

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

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LEA Superintendent's Name: Dr. Sherry Hoyle

LEA AIG Contact Name: Dr. Elaine Boysworth

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

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

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

For 2010-2013, Lincoln County Schools local AIG plan is as follows:

Lincoln County Schools Vision for local AIG program: Lincoln County Schools is committed to the development of lifelong learners, innovative problem solvers, and responsible contributing citizens in a global society. Among our students are those who exhibit high academic performance, or who possess exceptional potential for outstanding achievement and leadership as stated in the North Carolina definition of giftedness. Because we believe that giftedness is developed through intellectual challenge, we strive to nurture exceptional capabilities through academic rigor, leadership development, and service opportunities. Lincoln County Schools will deliver a model of differentiated services that enhances and extends the regular education program for academically and intellectually gifted students from all racial, cultural, and economic backgrounds.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$567842.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Screening and identification processes are established and norm-referenced, standardized assessments are used for identification purposes. However, based on parent and teacher survey data from 2013, communication regarding the articulation of screening and identification processes needs to be improved.

Goals: Improve education of staff and parents on the AIG identification process through professional development and webpage information.

Description: Procedures for AIG student screening, referral, and identification are disseminated in a myriad of ways including presentations, parent nights, brochures, newsletters, information posted on district and school websites. Additional venues for dissemination and education will include AIG internal and external stakeholder meetings, conferences, and community presentations.

Planned Sources of Evidence:

1. Webpage information regarding procedures
2. Local AIG plan
3. AIG brochure that outlines procedures for screening, referral, and identification
4. Identification criteria
5. Agendas/sign-in sheets from parent nights and parent meetings

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: Current screening and identification procedures reflect the use of multiple criteria.

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

Description: The primary function of the school level AIG Team is to review all pertinent student information gathered from multiple sources and make recommendations regarding needs for differentiation. The district utilizes both non-traditional and traditional standardized measures for screening and identification such as Cognitive Aptitude Test (CogAT), Iowa Test of Basic Skills (ITBS), Gifted Rating Scale (GRS), Naglieri Nonverbal Ability Test, and a locally developed and standardized Elementary Portfolio Assessment. Description of processes for screening, identification, and placement for differentiated services are outlined below. Appendix A includes a flow chart of the processes.

Screening, Identification, and Placement of Students for Differentiated Services

The search for identifying students who may need differentiated services is a three-step process that includes:

1. Student search, referral, and data collection
2. Academically and Intellectually Gifted Team (AIG Team) review and recognition of needs
3. Placement in appropriate service options that match identified needs

In Lincoln County Schools, child search/screening is an ongoing process. Information collected will become a part of the student's profile and will be used throughout the process to determine eligibility for special services.

I. Child Search/Screening

In Lincoln County Schools, child search/screening includes all activities designed to review the general population of students to see which student may need further assessment and/or eventual placement in the differentiated services for gifted education. Information collected in this initial phase is available for all students.

The student search and screening includes, but is not limited to the following:

- All third grade students are administered a standardized aptitude test (CogAT)
- All third through eighth grade students are administered End-of-Grade (EOG) tests in both reading and mathematics.
- Teachers at each elementary school will conduct an annual review of the K-2 assessment data for students in kindergarten through second grade and the standard achievement scores for individual students in grades three through five.
- Teachers at each elementary school with preschool programs will conduct an annual review of the Pre-K population.
- At the middle school level, teachers on each grade level will conduct an annual review of the state achievement scores for individual students in sixth through eighth grades to determine if additional assessment is needed.

- Teachers at all levels have the opportunity to refer students who exhibit characteristics of giftedness.
- The information gathered on each student will determine those students who may qualify for AIG services. A referral form will be completed for each of these students.
- Parents/guardians will be notified during the referral process and will be asked to give consent to administer a nationally-normed standardized achievement test(s). The district currently uses the Iowa Test of Basic Skills (ITBS) in the referral process. If warranted, an aptitude test may be administered using the Cognitive Aptitude Test (CogAT) or Naglieri Nonverbal Aptitude Test. Teachers will also complete the Gifted Rating Scale (GRS) for each child in the referral process.
- Each school will also compile a screening pool of students from minority populations and other diverse cultural and economic groups who demonstrate a high interest or performance potential in a specific academic area.
 - Program information and nomination forms will be provided for all schools in languages appropriate to Lincoln County.
 - Language appropriate information will be provided at Lincoln County's Newcomer Center.
- Websites, brochures, and newsletters will be utilized in order to provide information for parent referrals in identifying and nurturing gifted characteristics in children of all ages and cultures.
- The AIG Team at each school will review records for transfer students. Guidance counselors will facilitate this process in grades nine through twelve.

