

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

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Lexington City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Lexington City Schools local AIG plan is as follows:

Lexington City Schools Vision for local AIG program: The North Carolina Department of Public Instruction describes academically or intellectually gifted students as students who "perform or show potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both. Academically or intellectually gifted students require differentiated education services beyond those ordinarily provided by the regular education program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor" (Article 9B of the North Carolina State Constitution). Lexington City Schools Academically/Intellectually Gifted (AIG) Program seeks to inspire and develop intellectual curiosity, innovation, critical thinking, leadership, and the individual interests of gifted learners. A variety of settings, service options, and instructional models and strategies combine to create programming to meet the diverse needs of our gifted learners. Gifted education services are integrated into the regular curriculum and occur in the general education classroom when possible. This approach requires collaboration between general and gifted educators, which supports the district's mission for equity, excellence, and focus on student learning.

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

State Funding	Local Funding	Grant Funding	Other Funding
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\$150419.00	\$6434.00	\$3210.00	\$25500.00
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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: This practice is a maintained practice because Lexington City Schools' AIG Plan contains a comprehensive screening, referral and identification process. General education teachers, AIG teachers, administrators, parents, and students are involved in the referral and screening process.

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

Description: The LCS screening, referral, and identification process includes student search, collection of data, committee review, and placement in appropriate service options. Data collected in each of these phases guides decisions regarding student identification and appropriate services.

Step 1: Student Search

The AIG School-Based Committee (AIG-SBC) at each school conducts a broad sweep for potential AIG students annually through universal screening and nominations. The following methods will be used to establish a pool of potential candidates for possible Nurture/Enrichment Services in Grades 1-3 and formal AIG identification/services in grades 4-12:

A. In December/January, a non-verbal intelligence test (NNAT2) will be given to each third grader. The AIG-SBC will review scores and select individuals scoring at or above the 75th percentile or above for consideration in the candidate pool.

B. In March, each K-12 school site will receive nominations from various sources, including the student him/herself, parents, teachers, and community members.

C. In April, each K-12 school site will also identify a listing of students who demonstrate a high interest or performance potential in a specific academic area who do not meet test score requirements.

D. In May, each K-12 site will review available test data to identify students scoring at least 1 year above grade level peers (K-2 assessment) or at the 75th percentile in reading and/or math (EOG or EOC assessments).

Step 2: Collection of Data

The SBC-AIG and/or the referring party are responsible for collecting data on all nominations. The following methods will be used to accumulate evidence for consideration for identification in the AIG Program:

A. Student Characteristics- Student characteristics, motivation, and interests can indicate gifted potential and the need for differentiated services. This information can be obtained through the completion of the Gifted Rating Scales/Checklists, Teacher Observations, and/or Teacher Recommendations.

B. Academic Performance- A student's demonstrated mastery of class work represents academic

performance. This can be documented through a portfolio of student work samples, grades, and diagnostic benchmark assessments.

C. Student Achievement- The ability to score high on academic assessments is an indicator of a student's knowledge. This may be shown through an EOG/EOC test scores or other standardized test measures at or above the 75th percentile.

D. Student Aptitude- A student's ability to use reasoning, problem solving, memory, etc. is an indicator of his/her capacity for learning. Aptitude may be shown through a percentile rank of 75 or above on a standardized traditional or non-verbal cognitive test.

Step 3: Committee Review

The AIG-SBC will review all students in the candidate pool to determine if each student qualifies for gifted education services in reading, math, or both (see Identification Criteria in Standard 1 Practice B). Once students are identified for services, the AIG-SBC must consider which specific differentiated service option the student requires.

Step 4: Placement Criteria/Documentation of Decision for Programs

Student placement should be made within ninety days of an initial referral. Decisions of the SBC-AIG need to be documented and parents must be notified of the recommended service level.

Documentation of parental involvement is required for placement in any service delivery option. If placement is recommended, the parent must give consent and the student's service plan is developed in conjunction with the parent.

An AIG Parent Handbook, AIG Program Brochure, and AIG Web-link are being developed to increase communication about AIG identification practices and all other components of the AIG program.

Planned Sources of Evidence: Communication efforts, parent involvement, AIG-SBC notes and activities

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice is a maintained practice because the LCS AIG Plan employs multiple criteria for student identification. A variety of standardized and research-based data are compiled with non-traditional information to create a broad pool of students for further consideration for identification. Both quantitative and qualitative measures from diverse sources are included.

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

Description: In the last plan cycle, the non-traditional standardized assessment, Naglieri Nonverbal Abilities Test (NNAT2), replaced the CoGat as the universal screener administered to all third

graders. Some of the traditional standardized measures used in identification practices include the Otis-Lennon School Abilities Test (OLSAT), Cognitive Abilities Test (CoGat), and the Iowa Test of Basic Skills (ITBS). Learning profiles and rating scales are also used. The AIG-SBC can request additional testing when the committee needs more information to make sound educational identification and placement decisions.

A student in grades 4-12 can be identified as AIG through any one of three pathways. Pathway 1 and 2 identifies more traditional gifted students. Pathway 3 provides flexibility to allow equitable access and identification of underrepresented and non-traditional populations.

Pathway 1 (Must meet one criteria)

APTITUDE score of 98th percentile or greater on the Subtest or Composite

Pathway 2 (Must meet both criteria)

- APTITUDE score of 85th percentile or greater on the Subtest or Composite
- ACHIEVEMENT score of 85th percentile or greater Reading and/or Math

Pathway 3 (Must meet 4 of 6 criteria)

___ Standardized Aptitude Score 75th percentile or higher (includes district-wide, non-verbal aptitude test administered to all third graders)

___ Standardized Achievement Score no more than 12 months old in Reading and/or Math at the 75th percentile or higher (includes NC End-of-Grade and End-of-Course Tests)

___ Research-based, norm-referenced Gifted Rating Scales/Checklists

___ Multiple Diagnostic Benchmark Assessments that demonstrate high ability and performance in reading and/or math

___ Student Portfolio that demonstrates advanced abilities and consistently high performance on multiple work products in reading and/or math when compared to same group peers

___ Teacher Observation/Recommendation that can include evidence as shown through exceptional grades, classroom behaviors, and interests

*In Pathway 3, the AIG-SBC should consider the overall performance of each student in the context of his/her environmental factors to make provisions for non-traditional and underrepresented students to demonstrate their gifted potential. This could include a Student Interview, Teacher Perception Inventory, The Environmental Opportunities Profile, or another measure determined as appropriate by the AIG-SBC with the approval of the Special Programs Director.

Planned Sources of Evidence: Documentation of AIG-SBC notes and decisions, student identification records, review of student data

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice is a maintained practice because the LCS AIG Plan contains procedures that identify gifted students from traditionally under-represented populations reflective of the demographics in Lexington City Schools, including ethnically diverse, economically disadvantaged, English Language learners, and twice-exceptional students.

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

Description: The LCS screening process includes multiple data sources and there are 3 Pathways to formal identification. Pathway 3 includes multiple criteria to allow students to demonstrate gifted eligibility in 4 of 6 areas. Non-traditional measures, including non-verbal intelligence testing and measures designed specifically to identify gifted learners from impoverished environments, are built in to the identification procedures. Under Pathway 3, the AIG-SBC also has the flexibility to select additional measures when giftedness is indicated, but the standard criteria are not met.

Planned Sources of Evidence: Disaggregated data for students identified AIG students and nominated students who did not qualify

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice is a maintained practice because implementation of screening, referral, and identification processes are consistent within the LEA. The AIG-SBC at each school follows the same practices, process, and procedures to identify gifted students.

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

Description: Monthly PLC meetings for AIG teams throughout the district allow teachers to clarify any issues, review established timelines, and align their practices- which provide consistency in the program. Duties and responsibilities are revisited and clarified to ensure consistency.

