop monthly meeting for the AIG teachers.
- To plan and coordinate professional development to include all professional staff.
- . To create high school-based AIG team to develop and implement a career/scholarship counseling program
- . Training AP, IB, and Honors teachers in the social and emotional needs of gifted students

Description: AIG (K-8) teachers have presented or participated in regular meetings in order to develop, implement, and share differentiated instructional practices during the past three years. AIG teachers will continue to meet regularly with other professional staff at each school to collaborate, develop, and implement differentiated curriculum and instruction during the next plan cycle. Because of the structure in Lenoir County, the AIG personnel are all classroom teachers and meet regularly with the grade level teams. In conjunction with the district plan for professional development, there will be a focus on differentiation. This will give AIG personnel more time to develop and implement differentiated instruction in collaboration with other teachers.

During the last three years, a high school-based AIG Team was initiated at each high school. Each high school has a contact person who acts as a coordinator of AIG. In the fall of 2013, the high school AIG Team will discuss their goals and make plans for professional development. There will be training for the Honors Implementation Guide and rubric in the summer of 2013. The AIG Team will collaborate with the counselors to develop and implement a career scholarship counseling program and a transition program for AIG students from middle to high school. They will participate in training on the social and emotional needs of gifted students. The presenters will be the high school representatives from Lenoir County who participated in the training sponsored by the Department of Public Instruction in Raleigh. The high school program is a focus in Lenoir County and will be further developed by the high school AIG Team and the Secondary Coordinator.

Planned Sources of Evidence: . Monthly meeting roster

- Staff development system record(SEA)
- Schedule to document collaborative time for the AIG teachers and other professional staff.
- Power points or meeting notes from presenters
- Planning notes, agenda, minutes from school and district meetings
- . Honor's Implementation Guide Training Roster
- . Plan for high school professional development

Other Comments:

Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Currently, Lenoir County develops and documents a student plan, known as the Differentiated Education Plan (DEP) which articulates the differentiated curriculum and instruction services. It is reviewed annually but it was noted in our surveys and discussions that there is a need to develop a better plan for high school plan review. As a result, this practice will continue to be a maintained practice but we will develop a better plan for the high school annual review.

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

Description: We will continue to use the Differentiated Education Plan (DEP) that is in place. Teachers will hold meetings with parents and students to explain the DEP and gather input for the document. Teachers in K-8 will share the expectations for reading and math at the meeting at the beginning of the year which will become a part of the yearly review. At the end of the year the DEP/IDEP will be reviewed and service will be continued or modified according to the checklists, performance, and objectives in the DEP/IDEP. In K-12, portfolios will be used as evidence to support such decisions as well as student participation in competitions. Currently, the teacher verifies the review of the DEP by his/her initials, date, and a check by continue services or change services. The DEP/IDEP is kept in the student's AIG folder, and a copy of the DEP/IDEP that has been reviewed is sent home to the parent. The parent is invited to a conference if services are changed or modified or if requested by parent.

Currently, in the high school, the student and the counselor review the DEP each year along with the four year or career plan after the initial signature of the parent. A plan will be developed to involve the parents in the review yearly. In the Early College, an Individual Education Plan (IDEP) has been developed with the current schedule attached. It will be reviewed annually by the student and the counselor in conjunction with the parent.

Planned Sources of Evidence: • DEP/IDEP

- Student Checklist
- High School Plan to review the DEP with parents
- IDEP at Early College and review plan

Other Comments:

Standard 3: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Practice A

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

This practice is a Maintained Practice for 2013-2016.

Rationale: Lenoir County already employs an AIG-licensed educator as lead coordinator to plan, develop, implement, revise and monitor the local AIG program and plan but it was indicated through the self assessment and the surveys that a full time AIG-licensed educator is needed. This practice will continue to be a maintained practice but a plan for a full time AIG Coordinator is under consideration.

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

Description: We will continue to fund an AIG-licensed educator(s) to guide, plan, implement, revise and monitor the local AIG Plan. The coordinator will:

1. observe in the schools to ensure a continuum of services and review the records
2. review new identification procedures to ensure that the diverse student populations are encompassed
3. plan staff development and use feedback to plan ongoing staff development
4. submit written and/or oral reviews of the focused practices to the Director of Exceptional Children, the Executive Director of Curriculum and Instruction, and the Instructional Effectiveness Team through use of the 2010-2013 Evaluation Instrument on pages 54-55 in the Appendix and at the end of Standard 6
5. document growth of enrichment pool
6. analyze growth of AIG students through EOG results with testing coordinator
7. collaborate with IET (Instructional Effectiveness Team) to coordinate and integrate gifted services into general education
8. review data from annual surveys (student, parent and teacher)
9. facilitate the development of media presentations for consistent communications to all stakeholders
10. facilitate the formation of an AIG Parent Advisory Group
11. advocate for gifted education by communicating with parents, attending programs and conferences, and keeping abreast of current trends and issues related to gifted education
12. work with Exceptional Children's Director in the development of the annual budget
13. facilitate the Procedure of Disagreement Process
14. collaborate with AIG personnel (specialists) in each school
15. plan beginning of the year and regular meetings for the teachers of the gifted
16. coordinate screening and testing

17. meet with teachers, principals, and counselors to evaluate referrals for acceleration after testing
18. revise the AIG Plan every three years

Planned Sources of Evidence: • Schedule for observations in schools

- Agenda of regular meeting with specialists and teachers of the gifted
- Power points and handouts used in training
- Instructional Effectiveness Team minutes (showing participation of AIG Coordinator)
- Data collection showing growth of gifted students (NC Wise, Benchmark Assessments, EOG Data)
- Conference participation
- . Evaluation Instrument (under Standard 6)
- . Documentation of enrichment pool
- . Surveys
- . Self-Assessment Tool

Other Comments: See Appendix, Standard 6, for Evaluation and monitoring Instrument
See Appendix, Standard 6, pages 27-29, for AIG Coordinator's Responsibilities as well as responsibilities of the Exceptional Children's Director, School Based Gifted Specialist, resource teacher, subject area teacher, cluster teacher, regular classroom teacher, school counselor, School-based AIG Team and the principal in the gifted program.
See Appendix, Standard 2, page 9, for explanation of Nurturing Program

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Curriculum specialists are needed to provide: staff development, in classroom help, unit development, curriculum building, and model lessons. At present, the AIG licensed specialists at the K-8 schools are classroom teachers who coordinate the gifted program at their school. At some of the middle schools they are not explicitly involved in direct teaching services, rather they serve in a consultative manner. Lenoir County will work toward developing a plan that will allow for a full time AIG coordinator and AIG specialists at the school level who play a more direct approach in direct teaching services. Therefore, this practice was determined to be a focused practice during the revision process, based on the self assessment and discussions during the process.