II. AIG Team & Identification

The AIG Team includes a school administrator, AIG Teacher, classroom teacher(s), and other personnel as directed by the principal. The names of the AIG team will be submitted to the appropriate director at the beginning of each school year.

The primary function of the AIG Team is to review all pertinent student information gathered from multiple sources, and to make recommendations regarding needs for differentiation. Information collected will be drawn from the multiple indicators of potential giftedness: student aptitude, student achievement, student performance, and observable behaviors.

The duties and responsibilities of the AIG team are as follows:

- To implement the LEA's gifted child search/referral, screening, identification and instructional placement processes.
- To make decisions based on the demonstrated strength-based needs of the student. Different options will be appropriate for different students depending on the level of differentiation needed.
- To implement procedures to provide equitable access of students from diverse cultural and

economic backgrounds.

- To receive permission from the parent/guardian for any aptitude or achievement testing that is not be generally administered in the regular school program.
- To record the information used in making the decision.
- To determine the appropriate program option(s) for each child.
- To receive permission from the parent/guardian to place the student in the option(s).
- To exhibit sensitivity to cultural, economic and/or linguistic differences that need to be considered in examining information about students' needs.

The review process will result in one of four decisions regarding a student's referral:

- Non-placement – Recommendation that services are not required at this time because data collected does not indicate a need for differentiation provided through the district's AIG program service options.
- Further Evaluation – A request for additional evaluation prior to making a decision.
- "Watch and Wait"—Student data does not indicate a need for direct service, but continued observation may be needed for future consideration of placement. These students may be recommended for involvement in nurturing services.
- Identification and Placement – Recommendation that services are required because data collected indicates a need for differentiation and gifted services.

For identification in Kindergarten through third grade, students must meet three of the four criteria:

- Intelligence or Aptitude Test-98th percentile or higher (CogAT)
- Standardized Achievement Test-98th percentile or higher in Reading and/or Math (ITBS)
- Student Performance – Year-end grade of Mastery (grades K-2) OR Year-end grade of 93 or higher (grade 3) in Reading and/or Math
- Teacher Observation Checklist (GRS – 90th percentile or higher on 3 of 5 categories, one of which must be either Academic or Intellectual)

In grades four through eight the screening pool may include students who have scored at the 85th percentile or above on student aptitude (CogAT) and state achievement tests (EOG) or included in the screening based on teacher referral. A nationally normed achievement test (ITBS) will be administered to students in the screening pool for identification purposes.

For identification in grades four and five, students must meet four of the five criteria listed below:

- Intelligence or Aptitude Test – 90th percentile or higher (CogAT)
- Standardized Achievement Test – 90th percentile or higher in Reading or Mathematics (ITBS)
- Year-end grade average in Reading and/or Math – 93 or higher
- Teacher Observation Checklist (GRS – 90th percentile or higher on 3 of 5 categories, one of which must be either Academic or Intellectual)
- Elementary Portfolio Assessment – minimum score of 8

For identification in grades six through eight, students must meet three of the four criteria listed below:

- Intelligence or Aptitude Test – 90th percentile or higher (CogAT)
- Standardized Achievement Test – 90th percentile or higher in Reading and/or Mathematics (ITBS)

- Year-end grade average in Reading and/or Math – 93 or higher
- Teacher Observation Checklist (GRS – 90th percentile or higher on 3 of 5 categories, one of which must be either Academic or Intellectual)

Once identified, students will be matched with the most appropriate service delivery option(s).

Eligibility for receiving differentiated services is determined using the criteria listed for each service delivery option. The criteria for each service option also reflect multiple indicators of giftedness.

III. Placement in Appropriate Service Options

Criteria for placement for each option and information collected during the student search and the referral process determine the student match. Recommendations for the student-to-service match will be documented using the Differentiated Education Plan (DEP).

Parents and referring teachers are notified of the school level AIG Team's decision and are invited to participate in a conference to complete the DEP. The purpose of the conference is to explain the goals and objectives of the service option, the manner in which progress will be assessed and to obtain parental permission for placement. Differentiated services begin immediately after parental permission has been obtained for the student.

Education Plans

Differentiated Education Plans (DEP)

The DEP is a plan that states the program service option appropriate for a student at specific grade levels (K-12) and is completed annually for each identified AIG student.

Individual Differentiated Plan (IDEP)

An IDEP is completed for students who are identified as AIG but need alternative strategies for differentiation of instruction (e.g., underachieving AIG students, AIG students with disabilities). The plan defines and describes the appropriate service options for the student.

Student Transfers

A transfer student from outside the district, who is already identified as gifted, will be accepted into the AIG program in Lincoln County. The school level AIG team will determine the most appropriate service match for the student based on local service criteria.