AIG School-Based Committee Responsibilities

- Implement the LCS AIG child/search/referral, screening, identification, and instructional placement processes
- Make decisions based on the demonstrated strength-based needs of the student
- Obtain permission from the parent/guardian for any aptitude or achievement testing that will not be generally administered in the regular school program
- Record the information used in making the decision (AG folder, NCWise, student's test card)
- Determine the program option the student will access

- Receive permission from the parent to place the student in the option
- Exhibit sensitivity to cultural, economic, and /or linguistic differences that need to be considered in examining information about the student's needs
- Develop and review the N/E DEP, DEP and IDEP for current students
- Monitor student progress quarterly and adjust plan as needed for student success
- Collect and respond to data related to ongoing program evaluation and continuous improvement

Planned Sources of Evidence: Written procedures, system-wide use of forms, procedure reviews, student folder audits, district AIG-PLC agendas/meeting notes

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice is a maintained practice because elements of the AIG Plan were revised in the last plan cycle to better protect the rights of AIG students in the area of continued placement criteria. The plan focuses on providing an array of service options and supporting struggling gifted students rather than exiting them from identification and services. Practices to safeguard student and parent rights in previous plans have been written and continue to be distributed.

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

Description: Procedures for Transfer Student Placement

1. The Guidance Counselor informs the chairperson of the SBC-AIG that an identified AIG student has enrolled.
2. The Guidance Counselor requests records from previous school. A student who has paperwork indicating a similar placement in another school system or has transcripts that show accelerated course placement will be temporarily placed in the corresponding class level in LCS while the AIG-SBC reviews paperwork and determines eligibility under LCS guidelines.
3. Upon receipt of records, the AIG-SBC reviews the records and determines identification and appropriate services.
4. The Individual Student Eligibility and Placement Record is completed and added to the student record.
5. Parental consent for identification and recommended services on the Differentiated Education Plan (DEP) or Individual Differentiated Plan (IDEP) is obtained.

Procedures to Resolve Disagreement with the AIG Identification or AIG Program Services

The LCS Grievance Procedure may be used for any disagreement with respect to actions regarding the identification, evaluation, placement, and/ or provision of educational services and programs to students. A parent or guardian disagreeing with the decisions reached by school personnel should first seek an informal resolution of the disagreement by going through the administrative chain of

command, which occurs in this order: classroom teacher, principal, Director of Special Programs, Assistant Superintendent for Elementary or Secondary Education, and Superintendent. All parties are encouraged to reach a resolution at the school level or administrative level. If a resolution is not reached at the administrative level, parents may appeal the school district's decision by requesting an impartial hearing with an Administrative Law Judge through the Office of Administrative Hearings. The parent or guardian may also have the right, under certain circumstances, to file a complaint with the Office for Civil Rights or file suit in the federal court system.

A) Informal Resolution at the Administrative Level

STEP 1 – CONFERENCE WITH THE DIRECTOR OF SPECIAL PROGRAMS

A parent or guardian wishing to invoke the appeals process for his/ her child shall make a written request for a conference to discuss the grievance and seek resolution within 30 days following the acts or omissions giving rise to the grievance. The written request shall be directed to the Director of Special Programs, 1010 Fair Street, Lexington, NC 27292 within 30 days following the acts or omissions giving rise to the grievance. In addition,

- 1) The written request shall fully describe the grievance.
- 2) The Director of Special Programs shall grant the conference within 10 school days following receipt of the request.
- 3) The Director of Special Programs will conduct an investigation of all allegations and will review the procedures and decisions of the school's AIG school-based committee, personnel, and principal, if applicable. A written response shall be made to the parent or guardian and principal from the Director of Special Programs within 20 school days of the conference unless further investigation is necessary or the conference necessitates that more time be taken to respond.
- 4) Only the parent, guardian, or someone acting in loco parentis will be permitted to attend or represent the student at the conference with the Director of Special Programs.

STEP 2 – APPEAL TO THE SUPERINTENDENT

If the grievance is not resolved pursuant to the conference with the Director of Special Programs, the parent may appeal the decision to the Lexington City Schools Superintendent. The request must be made in writing to the Superintendent within 20 days of receiving the Director of Special Program's decision. The superintendent will review the request and supporting documents and schedule and hold a conference with the grievant, principal, and any other individuals the superintendent determines to be appropriate within 10 school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of loco parentis to the student. If the student or his/her parent wish to bring an attorney to the conference, advance notice must be given to the Superintendent so that a Board attorney may attend the conference and/or the school official whose decision has been called into question may have legal counsel present at the conference. The superintendent shall provide a written response within 20 school days of the conference unless further investigation is necessary or the conference necessitates that more time be taken to respond. In responding, the superintendent may not disclose information about other students or employees that by law is considered confidential.

STEP 3 – APPEAL TO THE BOARD OF EDUCATION

If the grievance is not resolved at the Superintendent level, the parent may appeal by requesting a hearing before the Board of Education. The request must be made in writing to the Board of Education, 1010 Fair Street, Lexington, NC 27292 within 10 days of receiving of the Superintendent's decision.

a. Mandatory Appeals

- 1) If the grievant is dissatisfied with the superintendent's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within 10 days of receiving the superintendent's response.
- 2) The Board of Education may designate hearing panels composed of not less than 2 members of the board to hear and act upon such appeals in the name of and on behalf of the Board of Education. The hearing will be conducted pursuant to LCS Board Policy 1.11 Hearings Before the Board.
- 3) The board will provide a final written decision within 10 school days of hearing the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

- 1) If the grievant is dissatisfied with the superintendent's response to his or her grievance but has not alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, then within 10 days of receiving the superintendent's response, the grievant may submit to the superintendent a written request for a hearing before the board of education.
- 2) If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chair shall appoint a three-person panel to review the request and determine if a hearing should be granted. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.
- 3) The Board of Education may designate hearing panels composed of not less than 2 members of the board to hear and act upon such appeals in the name of and on behalf of the Board of Education. Any hearing conducted will be conducted pursuant to LCS Board Policy 1.11 Hearings Before the Board.
- 4) The board will provide a final written decision within 10 school days of the decision to grant a hearing, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

B) Formal Appeal Process - Due Process Hearing with an Impartial Hearing Officer

In the event the parent or guardian does not agree with the decision rendered by the Board of Education or by the Superintendent in the event there is no appeal that lies to the Board of Education, a parent or guardian may request a due process hearing conducted by an impartial hearing officer, defined as someone familiar with requirements and procedures who is not an employee of the Lexington City Schools. The request must be made in writing to the Superintendent within 20 days of receiving the Board of Education's decision.

Planned Sources of Evidence: AIG student exit documentation, student DEPs, transfer student records, signed Parental Notification of LCS Due Process Procedures, documentation of meetings related to AIG Program disagreements

Other Comments:

Practice F

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice is a maintained practice because parents are notified of and involved in the AIG identification process. Parents also participate in the decision-making and give consent for Differentiated Education Plans (DEPs) and Individual Differentiated Education Plans (IDEPs) that describe the AIG services the student will receive annually.

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

Description: AIG Program Service Options

LCS provides an array of program service options in specific areas of aptitude and academic achievement for gifted students in grades K-12 with a range of unique needs. Differentiation of instruction in the regular classroom is the overriding philosophy for inclusion of gifted services in every classroom. All teachers respond to gifted students' needs by providing differentiated content, instruction, resources, grouping, and assessments. These services are documented on the Nurture/Enrichment Education Plan, the Differentiated Education Plan, or the Individual Differentiated Education Plan

Nurture/Enrichment Differentiated Education Plan (N/E DEP)

Students in K-3 who are identified as needing Nurture/Enrichment Services receive differentiated instruction provided in the regular education class in reading and/or math. Students in grades 1-3 may be clustered in groups in regular education classes to allow for further differentiation and content acceleration. Services are designed to emphasize higher order, critical and creative thinking skills applied to all core curricular areas, advanced skills in applied literacy and mathematics in science and social studies contexts, multidisciplinary units and/or integrated projects, applied and integrated skills for the 21st century learner, interest-based inquiry projects. Students who are determined eligible for Nurture/Enrichment Services are considered "nominated" during the 3rd grade year as a possible candidate for future AIG services. Once nominated, the AIG-SBC will determine if the student meets formal eligibility criteria in Pathway 1, 2, or 3.