- Goals:** • To provide AIG curriculum specialists to be engaged in tasks which explicitly address the academic, intellectual, social and emotional needs of gifted learners.
- . To provide an AIG licensed specialist for the high schools in the future
 - To extend the responsibility of the AIG teacher or specialist beyond the regular classroom by giving extra planning or released time to work with other teachers.
 - . To provide a full-time AIG Licensed Coordinator
 - . To restructure the AIG service delivery to a more direct approach at all levels

Description: AIG curriculum specialists are needed from the district level to provide: staff development, model lessons, unit development, and coordination of curriculum in the regular classrooms as well as to provide direct services to AIG students. Until such a model is realistic, professional development (as outlined in Standard 2, practices A-J), will be provided for the AIG specialists in each school. The specialists will continue to plan, model lessons, and coordinate curriculum in the regular classroom as well as serve gifted students directly. Extra time to collaborate with the regular classroom teachers is encouraged. Currently, the AIG Specialist or contact person at each school collaborates with other teachers during planning times or after school, serve gifted students directly, monitor the records, and coordinate all activities that involve AIG students. The district is planning to hire a full time AIG Licensed Coordinator who will work with the specialists and district team (EC Director, Director of Elementary Curriculum and Secondary Coordinator and Assistant Superintendent) to restructure the AIG service delivery to a more direct approach at all levels.

Planned Sources of Evidence: • Teaching schedules

- Minutes of meetings with other teachers
- Professional development rosters
- Sea system registrations
- Schedules of model lessons
- Restructure Plan for specialists

Other Comments: A plan is being discussed to provide AIG Curriculum Specialists on the district level to be engaged in tasks which explicitly address the academic, intellectual, social and emotional needs of gifted learners. In addition, the AIG specialists, who would serve more than one school, will give in-depth training and classroom modeling of what a true 21st Century differentiated classroom should look like and would serve gifted students directly. They will monitor the paperwork at their assigned schools, will collaborate with other teachers on social and emotional needs of gifted students, will work as a team to plan and promote rigor and challenges for the gifted population, and will facilitate programs for parents and the community.

There are other plans being discussed as well. The district staff development plan is on file and on the website.

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: This is a focused practice as there is a need, according to the self assessment, to continue 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. An AIG professional development plan has been

implemented, but Common Core training was the focus in 2012-13. AIG professional development will resume in the spring of 2013.

- Goals:**
- To continue the AIG Professional Development Plan requirements for all personnel involved in AIG programs and services (K-12 classroom teachers, exceptional children's personnel, counselors, and school administrators)
 - To require attendance for all stakeholders at AIG staff development opportunities.
 - . To maintain support from the Instructional Effectiveness Team to endorse the new requirements
 - . To develop a plan in conjunction with the district plan to offer differentiation training

Description: Opportunities have been provided for all stakeholders involved in AIG programs (classroom teachers, exceptional children's personnel, counselors, and school administrators) to participate in professional development. All AIG professional development information was disseminated to the District Instructional Effectiveness Team (IET) and to the administrators for input, support, and integration of the staff development with the district plan. The plan was then shared by the administrators with her/his staff and to all stakeholders. The plan went into effect during the 2010-11 school year and has continued through collaboration with the CTE Director during the current cycle of the AIG Plan. The AIG Professional Development Plan is ongoing and will continue in the spring and fall of 2013 and throughout the next plan cycle.

Lenoir County developed Professional Development Requirements for all personnel involved in AIG programs and services. The Lenoir County Professional Development requirements are as follows:

North Carolina AIG Program Standard 3, C states that each LEA will "establish specific and appropriate professional development requirements for all personnel involved with AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators." Standard 3, D states, that LCPS will place AIG students in classrooms with teachers who have earned an AIG add-on license, or who have met the LEA's professional development requirements for that position.

Completing the LEA AIG professional development requirements will not lead to AIG add-on license. Teachers are encouraged to pursue an AIG license through an accredited university, and contact information will be provided.

For teachers who provide AIG services and/or instruction and for those who are not AIG certified:

1. Complete 3 Professional Development Workshops within five years
 1. Introduction to Giftedness
 2. Differentiation for Gifted Education
 3. Social and Emotional Needs of AIG students
2. Participate in ongoing AIG activities
3. The above 3 workshops are not required of any teachers currently pursuing an AIG license from a university.

For Teachers who are AIG certified

1. Complete the Differentiation for Gifted Education workshop within the 5-year renewal cycle

2. Participate in any of the AIG Professional Development workshops
3. Attend ongoing AIG activities (meetings, conferences if possible, and/or trainings)

For Counselors

1. Complete 2 Workshops within their 5-year cycle
 1. Introduction to Gifted Education for Counselors
 2. Social and Emotional Needs of AIG Students

For School Administrators

1. Complete 1 Workshop: Introduction to Gifted Education

The LCPS AIG Professional Development Certificate may be kept current by participating in ongoing AIG Professional Development activities.

Description of Workshops

Introduction to Gifted (6 hours)

- Overview of gifted education
- Characteristics of gifted students (traditional and non-traditional)
- Screening, Identification, Placement Processes, and testing requirements
- Models of Gifted Education
- Best Practices
- Nurturing Component

Differentiation for Gifted Education (10 hours)

- Models of teaching gifted students
- Differentiation Strategies
- Learning Styles
- Multiple Intelligences
- Concept Based Instruction

Social and Emotional Needs of Students (4 hours)

- Understanding the Unique Needs of Gifted Students (Relationships)
- Transitions
- Bridging AIG: (meeting the social and emotional needs)
- Scholarships and Opportunities for Gifted

Introduction to Gifted Education for Counselors (3 Hours)

- Overview of Gifted Education
- Screening, Identification, and Placement Processes
- Testing Requirements

Introduction to Gifted Education for Administrators (TBA) - (Principals' meetings, PM Sessions)

- Overview of Gifted Education

- Screening, Identification, Placement Processes, and testing requirements
- Differentiated Instruction, How and Why?

Participants in the workshops will register with the SEA SYSTEM . Rosters will be kept for each workshop and given to Central Office personnel. Principals will be sent list of participating teachers.

Planned Sources of Evidence: • Agendas of meetings that involve stakeholders

- Scope and sequence of planned professional development (proposed in standard 2)
- Sea System registration of persons involved in professional development
- Documentation of IET support and endorsement
- . LEA Plan for staff development requirements for teachers and personnel involved in the gifted program
- . Agendas and roster of CTE meetings that involved nurses, social workers, and counselors

Other Comments: See page 11 in Appendix for some staff development opportunities and timeline.

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: AIG students are not consistently served by a teacher with either the AIG certification or the local AIG professional development requirements. Currently, Lenoir County Schools is planning on focusing on AIG teacher development, during this cycle, due to the need to develop AIG knowledge and understanding across the district. A plan for teachers to earn add-on license has been developed, and the implementation of the plan is already in progress in order to address this need. Therefore, this practice was determined to be a focused practice based on the self assessment and through the discussions of the Central Office Team.

- Goals:** • To provide on-going professional development for all teachers (AIG certified and non-certified) who work with gifted students including counselors and new teachers
- To increase the number of AIG certified teachers at all levels and schools
 - To provide staff development on meeting the social and emotional needs of gifted students
 - To schedule AIG students in classes with teachers who have met the AIG professional development requirements of the LEA and/or are AIG certified
 - . To implement a plan for teachers to obtain an AIG add-on license

Description: The planning and collaboration of professional development is addressed in standard 2. Ongoing professional development will be collaboratively planned and implemented throughout the district. The AIG Professional Development Requirement Plan will be continued in the spring of 2013 and throughout the next three years in order that all personnel who are involved with gifted learners will have experienced specific and appropriate professional development for their needs. Lenoir

County will implement a plan to get teachers certified at each school beginning in 2013. We will continue to encourage teachers to seek AIG certification, and to fulfill the Lenoir County AIG professional development requirement.