Planned Sources of Evidence:

1. Documentation of local AIG screening processes and referral form
2. Student AIG folders
3. Local AIG plan

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Current 2013 data regarding AIG population do not reflect the demographics of the district.

White

District Demographics - 9295

Percent - 80%

AIG Demographics - 1135

Percent - 92%

Black

District Demographics - 695

Percent - 6%

AIG Demographics - 16

Percent - 1%

Hispanic

District Demographics - 1207

Percent - 10%

AIG Demographics - 50

Percent - 4%

Native American Indian

District Demographics - 25

Percent - Less than 1%

AIG Demographics - 0

Percent - 0%

Asian

District Demographics - 79

Percent - Less than 1%

AIG Demographics - 13

Percent - 1%

Multi-racial

District Demographics - 304

Percent - 3%

AIG Demographics - 20

Percent - 2%

Goals: Implement additional strategies to identify under-represented populations in our AIG program.

Description:

1. Provide professional development for AIG teachers which focuses on processes and procedures for using alternative assessments to assist in the identification of traditionally underrepresented populations.
2. Provide professional development for elementary AIG teachers in nurturing programs/curriculum such as Project U-STARS PLUS.
3. Provide AIG program information to parents in their native language.
4. Involve ESL Coordinator and ESL staff in dissemination of AIG program information at the ESL Center and at School Parent Night events.
5. Utilize ESL teachers and staff to assist in the AIG screening process.

Planned Sources of Evidence:

1. AIG headcount
2. Translated program information
3. Parent night program agendas
4. Professional development agendas/rosters
5. Screening lists that contain student demographic information
6. Procedures and processes for use of alternative assessments
7. Referrals and test scores

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: Currently, all schools within the district utilize the Board of Education approved processes and criteria for screening, referral, and identification.

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

Description: These processes are monitored by the curriculum program directors (elementary, middle and high school) along with the Assistant Superintendent for Curriculum and Instruction as a District AIG Team.

Planned Sources of Evidence:

1. Meeting agendas of the District AIG Team
2. DEPs/IDEPs
3. AIG screening spreadsheet with screening data
4. AIG Procedural Manual
5. District AIG Student Folder (Contains identification and service data along with DEP/IDEP)

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: Established written policies for resolving disagreements are in place. These policies are approved by the local Board of Education and made available to parents.

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

Description: An AIG Procedures Manual has been developed and is being revised. This manual outlines program procedures, forms, and processes related to the AIG program. Parents are notified when students are referred for AIG identification via the AIG I form. Parental permission is required for additional testing needed for AIG identification. Parents are also notified of testing results and the AIG team's determination regarding AIG identification. "Wait and Watch" students who remain in the screening pool will be observed and reassessed in a one-year period. A transfer student from outside the district, who is already identified as gifted, will be accepted into the AIG program in Lincoln County. The level of service will be determined by Lincoln County's local criteria. Procedures to outline procedures to resolve disagreements are outlined below.

Procedures to Resolve Disagreements Concerning Nomination, Identification, and Services

The goals, procedures, criteria, and service delivery options of the Lincoln County Schools Gifted Education Program should be clearly communicated to parents. Parents/guardians who have questions or concerns should first talk with the regular education teacher, the AIG teacher, and/or the school principal.

If parents/guardians disagree with a decision, it is hoped that the concerns may be resolved at the local level. The following procedures should be followed to resolve any disagreements.

Step 1:

If the parents have a disagreement concerning nomination, identification, or services, they may request a meeting with the teacher and principal at the local school level. The principal may convene the school level AIG Team to review referral and placement records and the student's current performance.

Step 2:

If the disagreement is not resolved at the school site, the disagreement should be reviewed by the system-level coordinator(s) of the Academically Gifted Education program.

Step 3:

The next level for discussion and review is with the Assistant Superintendent for Curriculum and

Instruction.

Step 4:

The next level for discussion and review is with the Superintendent (or designee).

Step 5:

If agreement cannot be reached administratively, the disagreement should be reviewed by the Lincoln County Board of Education.

At any point in the hierarchy of discussions, the school system may consider the possibility of mediation with an impartial facilitator. The mediator will be selected from an approved list from the North Carolina Department of Public Instruction.

Step 6: 115C-150.8 Review of Disagreements

In the event that the procedure developed under G.S. 115-C-150.7 (b) (7) fails to resolve a disagreement, the parent/guardian may file petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes.

Legal fees are the responsibility of the parents.

Planned Sources of Evidence:

1. Student AIG folders containing written consent
2. Local AIG plan
3. AIG website

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: Procedures are currently in place for annual reviews of Differentiated Education Plans with parents/families that includes a discussion of service options. AIG test data for individual students are maintained in an AIG folder which documents identification data, parental consent, available services, and the service delivery plan.