Differentiated Education Plan (DEP)

Differentiated Education Plans (DEPs) are developed annually for all Pathway 1, 2 and 3 students in grades 4-12. Academic services could include cluster service in a regular education classroom, accelerated classes in reading and/or math, subject-specific acceleration/compacting, grade acceleration, and interest-specific course access. Enrichment services are also documented on the DEP, including extra-curricular academic and creative competitions, activities, and clubs.

Services are designed to emphasize higher order, critical and creative thinking skills applied to all core curricular areas, advanced skills in applied literacy and mathematics in science and social studies contexts, multidisciplinary units and/or integrated projects, applied and integrated skills for the 21st century learner, interest-based inquiry projects, service learning projects, job shadowing, and internships.

In reading, services include advanced vocabulary study, advanced fiction and nonfiction texts, advanced literature studies, including integrated studies with applied literacy in science, social studies, and mathematics, and differentiated writing instruction using advanced rubrics.

In math, services include advanced problem-solving. The middle school provides the following math courses that are matched with student needs:

- At sixth grade, options include 6th Grade Math with differentiated cluster service, AIG 6th Grade Math, and 6th Grade Pre-Algebra.
- At seventh grade, options include 7th Grade Math with differentiated cluster service, 7th Grade Pre-Algebra, and 7th Grade Algebra I.
- At eighth grade, options include 8th Grade Math with differentiated cluster service, Algebra I and Geometry.

The High School Differentiated Education Plan (DEP) serves students in grades 9-12. Program service options for high school students consist of an array of courses that offer enrichment, extension, and acceleration of curriculum and instruction. High school Honors and Advanced Placement (AP) course offerings provide enrichment, extension, and acceleration of the regular curriculum to provide rigorous, relevant, and engaging experiences for gifted students in grades 9-12. Throughout the Honors and AP course selection process, the high school instructional and counseling staff provides guidance to students in choosing appropriately challenging courses. During this process, all school personnel recognize and encourage students having the potential to succeed in advanced courses and recommend them to department chairs. Service options also include elective choices appropriate for and interesting to gifted students, extra-curricular academic and creative competitions, activities and clubs. The high school DEPs and IDEPs are reviewed annually to ensure appropriate services. AIG student progress is reviewed quarterly to ensure good attendance, grades, and progress. Concerns regarding struggling students are addressed by the AIG-SBC and adjustments are made to the DEP as appropriate.

Individual Differentiated Education Plans (IDEP)

Based on the highly gifted student needs, interests, and abilities, the following services can be added to the student's IDEP:

- Early Admission to Kindergarten: In accordance with state law, early admission to kindergarten is considered for students who score at or above the 98th on both achievement and aptitude tests. Upon confirmation that a student is qualified by local age requirements, school administrators and designated personnel conduct a screening interview with the student and parents to determine the maturity, motivation, and developmental levels of the student. If the giftedness is indicated, an achievement test is administered at the school level and, if the student scores at or above the 98th percentile, the school psychologist gives an aptitude assessment. If the student scores at or above the 98th percentile on the aptitude assessment too, the student is determined to be eligible for early enrollment into kindergarten. Parents also have the option of providing achievement and aptitude test data from standardized assessments administered by a licensed psychologist outside of the district for eligibility consideration. The state requirements can be viewed at:
<http://www.ncpublicschools.org/success/kindergartens.html>
- Subject Area or Content Acceleration: If evidence is established that a student needs out-of-grade placement for a single subject for all or part of a grade level's course of study, the student will be placed in the most appropriate setting.
- Grade Acceleration: Requests to skip a grade are determined on an individual basis in accordance with a needs assessment. The principal requests evidence and the advice of teachers and the Gifted Program Team to determine a student's academic, social, emotional, physical, and motivational maturity in making the decision to grade-skip.
- Dual enrollment at another school or college (or other approved service provider): For highly gifted students who have exhausted appropriate options at their schools and have established and documented needs for acceleration of academic coursework, provisions may be made for them to attend a higher level institution for the identified area(s) of study.

- Participation in high-level competitions and classes (may be added to an existing IDEP): Examples include Odyssey of the Mind, Math Counts, the National Geography Bee, Science Olympiad, the American Mathematics Competition, Duke TIP summer courses and weekend offerings, the Duke TIP talent search, various summer classes sponsored by colleges, universities, and other organizations, etc. Individual enrichment activities not pursued by the school and/or outside the school year are at the cost of the parents.
- Internships, Apprenticeships, Mentorships, and Independent Studies: Highly gifted learners in grades 4-12 may be placed with an expert or professional or in a separate setting for exploration and advancement of a specific academic need or area of interest that cannot be provided in the regular setting. This option for placement is directed by the Gifted Education Specialist and/or the classroom teacher.
- Extra-curricular activities and middle and high school elective courses may be recommended in any IDEP to address academic, intellectual, and socio-emotional needs.

Planned Sources of Evidence: Plan documents (N/E DEP, DEP, IDEP), student services provided

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Adapts the NC Standard Course of Study (SCOS) K-12, to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

This practice is a Focused Practice for 2013-2016.

Rationale: This practice is a focused practice because pacing guides have recently been rewritten and revised to reflect the Common Core and Essential Standards. Although regular education teachers and gifted education teachers differentiate the NCSCOS to meet the needs of high ability learners, new resources need to be identified to ensure appropriate levels of challenge are available for all students in all grades. Vertical articulation of acceleration and compacting efforts must be ensured. LCS Differentiated Education Plans provide for enrichment, extension, and acceleration K-12.

- Goals:**
1. Examine new pacing guides and plan for ranges of differentiation appropriate for gifted learners.
 2. Address compacting and acceleration needs in core content in grades 4-8.
 3. Credit by Demonstrated Mastery policies need to be explored and implemented in this plan cycle.

Description: Teachers work together in school-level common planning and district-level alignment meetings to develop curriculum maps, pacing guides, and common units of study. Emphasis is placed on critical thinking, reasoning, problem solving, and inquiry.

With the North Carolina Standard Course of Study (Common Core and Essential Standards) as a basis, teachers of gifted students in grades K-12 provide curriculum differentiation, a process used to ensure student growth and learning by matching various curriculum modifications to characteristics shared by subgroups of learners, like cognitive ability, prior knowledge, learning style preference, interests, habits of mind, or learning rate. Differentiated curriculum modifications bring about change in content, process, product, assessment, grouping practices, teaching strategies, resources, pace of learning, and other adjustments to the North Carolina Standard Courses of Study for each grade. Teachers of gifted students at all grade levels are experts in their areas of the standard curriculum and are expected to possess knowledge and skills in the application of curricular and instructional modifications for gifted learners. Reading specialists, math specialist, and curriculum specialists support teachers in the creation and implementation of high quality, differentiated curriculum and instruction. Collaboration among grade level or same-subject teachers occurs during Professional Learning Community (PLC) common planning meetings for planning modifications to curriculum and instruction.

As the Common Core and Essential Standards (CCES) were fully implemented in the 2012-13 school year, the same commitment to differentiated practices existed. The CCES are much more aligned and are based on higher order thinking and problem-solving, which by design will lend itself more

readily to compacted, accelerated, and deeper curriculum work.

Curriculum is compacted, enriched, extended, and accelerated based on student needs and services, as indicated on the Differentiated Education Plan. These services are provided in a variety of ways throughout the K-12 spectrum; including differentiated services in the regular classroom, cluster grouping, course acceleration, advanced/honors classes, and content or grade acceleration. In this last plan cycle, additional high level courses were added for gifted learners at the middle level in math. Other accelerated courses are being explored in the areas of foreign language, language arts, and science for the middle level. Advanced Placement courses have been expanded at the high school level, with the goal of continuing to expand this program.