Planned Sources of Evidence: • Agendas of professional development

- Sea System registration of participants
- List of AIG certified teachers
- AIG student class assignments/class rosters
- DEP/IDEP/etc.
- . LEA Professional Development Requirements for AIG
- . Plan for AIG licensure

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The professional development in Lenoir County is constantly reviewed through surveys, discussions of the Instructional Effectiveness Team, and review of the district plan; therefore this practice will be maintained. The district will continue to align the professional development with the new standards, district initiatives and AIG program goals. Ongoing assessment through surveys indicate what types of professional development are needed.

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

Description: The professional development plan for Lenoir County is reviewed in the spring of each year, and a district plan is developed for the next academic school year. This plan is aligned with all initiatives including AIG. The Staff Development Coordinator schedules the professional development for the district in collaboration with the schools. Differentiation and rigor will be a focus of the district professional development during the 2013-14 school year and will continue as a focus for AIG during the next three years. Teachers of the gifted students will also be involved in training with the implementation of the Instructional Resource Project from DPI. The project includes online lessons that have been designed for gifted learners.

Planned Sources of Evidence: . Professional Development Plan for the district

- . AIG Professional Development Requirement Plan
- . Rosters/Sea System Report from AIG Professional Development Requirement Plan
- . Instructional Resource Project Training and Implementation documents

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: According to the self assessment and surveys the LEA currently aligns the professional development opportunities with state and/or national teaching standards and best practices of gifted education. The assessment data indicates that this is successfully done; consequently this is a maintained practice.

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

Description: As mentioned in the previous practice Lenoir County Schools is in the ongoing process of aligning all staff development with state and national standards, 21st Century skills, and content at advanced levels. The professional development plan for the district will be posted on the website. In addition, the AIG Professional Development Requirement Plan has been implemented and will be ongoing.

Planned Sources of Evidence:

- Professional development plan
- Sea system registration

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: There are opportunities offered for AIG specialists and other teachers on early out days to plan, implement, and refine application of their professional learning, but time is an issue and other meetings are planned on professional development days. Opportunities are not consistently planned and implemented throughout Lenoir County; consequently this practice will continue to be a focused practice.

Goals:

- To increase staff development opportunities for AIG teachers which is proposed in standard 2.

- To develop a plan for regular meetings with required attendance for AIG contact teachers and other personnel who service AIG students from each school in order to refine applications of PD
- To continue to align the professional development with the 21st Century skills as noted in previous practices (refer to description in standard 3, Practice C)
- To provide opportunities for AIG teachers and other stakeholders to present in staff meetings and/or for other schools

Description: Staff development will be offered in alignment with the LEA plan. Regular meetings for AIG contact teachers and other personnel who serve AIG students from each school have been ongoing during the last three years. The meetings, in 2010-2011, focused on strategies in differentiation; each school presented strategies that they had recently used or had experienced in professional development. The meetings and presentations provided AIG teachers and specialists a time to plan, implement, and refine the professional development opportunities that they had experienced. In addition, the meetings provided time for collaboration between teachers in discussing the presentations, in planning future staff development, and in generating new ideas. The meetings will continue in the fall of 2013 and throughout the next plan cycle with a focus on rigor, relevance, differentiation, and the Instructional Resource Project lessons. Currently, the AIG Specialists and other teachers apply their professional development in the classroom, present to other teachers in their schools, and present in the district throughout the year. In the past, teachers will have had an opportunity to present in the two day focus on staff development at the end of the year known as "Summer Splash" and at other training sessions during the summer. Currently, the two day sessions are no longer offered as a district but the sessions are offered within each school.

Planned Sources of Evidence: • Professional development agendas, handouts

- AIG regular meetings calendar
- Certificates and sea system registration
- LEA professional development plan
- Professional Growth Plan (showing professional development)

Other Comments: LEA staff development plan on website
See Appendix, page 11, for staff development plan

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Currently, Lenoir County Public Schools focuses on the academics areas of gifted according to the self assessment data. We must address the other areas of gifted as well, including intellectually gifted and initiating social and emotional needs awareness for our AIG students. This is a focused practice as this is an area in which we need growth.

Goals: • Establish a network to help make stakeholders aware of resources to support the social and emotional needs of AIG students.

- Provide schools with the resources and/or programs to support the social and emotional needs of AIG students.
- Develop classrooms and learning environments that foster complex social and emotional needs of AIG students
- Provide more guidance in course selection from middle school to high school.
- . Continue to provide professional development in social and emotional needs of gifted
- . Develop and implement identification criteria for Intellectually Gifted students
- . Develop plan for service options for Intellectually Gifted
- . Analyze how we use assessment and evaluation data of AIG students to help target their needs.
- . Analyze how we use individual data to individualize AIG plans for students to target their areas of giftedness.

Description: We will provide resources that include online links, books, and brochures that support the social and emotional needs of AIG students. We will continue to research and implement quality professional development for counselors, AIG certified teachers and non-AIG certified teachers who serve gifted learners. Information will be disseminated to all stakeholders (classroom teachers, parents, counselors, administrators). AIG School-based Teams will develop a plan to provide more guidance in course selection from middle to high school.

Following more study and direction from the AIG State Director, a committee composed of the AIG Coordinator, AIG specialists, EC Director, and Instruction and Curriculum Director, will develop identification criteria for the intellectually gifted using all resources available. Following the development of the criteria, identification and service options will be discussed, planned, and implemented.

Meetings involving the psychologists and the AIG specialists will be arranged in order to analyze and use available data in targeting the needs of gifted students. These meetings will give to all an insight

into individualizing the Differentiated Education Plans to meet the appropriate areas of giftedness of the students.

Planned Sources of Evidence: • Link to Lenoir County Schools website.

- Brochures/letters to parents/guardians
- AIG library and resources
- CONNECTED
- Staff development roster and sea system on Social/Emotional Needs of Gifted
- . Agenda of committee to develop criteria for intellectually gifted
- . Criteria for identification of intellectually gifted and service options
- . Agenda for data analysis meetings with psychologist
- . Guidance Plan course selection for middle school students moving to high school

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: Lenoir County Schools already aligns the program and services with each area of AIG identification as indicted on the self assessment data; therefore, this is a maintained practice.

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

Description: Lenoir County will continue to match program availability and resources with each area of AIG in order to meet the academic needs of AIG students. Each K-8 school has an AIG specialist who serves as the contact person or specialist. In addition to teaching AIG students directly, that person works closely with the classroom teachers to provide appropriate services for each area of identification. All identified students are cluster grouped in reading and/or math according to the DEP or IDEP. In K-2, the AIG teacher provides support to the classroom teacher by helping to find the appropriate classroom resources, or to provide enrichment opportunities. In grades 3-5, students are formally identified, and they are served in reading and math classes with a certified AIG teacher or flexibly grouped with the gifted according to the DEP or IDEP. In middle school, identified students are subject grouped or cluster grouped and served in language arts and/or math according to the DEP or IDEP. In high school, identified students are served through honors, AP or IB classes in the core curriculum. There is a contact person at each high school who will work with the AIG Coordinator and Secondary Coordinator in developing a plan for professional development for teachers and service options for students

Planned Sources of Evidence: • DEP/IDEP

- Parent meetings
- School-based AIG team meetings
- Professional Development Plan for high school teachers

Other Comments: See Appendix, pages 15 - 23 for the service options and service delivery and under Standard 4.

See Appendix, pages 43 - 47 for Differentiated Education Plans (DEP)

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: AIG is an integral part of and connected to the total instructional program of the LEA in policy and practice according to the self assessment. The AIG students are served within a regular setting and the curriculum is aligned to the total instructional program in policy and practice, therefore, this is a maintained practice.