Planned Sources of Evidence: school- based and district-level PLC content planning meetings, AIG curriculum and program alignment meetings, student records, course offerings, curriculum documents, lesson plans, Differentiated Education Plans

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice is a maintained practice because LCS teachers use a variety of researched-based and high yield instructional strategies. Teachers in the district have participated in Ruby Payne's Poverty Training, Learning Styles, differentiation, engaging instructional strategies, literacy strategies, and many others that positively impact the quality and variety of instructional strategies used. Student learning styles, strengths, and interests are considered in planning and content delivery to maximize student learning.

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

Description: Some of the instructional practices utilized in providing services to gifted students include:

- Advanced Placement Program (College Board): A secondary programming option for high-level courses in which students who earn the required score on the AP exam at the end of the course may earn college credit.
- Cluster Grouping (Gentry and Owen): Four to nine high potential and/or high ability students identified to receive Nurturing and Enrichment and Gifted Education Services are placed in a regular elementary classroom or middle school language arts or math classroom with a teacher who differentiates curriculum to meet their needs.
- Collaborative Learning: Students are a part of small, dynamic communities for social construction of knowledge through group learning and problem-solving.
- Concept-based Instruction: Learning is based around a key concept, such as "change" or "interdependence," to develop connections among many interdisciplinary ideas for extension and relevance.

- Curriculum Compacting: Students are allowed to test out of work they have already mastered through pre-assessment and, instead of regular classroom work, they work on alternate, more challenging studies.
- Flexible Grouping (Kulik, Slavin, Robinson, Tomlinson, and Rogers): Within-class and across-grade groupings of students in mixed ability, K-8 classrooms accommodate students needing similar interventions for learning. Groupings are flexible by topic or unit of study based on pre-assessment of student needs. Cooperative learning, in which a group of students works toward a common goal or product of learning, is one method. (Johnson and Slavin) Flexible grouping is accompanied by adaptation of curriculum and instruction to student needs.
- Independent Study: The student completes an in-depth study of a particular topic under the direction and guidance of the teacher or Gifted Education Specialist.
- Inquiry Learning (individual and group investigations): Complex, real-world situations and problems provide opportunities for students to analyze and bring to the surface underlying understandings that can be applied to new contexts for learning.
- Mentorship: An individual student is assigned a mentor who works with the student to answer questions and guide him/her through a research project or independent study. Mentors are often professionals from the community.
- Socratic Search and Paideia Seminars: A shared text, work of art, or experience is that is open to in-depth analysis, high level interpretation, and transformation through synthesis of multiple ideas, contexts, and perspectives.
- Taxonomies of Higher Level and Metacognitive Thinking (Bloom/Marzano/Costa): Frameworks that go beyond basic knowledge or factual levels of thought are used to develop questions and learning activities to create a hierarchy of higher levels of thinking, e.g. students are asked to analyze, apply, evaluate, and synthesize information.
- Thematic and Interdisciplinary/Integrated Curriculum: Thematic units of study connect various disciplines authentically to provide real world contexts and applications for learning.
- Tiered Lessons and Units: Students of varied abilities or readiness work on the same content at varied levels of challenge. Advanced resources and more complex learning activities provide higher levels of challenge.

Planned Sources of Evidence: Lesson Plans, Classroom Walk-Through and Teacher Observations, teacher reports/surveys

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice is a maintained practice because our AIG students are exposed to a variety of supplemental resources during instruction. Multiple resources (local, state, federal, grant, private donation) have been used to provide these resources.

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

Description: With a focus on 21st Century skills, technology resources provide a gateway to many learning opportunities and many resources that augment instruction. All K-8 classrooms have a smart board and related active classroom components as do many of the high school classrooms. Because LCS is a Title 1 district, supplemental resources are available at every school. High level reading material is available in school and classroom libraries. Some of the research-based supplemental materials available include Junior Great Books, Thinking Maps, Reading Counts, Math Stars, and Study Island. Because our school district changed grade configurations, we inventoried all resources to ensure equitable distribution across the schools and provided additional resources when needed. As part of our Race to the Top Plan, we implemented a 1-to-1 Laptop Program in our Freshman Academy. The laptops will remain with students and become their property upon graduation and the class of second-semester 8th graders will receive new laptops each year.

Planned Sources of Evidence: Technology and materials inventories, lesson plans, walk-through observations

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: This practice will be focused practice for Lexington City Schools because, although we have a general focus on these important elements, we need to look more closely at our current practices to see where we are and where we need to improve. While there are pockets of excellent implementation of these essential 21st century content and skills, LCS strives for consistent and pervasive use of these practices across the district. LCS needs a more specific plan to build teacher capacity and greater expertise in these areas.

Goals: .Review pacing guides and lesson plans to ensure 21st century content and skills are reflected

.Provide ongoing staff development through grade level and content PLCs to address 21st century skills

.Begin examination of student work and related expectations to ensure high levels of critical thinking are required and that grade level expectations are clear, explicit, and building throughout the grade levels

.Develop protocol for use of instructional coaches in classroom observation and teacher coaching to support development of these skills

Description: Pacing guides and curriculum resources have developed to reflect the Common Core and Essential Standards. 21st century content and skills are reflected throughout the pacing guides, but need to be examined closely to ensure appropriate levels of these skills exist to stretch and grow gifted learners. Student work also needs to be examined to ensure that we are asking students to think and demonstrate their learning at rigorous levels. Beginning with this plan cycle, newly established Instructional Coaches will monitor, coach, and support implementation of 21st century skills in classrooms throughout the district.

Planned Sources of Evidence: Pacing guides, lesson plans, observations, PLC meeting notes

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice is a maintained practice because Lexington City Schools uses a variety of formative and benchmark assessments to inform instruction. Classroom teachers use pre- and post-assessments regularly to identify student who need additional enrichment, acceleration, or extension via flexible grouping or other differentiated strategies.

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

Description: Lexington City Schools uses a variety of formative and benchmark assessments to monitor student progress. This data is used to redesign instruction to address student needs. The use of ongoing assessments is of extreme benefit to the gifted learner because they are challenged with new learning opportunities, which allows for more growth. Informal formative assessments, Reading Counts tests, Quarterly tests in the core areas, unit tests, and Fountas and Pinnell Book Levels are some of the measures used.

Planned Sources of Evidence: Pre and post assessments, formative assessment data, lesson plans, student data sheets, growth on local and state assessments, MClass Data

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: This practice is a focus practice because, although LCS Program recognizes that gifted learners have unique social and emotional needs that can be addressed through affective curricular and instructional practices, we need to build this awareness with counselors, parents, and teachers. The social and emotional needs, if not addressed, can be a barrier to student learning and personal growth.

Goals:

1. Hold book study with guidance counselors that address social and emotional needs of gifted learners
2. Involve AIG Parent Advisory Committee in book study regarding meeting their gifted child
3. Select and purchase resources for school-based parent resource centers
4. Explore bibliotherapy as a strategy for addressing gifted student social and emotional needs in the classroom and in guidance lessons

Description: Practices like cooperative learning, cluster grouping, interest-based projects, and consideration of learning preferences foster healthy social, emotional relations with intellectual and developmental peers. Additional staff development via embedded staff development, book talks, and book studies will be conducted with administrators, guidance counselors, and school staffs. Parent education regarding the social and emotional needs of gifted learners will be explored through a book study with our AIG-Parent Advisory Council and by selecting books for school-based parent resource centers. Bibliotherapy will be explored as one method for addressing the social and emotional needs of gifted learners.

Planned Sources of Evidence: Classroom and guidance lesson plans, staff development agendas, book study events/discussions, related student survey information

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: This practice is a focused practice because, although the AIG Program nurtures and challenges students in K-3, the program lacks structure and intentionality in content and strategies. The Nurture Program needs to be addressed in differentiated instructional content and specific strategies so that students are able to reach their full potential. Parents are unclear about the program and desire more communication regarding program components and expectations.

Goals:

1. Clarify and provide structure and clarity to the Nurture Program goals, content, and strategies.
2. Review newly developed pacing guides to identify and embellish high level activities for gifted learners.
3. Increase program communication to teachers and parents through developed materials, including newsletters and brochures.
4. Explore programs designed to cultivate giftedness in young children

Description: The practices in "Habits of the Mind" are featured in all PK-5 classrooms. Treating all students as if they are gifted, deliberately teaching thinking and problem-solving skills, allowing for multiple means to demonstrate mastery helps identify students who need more rigorous services. The Nurture/Enrichment services call for students to be served through differentiated instruction in cluster groups and allows for subject or grade acceleration when appropriate. Early exposure to rich, rigorous curriculum is essential to cultivating and sustaining high achievers. Given our recent district reorganization and school reconfigurations, LCS continues to strive for consistent and equitable services to all students in our Nurture/Enrichment program. The use of instructional coaches and consistent LEA AIG-PLC meetings will help increase quality of services across the district. Programs designed to cultivate giftedness in young children will be explored for potential future implementation.

Planned Sources of Evidence: Habits of the Mind lessons and calendar, classroom observations, AIG nomination and identification data, program exploration

Other Comments:

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice is a maintained practice because teachers participate in common planning in PLCs at all schools. AIG teachers who deliver accelerated curriculum also participate in these planning sessions, as well as meeting monthly to align curriculum between schools, to plan projects, and to support instructional issues.

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

Description: Teachers at all of our schools meet in common planning PLC meetings by grade level and/or subject area/department. Teachers have access to other special programs staff, including exceptional children's teachers and ESL teachers. Time is spent coordinating service time, classroom modifications, and addressing student needs for students who receive multiple services.

Differentiation is the primary means of academic services to AIG (all) students. Teachers meet in content planning meetings (PLCs) to plan appropriate lessons, review data, and to handle a number of other curriculum-related functions. Teachers with like populations and learning ranges tend to feel more comfortable sharing and to have more support in the planning process. Teachers who serve gifted clusters or who are nurturing a potential gifted learner often struggle with planning to accommodate for the broad range of skills in the classroom. Planning with teachers from across the spectrum will support the development of differentiated lessons that meet the needs of all students.

Planned Sources of Evidence: PLC Planning notes, student special program plans, lesson plans, teacher logs

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: This practice is a maintained practice because the LCS AIG Plan clearly identifies service options available to meet the needs of identified gifted students. A provision for annual review of the plan has been added to this plan cycle.

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

Description: Service options are provided on the appropriate Differentiated Education Plan. These plans are completed yearly for identified students in a collaborative manner by the AIG-SBC, classroom teachers, and the parent. Yearly, the student DEP is reviewed as successes and needs are considered. Changes can be made in the DEP at any time to reflect student needs. The plan allows for the flexibility of the AIG-SBC to design unique services when needed. Research-based practices and programs continue to be explored to improve the AIG Program.

Planned Sources of Evidence: Differentiated Education Plans, AIG Program survey feedback, Annual Review documentation of LCS AIG 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 Focused Practice for 2013-2016.

Rationale: This practice is a focused practice because the Director of Special Programs who serves as the district AIG coordinator does not have state AIG certification. However, the district-level AIG PLC is comprised of teachers who are certified. Also, instructional coaches will assist in teacher support as part of their duties, all of which have taught in the AIG program.

Goals: 1. Develop protocol for Instructional Coaches to provide coaching and support for Nurture, AIG, and all teachers with gifted students
2. Continue monthly PLC meetings for teachers of Nurture and formally identified gifted students

Description: Because Lexington City Schools is a small school system and AIG Program is one of many duties of the Director of Special Programs, the current director does not have AIG certification. The Director of Special Programs will continue to pursue professional development and conferences in the area of AIG, as well as attend state and regional conferences. In addition, the Director of Special Programs will depend on the expertise of the AIG certified teacher leaders and who form the system-level AIG PLC and instructional coaches.

Planned Sources of Evidence: Certification program affiliation, staff development and conference attendance, documentation of system-level AIG PLC work/leadership

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because teachers of gifted students are full-time classroom teachers who have all the responsibilities of general education classroom teachers. Tasks specifically related to the AIG program need to be clearly communicated, expected, and monitored.

Goals: • Define roles of teachers who serve AIG students at all levels

- Develop written guides to provide for a common understanding of these expectations

Description: During this plan cycle, we need to clearly define additional duties and expectations of a teacher who serves students in the Nurture/Enrichment program (K-3), cluster groups, accelerated courses, and at all levels of the service plan. Efforts will be made to coordinate responsibilities to maximize time for planning and instruction and minimize time wasted on duplicated or unnecessary efforts.

Planned Sources of Evidence: Meeting notes, expectations defined and written, AIG teacher survey results

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because we need to provide more staff development opportunities that specifically address the needs of gifted learners.

Goals: •Explore opportunities for high quality staff development in the area of AIG for teachers of AIG students

- Hold monthly system-level AIG PLC Meetings to provide embedded staff development, strengthen AIG
- Program components, allow for cross-school curriculum planning and vertical articulation
- Provide AIG teachers with opportunities to attend regional and state conferences as funding allows
- Explore the possibility of cooperating with an adjoining district to provide a local endorsement to be offered to AIG teachers, general education teachers, and others for potential implementation in the next plan cycle

Description: Our system provides staff development on best practices, differentiated instructional practices, higher order thinking skills, common core and essential standards, and other areas that are relevant to the instructional program for all students, including AIG students, but staff development on the unique needs and characteristics of gifted learners is needed.

Planned Sources of Evidence: Staff development and conference attendance logs, AIG PLC meeting agendas, plans for local AIG endorsement

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: This practice is a focused practice because the LCS AIG Program needs more teachers who hold AIG certification. Focused local efforts are needed to encourage and support the certification process for our current staff and to recruit teachers with AIG certification when possible.

Goals: •Continue local plan to support AIG certification efforts
•Encourage AIG certification at all levels, particularly at the secondary level

Description: Although budgetary constraints prohibited a specific university partnership for in-system delivery of AIG certification, LCS has pooled a variety of funding sources to support a \$2500 reimbursement for certification expenditures. A short application and approval process makes the \$2500 available to approved applicants (\$2000 for tuition and \$500 for books) on a pre-pay or reimbursement basis. Even with the current budget crisis, the district has set aside \$40,000 to fund interested applicants. Since its inception in the summer, 1 teacher has become fully licensed and 2 secondary teachers are taking classes. We are still making efforts to strongly encourage all teachers of gifted students to obtain the certification. If a local endorsement program is developed, it will be required of all teachers of gifted students and made available to all administrators, counselors, general education and elective teachers.

Currently, less than half of the Nurture/Enrichment teachers hold current AIG certification, but all compacted/accelerated curriculum teachers in grades 4-5 hold current AIG certification. There are 3 AIG licensed staff at the middle school and 1 part-time staff member with certification at the high school. Even with the certification reimbursement program, LCS continues to struggle to get secondary teachers of accelerated, honors, and AP courses commit to the AIG add-on certification process. Although all of these teachers are highly qualified in their content area, LCS believes that overall program services could be improved by having AIG certified teachers in as many of the accelerated classes as possible. The local endorsement option, which could be required, could provide an additional way for LCS to increase staff knowledge and capacity in this area.

Planned Sources of Evidence: Number of teachers with AIG certification, use of AIG Certification Reimbursement Funds

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: This practice is a maintained practice because the LCS system-level staff development plan has been aligned with the implementation of the Common Core and Essential Standards.

Included in this broad topic are topics such as formative assessment, unpacking the content, 21st Century skills, Revised Bloom's Taxonomy, The NC Teaching Standards, and differentiated instruction.

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

Description: The staff development currently provided in the district comes from a multitude of sources. The Common Core and Essential Standards training is being disseminated in the train-the-trainer model by teacher leaders. Additional staff development is provided through our partnership with the Piedmont Triad Consortium. In-district contracts and out-of-district workshops and conferences are also used. Site-based, district-level, and web-based Professional Learning Communities are proving to be effective ways of providing relevant, ongoing, job-embedded staff development and building capacity of the staff.

Planned Sources of Evidence: LCS Staff Development Plan, Common Core and Essential Standards PD Timeline, staff development logs

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: This is a maintained practice because the professional development opportunities have been aligned with the NC Teaching Standards and the Common Core and Essential Standards. A district-level staff development plan has been established and is being followed.