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

Description: AIG specialists will collaborate with teachers and administrators to plan and implement an integrated and connected curriculum that provides enrichment for the AIG students.

The AIG Coordinator will continue to serve on the District Instructional Effectiveness Team (IET) in order to expand AIG in the total instructional program of Lenoir County Schools. This team includes the Assistant Superintendent, all Directors and Coordinators in the LEA, and the focus is on curriculum, collaboration and planning for the district. The AIG program is also connected to the total instructional program in Lenoir County through staff development, and through collaboration between teachers in planning meetings.

In Lenoir County, AIG students are served within a classroom setting that is connected to the total instructional program based on the Standard Course of Study. DEP's and/or IDEP's are implemented for each student according to the student's identification and placement. All identified students should be cluster grouped for instruction in reading and/or math so that the curriculum can be differentiated. Differentiation may include some combination of acceleration, increased depth of study, and intellectually challenging assignments in order to provide a more enriched, advanced, and rigorous curriculum. Teachers use flexible grouping whenever possible. Various service options are available depending on the level of differentiation that the student requires and the grade level of the student. A suggested list for the School-based Gifted Team to consider is found in the Appendix, pages 13 to 23 and in Standard 4.

Planned Sources of Evidence: • Minutes from collaborative planning meetings

- Lesson plans

- Sea system registration
- Differentiated Education Plan and Individual Differentiated Education Plan (DEP and IDEP)
- School Improvement Plan
- District Improvement Plan
- Minutes of Instructional Effectiveness Team
- AIG Plan

Other Comments: See Appendix, pages 13-23 for service options

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: Based on the self assessment, information concerning the delivery of differentiated services and instruction of AIG students is available through the web site, through annual meetings, and parent meetings. The survey information indicated that more communication is needed for the AIG parents in high school. As a result, this practice will be maintained with attention to the need in the high school.

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

Description: A process has been developed (training, brochures, power points, website, newsletters) to disseminate information to all stakeholders. We will continue to present information at the beginning of the year and ongoing throughout the year. A group of AIG specialists have developed a common power point that will be used for site-based training at individual schools (cited before in standard 2).

The AIG Coordinator will continue to give an AIG update and disseminate information concerning services to AIG students to administrators in principal meetings. A Parent Advisory Group including teachers, parents, and administrators has been formed to meet quarterly with programs planned on different issues that concern AIG students. Some of the programs in 2012-13 involved a panel discussion of AP, IB and other programs in the high school, a presentation by the GEAR UP Team, and a discussion on AIG myths. Issues and programs come from the Parent Advisory Group and the School-based AIG Team meetings. In an effort to communicate with parents in high school a plan will be developed by each high school team. The Parent representatives from the Parent Advisory Group will be involved in developing the plan.

Planned Sources of Evidence: • Power point to be used at the beginning of the year at all schools

- Minutes or agenda of meetings
- Brochures
- Sea system registration and rosters
- AIG Plan on the website link in English and Spanish

- Minutes and/or programs from AIG Advisory Group
- . High School Plan for communication to parents concerning AIG

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 Focused Practice for 2013-2016.

Rationale: The Self Assessment indicated that some progress has been made in transition meetings to help students become aware of the various options for all students but are not consistent. While we have registration day, record exchange day, visitation of 5th grade to middle school, and 8th grade parent night, we need to focus on consistency in planning and implementing transition meetings for parents and students with teachers; therefore, this is a focused practice.

Goals: • To collaborate with other counties for transition plans for other students.

- To develop scheduled communication for transition plans for elementary to middle and middle to high school.
- To coordinate with the Exceptional Children's Department at the end of the year for record transition between the feeder schools and each individual school in order to ensure that services for AIG students are effectively continued.
- To set up meetings at schools to communicate information to parents and students.

Description: K-12 AIG meetings to plan and discuss transitions between elementary to middle and middle to high school are planned. Transitions plans for elementary to middle and middle to high school will be communicated at each level. A meeting with K-12 administrators (as needed) to set up transition services and/or to discuss issues will be planned. There will be documentation of record exchange day for identified AIG students. This is a day when records are exchanged from elementary to middle school and from middle school to high school. The transition meetings from 5th to 6th will be consistently implemented. All 5th grade students will be given the opportunity to visit the middle school area for the 6th grade, and parents will be invited to meet the students at the school for the visit and orientation. Electives that are available at the middle school will be discussed consistently throughout the district.

The transition from 8th grade to 9th grade varies according to the high school program to which the student will attend. The high school counselors visit the middle schools and make a presentation of the courses and opportunities at the high school. An information session for the parents and students is offered. The counselors and teachers will continue to come to the various schools to make the presentations.

Early College and IB/AP presentations are made on separate nights or at a separate open house. Students and parents are contacted concerning the events.

Planned Sources of Evidence: • Transcripts

- Agenda minutes of meetings
- Transfer forms
- NC Wise
- Cumulative folder chart
- DEP, IDEP
- Schedule of record exchange day
- . Parent meeting documentation
- . Documentation of visits of 5th grade students

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because in the self assessment the consensus was that while there is communication about the AIG Program there is often little collaboration and true involvement with all parties. Lenoir County Public Schools does not have a standard schedule or guiding practice for how these individuals should collaborate. There is variant evidence of how schools across the district collaborate on the needs of AIG students; therefore, this is a continued focus practice for Lenoir County Public Schools.

Goals: • To re-organize the School-based AIG Team to include all stakeholders at meetings

(principal,

regular teachers, AIG teachers, counselors)

- To develop a more effective communication process that brings involvement and accountability for services delivered for gifted learners. See standard 4, practice E
- To re-organize and provide structured DEP meetings for the system at the beginning of the year including characteristics of gifted learners to all involved
- To provide professional development on differentiation
- . Develop a schedule for the various parties to meet and collaborate in providing differentiated service for the gifted learners.

Description: At the beginning of each year, a meeting will continue to be held for AIG parents at each school (K-12). A power point will be shared communicating information concerning characteristics of gifted students (traditional and non-traditional), differentiated services for gifted

learners, and regulations pertaining to policy and the AIG program. Each school will keep a roster of participants including teachers, staff, counselors, parents, and administration. In addition, handouts of the power points will be available. The power points will continue to be on the Lenoir County website during the next plan cycle. At this meeting, the Differentiated Education Plan (DEP) will be shared with the parents/guardians for their input and signature. A copy of the DEP will be given to the parent.

During the 2010-2011 academic year, AIG specialists and teachers participated in monthly meetings that focused on differentiated programming and services. Various schools shared strategies they have implemented from recent staff development. After the presentations, teachers collaborated and/or reflected upon the strategies that had been shared. Portfolios are kept on each identified AIG student in grades K-8 which document the differentiation in the classroom. Portfolios for the high school students are encouraged and will be used in the next plan cycle.

During 2011-2013 Lenoir County offered staff development in differentiation as it was a focus of the district, and it will continue from 2013-2016. All teachers and other specialists are regularly involved in collaborative meetings (grade level, content level, SST, SIP, parent workshops) in order to provide and monitor differentiated services and programming to meet the needs of students.

The Instructional Research Project will provide lessons for teachers of the gifted. Training will be provided in using the template for the lessons. Teachers will be encouraged to write additional lessons using the template.