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

Description: All teachers are trained and evaluated on the NC Professional Teaching Standards. These standards promote teacher leadership, differentiation, 21st century skills, content mastery, use of data, and many other elements that ensure appropriate instruction for AIG students. These standards are deeply connected to the Common Core and Essential Standards. Together, the two create a strong instructional model for educational services across the state. All staff development efforts in the district have been aligned to these initiatives. This benefits the gifted learner on a number of levels, including a deeper more aligned content and a focus on 21st century skills, thinking skills, and problem-solving skills. More intensive effort is being made to emphasize best practices in gifted education.

Planned Sources of Evidence: Teacher Evaluation Instrument, staff development plans

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice is a maintained practice because AIG teachers continue to reflect on their practice. Staff development follow-up and follow-through is expected and supported. AIG teachers will give input of staff development needs and outcomes.

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

Description: Lexington City Schools have embraced the Professional Learning Communities concept within the schools, departments, grades, administrators, and special program areas. Teachers also conduct peer observations. These relationships provide opportunities for AIG teachers to plan, implement, and refine applications of their professional development learning. Classroom walk-throughs, teacher observations, peer observation, and coaching are part of routine practice that also supports implementation of new learning. Instructional coaching positions have just been established and will provide additional support as teachers use differentiated teaching strategies.

Planned Sources of Evidence: PLC meeting notes, peer/ teacher observations, lesson plans, staff feedback

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice is a maintained practice because the LCS AIG Plan offers comprehensive services K-12. A flexible array of services can be design to address individual student needs and interests.

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

Description: AIG Program Service Options

LCS provides an array of program service options in specific areas of aptitude and academic achievement for gifted students in grades K-12 with a range of unique needs. Differentiation of instruction in the regular classroom is the overriding philosophy for inclusion of gifted services in every classroom. All teachers respond to gifted students' needs by providing differentiated content, instruction, resources, grouping, and assessments. These services are documented on the Nurture/Enrichment Education Plan, the Differentiated Education Plan, or the Individual Differentiated Education Plan

Nurture/Enrichment Differentiated Education Plan (N/E DEP)

Students in K-3 who are identified as needing Nurture/Enrichment Services receive differentiated instruction provided in the regular education class in reading and/or math. Students may be clustered in groups in regular education classes to allow for further differentiation and content acceleration. Services are designed to emphasize higher order, critical and creative thinking skills applied to all core curricular areas, advanced skills in applied literacy and mathematics in science and social studies contexts, multidisciplinary units and/or integrated projects, applied and integrated skills for the 21st century learner, interest-based inquiry projects. Students who are determined eligible for Nurture/Enrichment Services are considered "nominated" during the 3rd grade year as a possible candidate for future AIG services. Once nominated, the AIG-SBC will determine if the student meets formal eligibility criteria in Pathway 1, 2, or 3.

There are multiple service options available at each level to meet student needs, including the flexibility for the AIG-SBC to design a unique service if one is needed. These services are documented on the Differentiated Education Plans (see Standard 1 Practice G).

Planned Sources of Evidence: Differentiated Education Plan documents (N/E DEP, DEP, IDEP), student services provided

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: This practice is a maintained practice because the LCS AIG Plan aligns programs and services with student identification, goals of the program, and resources of the LEA. Lexington City Schools uses the goals listed below to ensure that those students that are identified are appropriately served.

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

Description: Available programs and services are directed toward student identification in reading, math, or both reading and math. Because the Differentiated Education Plans are reviewed, completed, and updated yearly, services can be modified to address student growth, interests, and needs. Some basic evidences of the flexibility of the program include the possibility for a student to be scheduled in an accelerated math class, a special education resource language arts class, and receive second-language content-based support. The program allows for the student needs at all ranges of the spectrum and is focused on the extent to which the student needs the acceleration. For example, a student identified as AIG in math has 3 course choices as a 6th grader- Differentiated Services in 6th Grade Math, Accelerated 6th Grade Math, or 6th Grade Pre-Algebra.

Planned Sources of Evidence: Differentiated Education Plans, student transcripts/schedules, records from LEP and twice-exceptional students

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because the LCS AIG Program and services are aligned to the total instructional program of Lexington City Schools in policy and practice. Efforts are being made to increase attention to gifted students in pacing guide development, planning, and instructional practice.

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

Description: Throughout the district, regardless of service level, there is an emphasis on matching instructional services to student needs through pre/post assessment, ongoing formative assessment, and highly differentiated services. Staffs are expected to create opportunities and challenge students

so that high levels of academic growth occur. Differentiated service delivery for gifted students is documented on the Differentiated Education Plans (N/E DEP, DEP, IDEP). Since all AIG teachers are full-time school-based staff assigned with homeroom students, teachers have the same responsibilities and complete connection to school and district-wide initiatives and expectations.

Planned Sources of Evidence: District initiatives, lesson plans, Differentiated Education Plans, school level remediation/acceleration plans

Other Comments:

Practice D

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice is a maintained practice because LCS spent additional time to allow with school staff to engage with the new NC AIG Program Standards (adopted in 2009) and to "re-vision" the AIG program in that context. The current plan is approved, being implemented, and is guiding appropriate services to gifted students.

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

Description: In the last plan cycle our plan was initially given "incomplete" status. To address the new program standards and to involve all stakeholders in the plan revision, we held a number of staff development activities and meetings. The most recent approved plan has provided direction to the program and has been well communicated to school staffs. Several district and school level AIG meetings have been held and an AIG Parent Advisory Committee has been formed.

Planned Sources of Evidence: Staff Development and Meeting Agendas, participation and feedback notes, plan submission, records of plan dissemination

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: This practice is a focused practice because communication between schools, especially at key transition points, has been determined a weakness that needs attention. Communication between AIG teachers in different schools and grade levels needs to be more formally facilitated, as does planning opportunities for vertical alignment. Processes related to student record transfer and

DEP development in the transition points have improved, but need close monitoring.

Goals:

- Hold monthly meetings for AIG teachers as a district to allow for systemic focus, vertical articulation, collaborative planning between schools, and continuity between programs
- Clarify roles and responsibilities regarding student record completion timelines and protocols for transferring student records between schools
- Continue transition meetings at key transition point (K-1, 5-6, 8-9) to ensure continuity in student programming and services

Description: Teachers remained excited about the opportunity to learn about the programs and services across the district and to be able to network and plan with colleagues in district-level AIG meetings. Efforts will be made to continue monthly AIG PLC meetings at the district level. This group has provided leadership and significant input into our AIG Plan. This group also has identified needs in the program, including this transition issue, and works together to design and clarify practices to address the issues.

Planned Sources of Evidence: District AIG PLC meeting agendas/notes, planning documents, transition procedures developed, transition meeting agendas/notes, survey data from parents and teachers

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice is a maintained practice because regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents and families, and administrators work together to address the needs of students identified as AIG. Appropriate service that challenge and grow a gifted learner requires a high level of collaboration between the school staff and parents. .

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

Description: Collaboration between school staff and parents in the AIG program exists at each school. Some variability exists across school cultures and leadership style, but the student needs are seen as paramount. Collaboration exists in each school through AIG-SBC, content/department meetings, Student and Staff Support Team, IEP meetings, and AIG classroom meetings. Each of these meetings includes a focus on student data and supports that are needed to foster growth. Social and emotional needs are addressed with specialized support from the guidance staff

Planned Sources of Evidence: meeting agendas/notes, plan input, student records, survey data

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: This practice is a focused practice because, although collaboration exists at high levels in the area of academic needs, more emphasis is needed on the social and emotional needs of gifted learners.