To help with the monitoring of all practices, an evaluation instrument has been developed for each standard and focused practice. It is found in the Appendix under Standard 6

Planned Sources of Evidence: • School-based AIG Team minutes and agenda

- Agenda, power point and handouts from beginning of the year meeting
- Other listings in Standard 4, practice D
- Minutes or agenda from DEP meeting at the beginning of the year with parents and teachers
- . Evaluations of principals
- . Collaboration with specialists
- . Portfolios

Other Comments: See Appendix, pages 54 - 56 for evaluation instrument

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: The Self Assessment indicated that some progress has been made in addressing the social and emotional needs of AIG students but these needs must be addressed by all stakeholders (teachers, counselors, administrators, parents/families.) Professional development has been offered on social/emotional needs for counselors, nurses and social workers but they need to develop a plan to share the information from the professional development. This is a focused practice as it is an area in which growth is needed.

Goals: • To increase the awareness of social and emotional needs of AIG students.

- To provide opportunities for collaboration of school personnel and families.
- To make the social and emotional needs a part of each School-Based AIG Team's discussion during the identification process.
- To plan and develop lessons for AIG learners on social/emotional issues

Description: Training for all stakeholders on gifted characteristics that affect social/emotional status has been implemented and is ongoing. A power point on the characteristics of gifted students versus bright students will continue to be shown at the beginning of the year. This power point will be shared with each school by the AIG specialist. Parent information nights with mini-sessions on AIG needs (school site or county) will be planned.

Social Workers, nurses, and counselors have been involved in professional development addressing the social and emotional needs of gifted students. This professional development will be offered to teachers and will be ongoing. A session is planned at the end and at the beginning of the 2013-14 school year. Each school counselor has been given a resource book on the social and emotional needs of gifted students to aid in providing sessions with students, parents and teachers.

Planned Sources of Evidence: • Power point at the beginning of the year

- Case studies of a-typical gifted students
- Professional development roster
- Sea system registration
- Parent night programs
- Resource book

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Based on stakeholder feedback and the self assessment, we are choosing to maintain the current policies and procedures related to acceleration. After researching and studying the guidelines for credit by mastery, we will develop a district plan to address the needs of the high ability students in grades 6-12.

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

Description: We will continue to follow the established procedure of addressing accelerated instruction and placement options on a case by case basis. If a student is recommended for

acceleration or grade skipping, the Iowa Scale of Acceleration Process is implemented. There is a meeting with the parents and permission is given for the evaluation that is outlined in the Iowa Scale of Acceleration. The AG1 form is printed on the back of the EC evaluation form for permission to test by a psychologist. Following the signature of the parents, this form is given to the Administrative Assistant of the EC Director who schedules the psychologist. The candidate for acceleration is interviewed prior to testing by the psychologist. Following the evaluation, a meeting is held with the parents, the current teacher, the receiving teacher, the principal, AIG Coordinator, the counselor, and the psychologist. The process stated in the Iowa Scale of Acceleration booklet is followed by each designated party. The evaluation results and other information is filled in and shared with the AIG Team and parents. The decision is made at the conclusion of the meeting.

Planned Sources of Evidence: • Assessments

- School-based AIG Meetings
- Documentation of Iowa Scale of Acceleration meeting minutes
- Iowa Scale of Acceleration Booklet and Manual

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: This is a maintained practice reflective of the consensus of Lenoir County Public Schools AIG Self Assessment Committee. While we will continue to provide services for all identified traditionally under-represented AIG populations, we will continue to research and implement programs that will be provide more service options and better services.

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

Description: As a part of Region 2, we will continue to seek sources and personnel to assist with identification and programming for under-represented populations. Best practices will continue to be researched and implemented. The Lenoir County AIG Team will facilitate discussions between EC, ESL and AIG departments to address student needs. Teachers will continue to collaborate with the ELL teacher to meet the needs of the gifted learner and to help identify the students who exhibit gifted behaviors. In addition, they will continue to meet with the Student Success Team (SST) as needed. Building Thinking Skills, used in some of the Lenoir County K-3 classes, is a specific program that addresses the needs of all students. Students will continue to be a part of the nurturing program or enrichment program established in K-3.

Consultation with the psychologists and the ELL teachers concerning the identification of the ELL students and under-represented students is planned. A plan will be implemented after the study. Credit by Mastery will be researched and guidelines will be developed for implementation.

Planned Sources of Evidence: . Documentation of training

- . Documentation of collaborative discussion between EC, ESL and AIG departments
- . AIG Plan
- . Nurturing Program
- . Monitoring system (re-evaluate services and follow up with on-going training)
- . Credit by Mastery Plan

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because Lenoir County Public Schools needs to expand the extra-curricular opportunities for AIG students such as Math Counts and Science Olympiad. While we are trying to provide opportunities, there is a need for after-school activities and enrichment based on interest according to the self assessment.

- Goals:**
- To provide all AIG students with information about both school-based and extraneous opportunities that will allow them to excel and achieve success based on their individual abilities, skills and talents.
 - To use remediation time as enrichment time for AIG students
 - To research and develop enrichment activities and extra-curricula programs and events
 - To provide structured involvement at all levels for clubs and extra-curricular activities to expand learning opportunities.

Description: A committee made up of AIG specialists and the AIG Coordinator will continue to investigate the Young Scholars Program as well as other programs, and will share information with all Lenoir County Public School sites. This committee will also research and make plans to offer Math Counts or other appropriate math competitions; to investigate Science Olympiad; and, to find other extra-curricula programs and events. Each school will continue to disseminate information about summer camps, Duke TIP, and enrichment opportunities to all students. Teachers and/or counselors will make personal contacts with care-givers in getting students involved in extra-curricular opportunities. AIG specialists will coordinate the school's involvement in relevant activities/programs and teachers will be needed to sponsor programs.

The AIG Plan makes suggestions of opportunities to broaden the AIG student's knowledge base above and beyond the curriculum, to socially interact with other AIG students, and to experience global communities. Progress has been made through the science fair in elementary and middle as well as through the math fair in some schools. Battle of the Books will continue to expand which includes elementary and middle school students. Science Olympiad has been implemented at some middle and high schools as well as Project Lead the Way. Summer camps and experiences have

increased. GEAR UP and shadowing are other programs in which students may participate.

Planned Sources of Evidence: • Research results of Young Scholar's Program and other programs

- Student participation (certificates)
- Copies of information disseminated
- Contact log with caregivers
- . Battle of Books program
- . Science Fair program
- . Summer Camps

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Lenoir County Public Schools as a district is reaching out to parents, businesses, and community members for collaborative planning to ensure that we are preparing students at all levels for a prosperous future but we realize through our self assessment and discussions, that this practice needs improvement. We need to increase communication and collaborative efforts between parents, community leaders, businesses, and other stakeholders. As a result, we will focus on this practice.

Goals:

- . Increase communication and collaborative efforts between parents, community leaders, businesses, community college and other stakeholders.
- . Form stakeholder's committee meetings to incorporate community and business leaders that have expressed collaborative interests.
- . Increase communication of the State and Local AIG plans and evaluations on our website.
- . Incorporate public awareness through other program meetings such as Title I.
- . Utilize the GEAR Up programming and coordinators to align student interest with post-secondary goals.
- , Publicize and expound on showcasing skills such as with the Gifted Gala.

Description: A Parent Advisory Group was formed, representative of each school in Lenoir County, in the spring of 2012. The group meets four times a year to hear presentations and discuss issues concerning AIG students. The issues and programs are selected from a list of issues generated from the parents. The parents share with the other parents of the school that they represent. We will increase participation in the parent group and restructure the communication of information. The Gifted Gala has attracted many parents each spring since beginning in 2011. The number of participants and guests has grown each year. The projects represent different interest areas of the AIG students. The projects came from all of the elementary, middle and high schools in the county. To increase communication and collaboration between parents, community leaders, and other stakeholders a timeline will be developed of the meetings and events that occur throughout the year. In addition, revised brochures will be distributed to each school and will be available at Central Office. The AIG Coordinator will attend and participate in various meetings (Title I, GEAR UP, Parent meetings). The AIG Plan, forms and the Appendix are on the Lenoir County website.

Planned Sources of Evidence: . Parent Group Programs/agendas

- . List of community partnerships
- . Gifted Gala program
- . Timeline for AIG events

. Brochures

Other Comments: The needs assessment indicated that the social, and emotional needs of the gifted needs to be a focus. In response, Lenoir county will focus on this need with staff development for all stakeholders.

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: The self assessments and 2012 surveys indicate that we have improved in this area and need to continue to share with all stakeholders, including students' parents/families, information regarding the local AIG program, the local AIG plan and other policies relating to gifted education. We acknowledge that communication with clarity and understanding is key in the implementation of the local AIG program; thus, this is a maintained practice.

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

Description: Information concerning the AIG program, AIG Plan and other policies relating to gifted education are disseminated at the beginning of the year through the school-sites by the School-based AIG Team. The AIG Plan is on the website in English and in Spanish. There are School-based AIG Teams at each school site that meet periodically or as needed to evaluate the progress of AIG students, to discuss screening, identification and placement issues, and to resolve concerns. In the spring of 2012 and continuing in the 2012-13 school year, a Parent Advisory Group was formed representative of each school. Following each meeting, the parents returned to the school and shared with the other parents. The purpose of the meetings was to share information, issues and concerns pertaining to gifted learners and to increase advocacy for gifted learners. A list of program suggestions was generated by the parents, and several of the programs were presented this year. We will continue this very important experience during the next cycle of the AIG Plan (2013-2016).

Planned Sources of Evidence: • Information disseminated at the beginning of the year to various stakeholders (through power points, handouts, brochures)

- AIG Plan on website
- Minutes of School-based AIG Team meetings
- . Agendas of Parent Advisory meetings
- . List of parent generated programs

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: Lenoir County has improved in its effort to involve all stakeholders in the development, implementation and monitoring of the AIG program and plan according to the self assessment, discussions and data collected from the 2012 surveys. All schools are involved in the monitoring of the program led by the gifted specialist. This is effectively done; therefore, this is a maintained practice.

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

Description: A system-wide effort has been made to implement and monitor programs that serve diverse populations. As mentioned in other practices, a meeting has been held at the beginning of the year at which a power point has been shared at each school in order to communicate information about the AIG program. This meeting involves all AIG parents/families in the DEP process. The teacher also communicates the involvement procedures for all families of gifted learners. The power point that is shared is on the Lenoir County web site for further viewing. In addition, there are meetings throughout the year at the various schools that communicate information concerning the gifted program.

A Gifted Gala (described in Standard 2, Differentiated Instruction) was organized in 2010-2011 to show-case work of the gifted learners. The Gala will continue during the next cycle of the plan as it has been an excellent way of involving all of the schools (K-12) for the past three years. Each school will be encouraged to send newsletters or other forms of communication home to the parents/families.

Planned Sources of Evidence: • Parent Logs for attendance at DEP meetings

- Power point (AIG Program)
- Parent logs of involvement at schools
- Newsletters, brochures, information about web-site
- Program from Gifted Gala

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Currently, information is disseminated to parents/families and the community through the Lenoir County web site, the local newspaper, newsletters, and through the Parent Advisory Group. Data collected through the self assessment and the surveys indicate that this is effectively done; therefore, this is a maintained practice.

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

Description: When materials are disseminated from the schools to parents/families and the community, the materials will be in the native language of the parent as determined by each school. The AIG Specialists have developed a brochure to inform parents/families and community of the opportunities for the gifted learner. These brochures will be shared with each school and will be available in the lobby of Central office. Most of the materials will be posted on the AIG link of the Lenoir County website. The parents in the Parent Advisory Group have been given a list of camps and resources available to the gifted learner, and these will be shared with the schools as well.

Planned Sources of Evidence: • Translated materials

- Brochures
- Lenoir County Website (AIG Plan, forms, and power points)
- . List of resources and camps

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Partnerships are crucial with all stakeholders in order to enhance and gain support for the AIG Programs and services. Some of the existing partners at the schools include the Elk's Lodge, churches, Duke Tip, Soil Water Cooperation, GEAR UP Team, Library, Arts Council, STEM initiative, and The GATE. It was noted in the self assessment and through discussion that we needed to increase our effort to improve and to extend partnerships to all schools; therefore, this is a focused practice.

Goals: • To increase the involvement of the Parent Advisory Group in all schools

- To involve parents in the DEP development
- To increase the involvement of parents and the community in AIG functions such as Gifted Gala (mentioned in previous Standard) and school related functions
- To initiate student-led conferences for parents
- . To improve and increase partnerships throughout the county

Description: The Parent Advisory Group was formed in the spring of 2012 and continued through the 2012 - 2013 school year. The AIG Specialists from each school invited two representatives to serve on the Parent Advisory Committee. The parents who were interested in becoming a part of the AIG Advisory Group (for the county) indicated their willingness to come to the meetings that would be held quarterly. The meetings focused on various AIG issues or information. The results of these meetings

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were shared at each school and in the community. The parents generated a list of programs at the first meeting, and the remainder of the programs from the year came from the list. The focus was on understanding the AIG Plan, updates from the Department of Instruction, high school opportunities, camps and resources for gifted learners, and the GEAR UP Program. The Parent Advisory Group will continue their meetings in the fall of 2013 and through out the next plan cycle.

Schools will invite parents to the DEP meeting in order to participate in the writing of the DEP. All school functions that involve AIG students will be advertised, and parents will be invited through the schools. The Gifted Gala will be planned for the closing of school and will be county wide. We will continue to improve the communication to our AIG high school parents by developing a plan.

Planned Sources of Evidence: • Agenda or program of the AIG Parent Advisory Group

- Documentation of AIG meetings or functions
- Documentation of DEP meetings
- Gifted Gala program
- . Plan for increased communication to high school parents

Other Comments:

Standard 6: Program Accountability

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Currently, the written AIG plan, approved by the Lenoir County Board and reviewed by SBE/DPI, is on the Lenoir County web site in English and in Spanish. This was validated by the Self Assessment Tool and the surveys; consequently, this is a maintained practice.

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

Description: We will continue to use self assessments, parent/teacher and student surveys, and collected evidences to provide feedback and data to help devise a plan that best meets the needs of gifted learners in Lenoir County. The AIG Plan will be updated on the web site as it is revised every three years. The AIG Coordinator, the Central Office Team Committee and the AIG Specialists representing each school will research ways to strengthen the areas of need and develop processes to address these areas. Each school will monitor the planned procedures to ensure a continuum of the development and implementation of the AIG Program. This will be a part of an ongoing review of the "living document."

Planned Sources of Evidence: • Self Assessment and survey data.