- Goals:**
- Conduct a book study with the school counselors on social/emotional issues
 - Engage parents on the AIG Parent Advisory Council in a book study
 - Research and purchase AIG resources for school-level parent resource centers
 - Explore lesson plan resources that can be used by teachers or guidance counselors to address issues with individuals or groups
 - Offer informational sessions for parents

Description: Multiple collaboration opportunities exist around the academic strengths and needs of gifted learners. The system previously went through training on the Comer School Development Model, which focuses on the whole child and encourages staff to discuss and plan for the 6 pathways when dealing with student issues. However, specific information about the social and emotional needs of gifted learners needs to be explored, resources developed, and structures put in place to ensure these needs are addressed. This information also needs to be shared with parents so that all involved with student will understand when behaviors and issues are typical and how to deal with them. Our AIG Parent Advisory Council will engage in a collaborative book study. Additional parent resources geared toward supporting gifted students will be added to school resource centers.

Planned Sources of Evidence: Resource lists, book talk/study sessions, lesson plans on social and emotional needs, parent sessions

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: This practice is a maintained practice because the AIG-SBC considers the body-of-evidence in identification and when selecting appropriate services for students that allows for acceleration and individualized placement options.

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

Description: Practices regarding student identification, matching student services, and designing an appropriate Differentiated Education Plan are consistently understood and adhered to. Secondary service delivery models are being strengthened by providing and recording even more opportunities for acceleration and advancement in core content and in other areas of interest. Students can be accelerated in subject areas (reading or math groups) through in-class differentiation or across grade levels. Students can also be accelerated in courses and through the grade spans. Unique acceleration opportunities can be created based on student needs.

Planned Sources of Evidence: AIG-SBC student identification records, Differentiated Education Plans

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 because provisions and flexibility currently exist in service delivery options that can be decided by the AIG-SBC and recorded by the team. Our identification practices include multiple sources of traditional and non-traditional data to find under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. Beyond identification, service delivery options allow for individualized plans to be made and documented on the student Differentiated Education Plan.

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

Description: Our Pathway 3 identification practices include multiple sources of traditional and non-traditional data to find under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional students. Beyond identification, service delivery options allow for individualized plans to be made and documented on the student Differentiated Education Plan. Additional work needs to be done to build capacity of AIG teachers to know how to support all of these non-traditional students when certain issues become a barrier in the classroom, including lack of home support, limited language, underdeveloped work habits, unevenly developed skills, and many others. This will become a focused work in our next planning cycle.

Planned Sources of Evidence: Pathway 3 Placement Criteria, Identification data, Differentiated Education Plans

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 remains a focused practice because extra-curricular programs and events that enhance and further develop the needs and interests of AIG students need to be consistent between elementary schools and enhanced in the middle and high schools.

Goals: •Ensure consistency between elementary programs

- Increase the number of opportunities for extra-curricular involvement for AIG students at all levels
- Plan for long-term implementation of these opportunities beyond specific staff interest to ensure ongoing programs for students regardless of staff turnover
- Increase Service Learning opportunities
- Develop peer mentoring opportunities

Description: A number of extra-curricular opportunities exist for students in Lexington City Schools. We need to ensure program consistency between elementary schools. At the middle and high school level, multiple opportunities exist and are currently being documented on the Differentiated Education Plan as a means of service to students. At the secondary level, more academic and creative opportunities are needed. Staff turnover at the secondary level has also led to inconsistent availability of some activities. Some of the extra-curricular opportunities AIG students have include Math Counts, Odyssey of the Mind, Battle of the Books, Science Olympiad, Spelling Bees, Jazz Band, Chess Club, National Honor Society and others. Our AIG students may participate in Duke Talent after qualifying for the program. Students also have the opportunity to apply and be chosen for Governor's School each year. Students also have an opportunity to participate in internships and independent projects of interest. An increased focus will be made on Service Learning and mentoring opportunities.

Planned Sources of Evidence: Extra-curricular club participant lists, offerings, newsletters/brochures

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice is a maintained practice because information regarding appropriate services to meet the needs of gifted students is shared with parents through the Differentiated Education Plan and related curriculum documents. Increased communication efforts are being made.

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

Description: Parents are currently involved in and well informed in student services through student Differentiated Education Plans. Further attention needs to be given to some issues that have been identified by parents, including inconsistency between classrooms and schools, communication of retest scores, and services provided to student in the Nurture/Enrichment. In most cases, communication between individual teachers and parents is very strong. Communication remains a strong need in the program.

Planned Sources of Evidence: Contact logs, web-sites, newsletters, meetings sign-in sheets, letters

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: This practice is a focused practice because, although relevant plan information is shared with parents of students who qualify for services, information regarding the plan and other policies relating to gifted education need to be shared with the broader base of stakeholders. In addition, parents continue to indicate the need for more communication in a variety of areas, including the Nurture Program and specific curriculum work.

Goals: •Continue communication efforts about the AIG Program through multiple means, including the district web-site, school-based web-sites, brochure, handbook, newsletters and district-level meetings

•Develop brochures and parent handbook

- Increase parent access to student academic information through use of the Student Information Portal
- Continue the AIG Parent Advisory Council (AIG-PAC)

Description: The AIG Program needs to further work to ensure that clear, consistent, positive communication exists across the district to all parents and the larger school community. The quarterly newsletters sent out at the elementary, middle, and high school level provided valuable information to parents. The development of a parent handbook and brochures will provide more clear and concrete information about referral, identification, and available services. Informational district level meetings and consistent school-based meetings will provide general program information and specific on-site services. Parents will be able to access program information, the teacher, and student performance data via the website and parent portal. The AIG-PAC will provide ongoing feedback and support to the program.

Planned Sources of Evidence: Handbook, district website, school website, newsletters, brochure, letters, phone tree

Other Comments:

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

This practice is a Focused Practice for 2013-2016.

Rationale: This practice is a focused practice because, while all parent involvement needs to be increased, a more diverse representation of AIG parents need to be involved in the development, implementation, and monitoring of the local AIG program and plan.

- Goals:**
- Continue the AIG-PAC developed during last plan cycle
 - Continue to seek diverse representation that reflects the larger school system population
 - Refine AIG-PAC purpose, guidelines, and meeting schedules

Description: The development of the AIG Parent Advisory Program allows for more consistent, systematic, and representative parent involvement in the AIG Program. Although the committee has diverse representation, continued efforts will be made for the representation on the committee to be reflective of the larger school community. The group's purpose, role, and guidelines will be refined so that the work of the group will be helpful and purposeful.

Planned Sources of Evidence: Formation of AIG-PAC, committee purpose and guidelines, parent surveys

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because a more coordinated effort needs to be made to compile and communicate available community and state opportunities to parents on an ongoing basis. Efforts need to be made to ensure that all AIG documents that are routinely translated into the student's native language.

Goals:

1. Continue quarterly district-level newsletter that includes a section on opportunities for gifted students on a local and state level
2. Begin a quarter district-level newsletter for the Nurture Program
3. Increase communication about extra-curricular opportunities available at the secondary level
4. Add extra-curricular and enrichment information to district website

Description: Program information is shared with parents routinely and almost always in the native language when needed. Additional opportunities available outside of the district and extracurricular/enrichment opportunities available to secondary students needs to be communicated to parents in a more consistent and widespread manner. Parents have also requested that summer enrichment opportunities be compiled and shared.

Planned Sources of Evidence: District-level newsletters, school newsletters, websites, translated documents

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 Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because a high level of parent involvement exists in certain parts of the district AIG Program and classrooms. We are focusing on other practices related to informing/involving parents during this plan. Efforts will be made to further clarify "meaningful involvement" and to find ways to have this involvement be consistent across the grade spans and district. Lexington City Schools has numerous partnerships with local businesses, community agencies, and institutions of higher learning.

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

Description: Parents continue to be involved at high levels in our elementary gifted program. Parents are consistently invited for conferences, curriculum nights, school events, and such. Parent

surveys and direct feedback provide input to the program. The parent/community surveys have been designed to allow respondents to indicate how they would like to be involved in the program.

Lexington City Schools has numerous partnerships that benefit and support gifted students. A broad range of local resources provide advanced learning and internship opportunities for students, including Davidson County Community College, Lexington Memorial Hospital, The Veterinary Clinic, The Dispatch newspaper, the United Arts Council, and NC Zoo. Many community agencies support our students, including Communities in Schools (lunch buddies, mentors, Backpack Feeding program), Rotary Scholars (Banquet and awards for top 10 students every year in grades 8-12), and Project Potential (graduation mentors, assistance with college applications and financial aid, scholarship awards of \$3000 to more than 25 students each year). Lexington is rich with many businesses, groups, and agencies invested in the student growth and success.