- Written AIG Plan and policies
- Board of Education approval.
- Agenda and minutes of review of practices, procedures, and evidences.
- Submission of AIG Plan to North Carolina Department of Public Instruction (DPI)
- Ongoing review by specialists, coordinator, and the Instructional Effectiveness AIG Team Committee

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: According to the data from the Self Assessment, Lenoir County has improved the monitoring of the implementation of the AIG Plan through the meetings of the AIG Specialists, the use of the evaluation tool in the plan, and through the formation of the Parent Advisory Group. Therefore, this practice will continue as a maintained practice.

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

Description: Three levels of monitoring have been established. 1. Specialists will monitor their own work through a standard evaluation instrument found in the Appendix of the AIG Plan, which will reflect collaboration with the School-based AIG Team. All evidences that have been collected will be kept in evidence boxes at the school level. 2. The district level AIG Coordinator will monitor the implementation of guidelines and will complete the regular AIG review of the program in each school, along with the specialists, using the evaluation tool in the plan. The AIG Coordinator and the specialists will also monitor the program using the Self Assessment Tool every three years. 3. The Central Office Team will meet periodically to discuss and monitor the plan; this team will assess the AIG Plan using the Self Assessment Tool during each three year cycle. Information has been gathered in 2010 and 2012 through surveys from parents, students, teachers, and other stakeholders which has guided our revision of the AIG Plan. We will continue to use surveys in the next plan cycle.

The AIG Program Evaluation Instrument of AIG Standards and Focused Practices lists each standard, focused practices, and some evidences. It is used by the specialists in each school, by the AIG Coordinator, and by the Central Office AIG Team. The instrument is as follows for 2013-2016:

Standard Practice

I 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 on current theory and research. (Some evidences: list of criteria, referral lists, intellectually gifted criteria and service plan, teacher training, AIG Plan, checklists, power points, tests, minutes from meetings)

I C

Initiates screening, referral, and identification procedures that 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. (Some evidences: referral lists, behavioral checklists, power point presentations for all stakeholders, meeting notes with psychologists)

I D

Ensures consistency in implementation of screening, referral, and identification processes within the LEA. (Some evidences: timelines for screening, referral and identification processes, behavioral checklists, handouts, AIG Team Meeting agendas)

2 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. (Some evidences: revised Honor's Implementation Guide (honor's level courses), and credit by mastery Plan, units, sea system reports of differentiation professional training, projects, lessons from Instructional Resource Project (DPI), portfolios, transitional meetings).

2 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. (Some evidences: curriculum units K-12, observations, differentiation PD, student projects)

2 C

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction. (Some evidences: (curriculum units, rigor rubric, IRP lessons, observations, training agendas, list of AIG resources)

2 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. (Some evidences: PLC's on rigor, IRP lessons, professional development roster, service projects, programs from competitions, Gifted Gala program)

2 E

Uses on-going assessment to differentiate classroom curriculum and instruction. (Some evidences: lists of assessments, observation, rubrics, flexible grouping schedules, pre/post test)

2 F

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students. (Some evidences: guidance lessons, nurturing program, professional development)

2 G

Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction. (Some evidences: Building Thinking Skills, data notebooks, portfolios, enrichment sessions in Nurturing Program)

2 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. (Some evidences: power points, agendas, professional development rosters, units,)

3 B

Ensures that AIG licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners. (Some evidences: minutes of meetings, professional development rosters, professional learning communities (PLC's)

3 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. (Some evidences: AIG PD Requirements, rosters for training, handouts)

3 D

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license or with teachers who have met the LEA's professional development requirements for that position. (Some evidences: list of certified teachers, class rosters, AIG Roster, schedules)

3 G

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning. (Some evidences: meeting notes, PD

rosters, PLC's, units)

4 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. (Some evidences: brochures, PD agendas and handouts, power points)

4 E

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. (Some evidences: agendas, DEP, counselor presentations, parent nights)

4 F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other 4specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services. (Some evidences: planning sessions, PLC's, grade level meetings, PD, unit writing, SST meeting agendas)

4 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. (Some evidences: guidance sessions, group sessions, parent night programs, PD Rosters)

4 J

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students. (Some evidences: list of camps, list of extra-curricula activities, special programs, Gifted Gala Program, handouts)

5 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. (Some evidences: Parent Advisory Group meeting agenda, Gifted Gala program, parent nights, school programs)

5 F

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. (Some evidences: list of partnerships, guest speakers)

6 D

Maintains, analyzes, and shares student performance growth and annual drop-out data for AIG students. (Some evidences: growth charts, graphs of performance, test data, drop out data)

6 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. (Some evidences: agenda of meetings, Gifted Gala Program)

Planned Sources of Evidence: • Annual program evaluation review (evaluation instrument in the AIG Plan)

- School-based AIG Team agenda and minutes
- Individual Growth Plan that shows professional development, initiatives, etc.
- Annual surveys (teachers, students, and parents)
- Documented meetings of central office personnel

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Lenoir County Public Schools employs a check and balance system of local and state funds in the implementation of the AIG funds. The Self Assessment indicated that this is successfully done; therefore this is a maintained practice.

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

Description: Funds will be appropriately allotted and monitored to enhance and enrich the AIG Program through collaboration between the Assistant Superintendent, Exceptional Children's Director, the Finance Director, the Executive Director of Instruction, and the AIG Coordinator. The budget is reviewed annually and revised according to the planning allotment and needs of the students.

Planned Sources of Evidence: • AIG annual report of expenditures

- Budget
- Expenditure Sheet

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: Data from the Self Assessment indicated that performance data is maintained and shared in grades 3-8 with parents and other stakeholders but needs to be maintained and shared in the high schools. As a result this will be a focused practice.

Goals: . To maintain, analyze and share student performance growth of the high school students with

- all stakeholders
- . To continue to share data of grades 3-8
- . To share annual drop-out data for AIG students
- . To request AIG performance data annually to share with the principals

Description: AIG student data will be maintained, analyzed and distributed with all stakeholders through the AIG Contact/Specialists from each school (K-12). The AIG Coordinator will share the

performance growth and other data with the superintendent, administrators, principals, directors, and coordinators through the principal meetings and the Instructional Effectiveness Team meetings.

Planned Sources of Evidence: . Performance data report for grades 3-12
. Annual Drop-out report for high school AIG students

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Current AIG Data does not show a balanced representation of all under-represented populations as well as a need to research identification of the Intellectually Gifted; therefore, this will remain a focused practice.

Goals: • To increase assessment methods for gifted traits in under-represented populations
. To monitors the data of the representation and retention of under-represented populations at all levels.
• To encourages participation in and retention of advanced placement classes through transitional meetings from middle to high school and through counseling
. To research and communicate consistent identification procedures

Description: At the beginning of the year, the AIG specialist and counselor will review the records, schedules, and placement of AIG students at each school. The rosters will be developed and checked with the data manager to make sure that all AIG students are being served. The School-based AIG Team will lead the process of gathering data throughout the year and monitoring the progress of the under-served populations. A committee will be formed to explore and identify a more thorough screening and assessment tool for ALL economically disadvantaged students and students with language acquisition concerns. A plan will be developed and implemented to address the identification criteria for the Intellectually Gifted. In addition, the nurturing program efforts for these populations will be examined and increased.

At the high school, a counselor or designated person will review data and transcripts at the beginning of the each semester. Counselors or designated persons will meet when necessary with AIG students to review services and to update the DEP or IDEP.