Planned Sources of Evidence: parent attendance and volunteer logs, survey results, other feedback provided

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: This is a maintained practice because the Lexington City Schools AIG Plan has been "re-revised," and updated according to the NC AIG Program Standards and with stakeholder involvement. The AIG Plan is board approved and sent to SBE/DPI for comment. Comments are considered and inform amendments to the plan.

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

Description: After receiving "incomplete status" in the previous plan cycle for not reflecting full consideration of the NC AIG Program Standards, additional work was conducted through various educator and parent meetings. The NC AIG Standards were studied and each component of the LCS AIG Plan was rewritten in light of that feedback. That work informed the LCS AIG Plan and additional ongoing and systematic input has informed this corresponding plan update.

Planned Sources of Evidence: LCS AIG Plan, LCS Board Approval

Other Comments:

Practice B

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

This practice is a Focused Practice for 2013-2016.

Rationale: Although we have made much progress in this area, this remains a focused practice because the LCS AIG Program needs to be monitored at a system-level to ensure fidelity of implementation for all AIG program components.

Goals:

- Evaluate and revise the comprehensive system of documentation for the AIG Program
- Adjust forms and detailed steps for all processes
- Utilize Instructional Coaches to assist with program monitoring and feedback
- Explore electronic data base options to streamline the AIG data collection process

Description: The LCS AIG Plan will be monitored closely to ensure consistent implementation of the program K-12. This will be done through the monthly AIG PLC Meetings, student record audits, and ongoing data collection/review. Yearly surveys and input from the AIG-PAC will also assist in monitoring efforts.

Planned Sources of Evidence: District AIG PLC Meeting Notes, established forms and processes, surveys, AIG-PAC input

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: This practice is a maintained practice because all state allotted funds for the AIG program are used for the AIG program.

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

Description: LCS uses all AIG (PRC 34) funds to pay the salaries of AIG certified teachers, partial funding for Instructional Coaches, and to provide resources for the program. The use of these funds will continue to be evaluated to maximize benefit to the program, teachers, and students.

Planned Sources of Evidence: PRC 34 allocation, budget, and expenditures

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: This is a focused practice because, although growth and drop out data is examined and the school and system level, it has not been consistently examined specifically in regards to the AIG subgroup. We will be excited to receive AIG subgroup data as part of the state accountability system.

Goals:

- Find an efficient way to collect and analyze growth and drop out data for the AIG subgroup
- Use this data to guide student support, evaluate program effectiveness, and improve the AIG Program

Description: During this plan cycle, we will explore ways to collect growth and drop out data for

students identified as gifted. Although we have been able to do this in a general sense in the past, this data has not been collected, compared, evaluated, maintained, or shared in relation to gifted status.

Planned Sources of Evidence: growth and drop out data for identified AIG students, state AIG subgroup data

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because data on under-represented populations in the local AIG Program has not been maintained and monitored. Data on how service is provided and whether students are retained in the program has not been monitored. AP course enrollment and minority under-representation needs to be explored.

Goals:

1. Collect data on under-represented populations, to include areas of identification, pathway of identification, service level, performance, and retention in the program
2. Monitor AP and advanced course enrollment at the high school level to ensure minority representation and continuation in gifted programming
3. Use this data as part of the program evaluation for ongoing improvement

Description: Lexington City Schools has made concerted efforts to include under-represented populations in the AIG Program. General child count data is available and shows a diverse AIG population. However, the data on under-represented populations, including students who are culturally/ethnically diverse, economically disadvantaged, English Language learners, highly gifted, and twice-exceptional, has not been a part of the formal plan to monitor the program in the past, but will be added in this plan cycle. A process will be developed to ensure that this is done. We also have noticed that, although we have diverse student representation in the elementary grades, our AP classrooms are not very diverse. This data will be further tracked and explored during this plan cycle.

Planned Sources of Evidence: April 1 headcount information, disaggregated data on under-represented populations, high school course enrollment demographics

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: This is a maintained practice because data regarding teacher certification is maintained for all teachers, including teachers of gifted students.

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

Description: The LCS finance/payroll office and human resources office keep accurate records of teacher certification and teaching assignments. All teachers who teach accelerated/compacted curriculum in the elementary school have AIG certification and the district is paying for teachers to obtain their add-on license up to \$2500, with a special emphasis on increasing the number of AIG certified teachers at the secondary level.

Planned Sources of Evidence: Teacher certification records, teaching assignments/class rosters, tuition reimbursement records

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: An AIG Parent Advisory Committee has been formed and meets regularly to address the plan and various parent concerns. In addition, AIG teachers meet monthly to work on program, communication, curriculum, and instructional issues.

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

Description: The AIG-PAC has been formed and meets quarterly. Agendas are established collaboratively and time is left in each meeting to discuss additional concerns. The AIG PAC continues to evolve as we work toward a clear understanding of our goals, purpose, and function. The group will engage in a book study together during this plan cycle. AIG meetings have proven beneficial in strengthening and aligning efforts between gifted programs in schools, both horizontally and vertically. Communication has improved and the AIG PLCs will be scheduled monthly. Additional focus will be made to include nurture teachers and secondary staff.

Planned Sources of Evidence: AIG PLC Meetings, AIG-PAC Meetings

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because LCS needs to systematically elicit feedback from students, parents, educators, and other stakeholders regarding the quality and effectiveness of the AIG Program.

Goals: •Continue to develop and administer yearly stakeholder surveys
•Ensure feedback from AIG PLC meetings, AIG-PAC, and other meetings is shared with appropriate personnel and inform plan adjustments

Description: This past year, a system-level AIG survey was administered throughout the district. Additional student surveys have been administered in classrooms. More general teacher surveys have been administered at the district level, but they did not specifically address the gifted program. However, district-level surveys need to be administered for parents, teachers, and students to collect the kind of feedback necessary to evaluate and inform the AIG Program. Feedback from a variety of other sources will also be considered in the AIG program monitoring, including the monthly AIG PLC meetings, AIG-PAC, and AIG-SBC.

Planned Sources of Evidence: system-level AIG surveys, meeting feedback

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 Focused Practice for 2013-2016.

Rationale: This is a focused practice because an annual review of the AIG Program needs to be conducted. Necessary revisions can be made within the 3-year plan cycle.

Goals: •Develop a formal process for annual review of the LCS AIG Plan

Description: Based on feedback from NCDPI and multiple stakeholders, a more formal process for reviewing and revising the local AIG plan on an annual basis is needed. Feedback from multiple data sources (stakeholder feedback and data related to identification, placement, retention, test scores, drop out, etc) should be used to ensure a comprehensive review annually and timely, relevant revisions.

Planned Sources of Evidence: formal annual review process, data sources, plan revisions

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: This is a maintained practice because the board approved LCS AIG Plan has been made available to the public. The plan is presented at various meetings and is available on the district website.

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

Description: The board approved LCS AIG Plan is shared with central office staff, administrators, teachers, parents, and community members. A variety of AIG resources are available on the district website, including the AIG Plan, NC AIG Program Standards, Student Nomination Form, and various other resource links. The NCDPI plan comments will be shared with the school board, the AIG PAC, the AIG staff, and is available to others upon request.

Planned Sources of Evidence: AIG Plan on LCS website, NCDPI feedback made available to all requests

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: This is a maintained practice because policies, procedures, and practices exist that protect the rights of all AIG students. Policies have been reviewed and clarified.

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

Description: District policies exist that protect all students and their rights. In the event of a disagreement of AIG identification and/or services, parents have access to a step-by-step resolution process (see Standard 1 Practice E for the due process procedures).

Planned Sources of Evidence: AIG Plan, district website and policies, Due Process Procedures

Other Comments:

Glossary (optional):

Appendix (optional):

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