Planned Sources of Evidence: • System Plan that monitors the representation and retention of under-represented populations
• Power School Data
• Class Scape data and/or transcripts

- AP Rosters
- IB Rosters
- EVAAS
- Documentation of meetings to encourage AP and/or IB program for AIG students
- Counselor record of review with students
- . Screening and assessment tool for ELL and economically disadvantaged students
- . Plan for Intellectually Gifted Identification

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: Lenoir County Public Schools maintains current data regarding the credentials of personnel serving AIG students, according to the Self Assessment; consequently, this is a maintained practice.

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

Description: A printout of the AIG Licensed Personnel in Lenoir County Public Schools is available. Teachers are encouraged to pursue AIG licensure and are given the information of the available programs to attend. A plan has been implemented to increase the number of certified AIG teachers in Lenoir County. A professional development requirement has been developed for Lenoir County; this information has been shared with the principals and teachers. The professional development was implemented in 2011-12 and is ongoing.

Planned Sources of Evidence: • Printouts from the Personnel Department

- AIG Plan
- . List of teachers who have pursued licensure in last 3 years.
- . Professional Development Requirement for teachers of the gifted
- . List of participants in the Professional Development Requirement

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Self Assessment indicated that the Parent Advisory Group had been formed and is actively studying various aspects of the AIG Program; therefore, this practice will become a maintained practice. This group will continue to meet regularly to advocate for gifted learners.

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

Description: Each school was asked to send in two names of parent representatives who were willing to represent the school in the Parent Advisory Group. These representatives from each school met in the spring of 2012 and formed the Parent Advisory Group. The group continued its meetings in the fall of 2012. Prior to each meeting an email or letter was sent to the representatives announcing the meeting, the place, and the program. Programs were selected from a list of suggestions from the parents. The purpose of the Advisory Group was to review all aspects of the AIG program, to learn more about the local AIG plan, and to hear of current issues, and state legislation pertaining to gifted learners. In addition, the parents were to share the information with the other parents in the schools. The group will continue to meet in the fall of 2013.

Planned Sources of Evidence: • Agenda of Advisory Group meetings

- . Programs of Parent Advisory Group
- School newsletters
- Advertisements, agendas and minutes
- Documentation of state legislation for gifted learners

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Progress has been made in the gathering of regular feedback from all stakeholders regarding the quality and effectiveness of the local AIG program. During our Self Assessment discussion it was noted that the surveys were made available online to all parents, students and teachers, and that feedback was also elicited in other parent meetings; therefore, this will be a maintained practice. We realize that Lenoir County Public Schools needs to continue to promote consistency in survey participation.

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

Description: The AIG Coordinator will share data from annual assessments and survey questions regarding the quality and effectiveness of the AIG Program. The information will be gathered from parent conferences, surveys, AIG School-based Teams, the AIG Advisory Group that has been formed, and other meetings. Monitoring may include: surveys (parent, student, and teacher), parent conferences, weekly communications, email, and program participation. Teachers will collect data

from students throughout the year through informal surveys, discussions, and interviews.

We will develop a system-wide approach for AIG parent awareness and involvement with the DEP's and include AIG as a focus in district-wide meetings such as Title I and/or Federal Programs. There will be continued use and involved depth of the surveys in all schools. A committee to encourage more parental feedback and participation in the surveys and overall programming will be developed.

Planned Sources of Evidence: • Surveys (parent, teacher and student)

- Survey results
- Event Evaluation Forms
- Programs from events
- Advisory Group Meeting Agendas
- . Student feedback through informal discussions, interviews, and mid-year surveys
- . Plan for increased feedback from surveys

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: In our program evaluation, it was noted that that local AIG program and plan was revised every three years using multiple sources for continuous improvement and it was done effectively. Therefore, this is a maintained practice.

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

Description: Providing stakeholders with a "living document" has enabled revisions to be determined and implemented as deemed necessary. The review and revision process will be used to maintain current practices and/or to design and implement new practices according to newly developed guidelines for gifted learners. A timeline will show points of entry for collection of data and revisions procedures. Best Practices and state guidelines for gifted learners will be used to develop program changes.

Planned Sources of Evidence: • Documented review processes showing needed revisions and timeline for collection of data

- Research areas deemed necessary for revision
- Multiple sources of data (information from Advisory Group, Assessments, state guidelines and standards, etc.)
- . Self Assessment Tool

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Plan is available on the Lenoir County web site and the review of the program is available to all of the schools for them to share with all stakeholders. Through our Self Assessment it was suggested that a report of the data should be shared through public meetings (Title I, Parent Advisory Group, etc). The data is disseminated; consequently, this is a maintained practice.

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

Description: The AIG Coordinator will determine and define data collections to be disseminated and create a glossary of terms. Data will be distributed to stakeholders using multiple forms of media and in meetings. There will be an increased effort to share data at Title I meetings and other public meetings.

Planned Sources of Evidence:

- Data distributed through multiple forms of media (brochures, review form, annual surveys, documentation of Advisory Group meetings, school newsletters)
- Glossary

Other Comments:

Practice K

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Lenoir County Schools has a policy in the AIG Plan to protect the rights of all AIG students. It was determined through the Self Assessment that this policy is satisfactory; therefore, this is a maintained practice.

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

Description: The policy to resolve disagreements is found in the appendix, under standard 6, of the AIG Plan. We will continue to implement policies that safeguard the rights of AIG students and their families through forms, brochures, procedures that pertain to transfer students, and the Procedure to Disagree in accordance with Article 9b in the AIG Plan. The Disagreement Resolutions Procedure for the Academically Gifted Program for Lenoir County includes the following steps:

1. Parents request a conference with the School-level gifted specialist and principal to review the initial decision or services and decide if the decision was appropriate. The Procedure to Disagree is given to the parent/guardian. Written notice of the decision concerning the identification and services offered to the student is mailed to the parent/guardian by the gifted specialist.
 2. If parents disagree with the decision, they request a conference with the county level AIG Coordinator. Written notice of the decision must be mailed to the parent/guardian.
 3. If parents disagree with the decision, they request a conference with the Superintendent of Lenoir County Schools. Written notice of the decision regarding the identification and services offered to the student is mailed to the parent/guardian.
 4. Upon completion of the first three steps, a contested case hearing may be filed involving mediation. Parents/guardian may file a petition for a contested case hearing under Article 3 of 150B of North Carolina General Statutes. This is only filed after all three steps of the procedure above is followed. Mediation is encouraged prior to the case hearing. Mediation is not a procedure required by law but is an attempt to resolve the problem(s) rather than attending a court hearing. Mediation shall commence upon request of either party.
- The complete Procedure to Disagree is described in the Appendix under standard 6.

Planned Sources of Evidence: • Written copy of Due process, policies, and procedures.

- . Article 9b
- . Procedure to Disagree in the AIG Plan (in Appendix pages 37-39)

Other Comments: . See Appendix for the Disagreement Procedure on page 37-39

Glossary (optional):

Glossary is contained in the Appendix.

Appendix (optional):

Standard 1.docx (*Appendix - Standard 1*)
Standard 2.docx (*Appendix - Standard 2*)
Standard 3.docx (*Appendix - Standard 3*)
Standard 4.docx (*Appendix - Standard 4*)
Standard 5.docx (*Appendix - Standard 5*)
Standard 6.docx (*Appendix - Standard 6*)
Appendix_revised_22.doc (*Appendix*)