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

Description: Develop a consistent standard for annual AIG parent meetings to discuss the Differentiated Education Plan and issues relevant to each AIG student's needs.

Planned Sources of Evidence:

1. Student folders containing DEPs/IDEPs
2. Annual parent meeting agenda(s)

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Multiple opportunities are currently available and utilized to address a range of student ability levels. Differentiated Education Plans are in place for AIG students and include specific service delivery plans. For students requiring extensive differentiation, an Individual Differentiated Education Plan (IDEP) is developed which includes additional modifications.

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

Description: Primarily, AIG teachers extend and accelerate the curriculum through classroom differentiation. The AIG~IRP will also be used as an instructional resource to enhance and enrich curriculum for AIG students. At the middle school level, students are served in an accelerated math program designed to telescope three years into two years. Additional acceleration is available via NC Virtual Public School. High school students have the opportunity to enroll in college classes through the Career and College Promise program. High school students may also enroll in honors level classes and Advanced Placement (AP) courses. AP courses not offered at a school site may be taken via the NC Virtual Public School (NCVPS). Credit by demonstrated mastery guidelines will be shared with all students including AIG students who are in need of content acceleration.

Planned Sources of Evidence:

1. DEPs/IDEPs
2. Student work portfolios
3. Sample curriculum units
4. Pacing guides
5. Classroom observation data
6. Meeting rosters, agendas
7. AIG~IRP (Academically and /or Intellectually Gifted Instructional Resources Project)

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: Differentiated Education Plans (DEPs) are in place for AIG students and include specific service options. An Individual Differentiated Education Plan (IDEP) is developed for students requiring extensive differentiation and includes additional modifications. In addition, the district provides a K-3 nurturing component in the AIG district plan.

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

Description: AIG teachers meet monthly to plan units of study based on ability, interest, and readiness designed to enrich and extend learning for gifted learners. A description of the K-3 nurturing program is outlined in Practice 2g. Middle school Advanced English Language Arts teachers utilize lessons from SpringBoard (College Board Pre-AP materials). Teachers at all levels will also use the AIG~IRP as an instructional resource.

Planned Sources of Evidence:

1. Rosters of students served in the nurturing program
2. Local AIG plan
3. Units of study and lesson plans
4. Classroom observations
5. SpringBoard lessons from Advanced English Language Arts

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: A variety of research-based supplemental resources have been obtained to augment AIG curriculum and instruction. In addition, Common Core standards place a stronger emphasis on reading and understanding more complex text with all students, including gifted students.

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

Description: AIG teachers meet monthly to incorporate new resources into instructional plans. The district currently uses the following curriculum resources: instructional units developed by the College of William and Mary, Jacob's Ladder, Critical Thinking and Building Skills, Building Academic Vocabulary, Word Within a Word, WordBuild, Hands-on Equations, and Algebraic Thinking. By 2016, elementary AIG teachers will incorporate the use of Project U-STARS PLUS in the nurturing program at K- 2. Middle school AIG teachers are using SpringBoard units for instruction in English Language Arts. Elementary AIG teachers are also utilizing Engineering is Elementary as a STEM-based instructional component.

Planned Sources of Evidence:

1. Curriculum resources listed above

2. AIG~IRP lesson plans

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: The guiding mission of the North Carolina State Board of Education includes the statement that, "...students will graduate prepared for life in the 21st Century." Lincoln County's Strategic Plan also aligns with this mission. Our self-assessment indicates this practice is minimally evident; therefore, it needs to remain as a focused practice.

Goals: Enhance students' critical thinking and problem-solving skills through differentiated instructional units and online learning opportunities, including college level coursework such as Advanced Placement (AP) and the Career and College Promise (CCP) program. Improve teacher knowledge of 21st Century content and skills through ongoing professional development.

Description:

1. Expand the use of the instructional units developed by the College of William and Mary that align to the Essential Standards in science and social studies.
2. Utilize the AIG~IRP to guide and support lesson planning.
3. Expand the use of AIG instructional units within the regular education classrooms with AIG students (i.e, Jacobs Ladder, Engineering is Elementary, instructional units developed by the College of William and Mary).
4. Promote the use of the curriculum, Building Critical Thinking Skills, in K-3 classrooms.
5. Purchase and implement Project U-STARS PLUS in K-3 as funding permits.
6. Increase number of students taking college courses via AP classes and/or CCP.
7. AIG teachers are involved in ongoing training on digital literacy and integration of 21st Century skills into instructional practices as outlined in the district's strategic plan.

Planned Sources of Evidence:

1. Differentiated/tiered lesson plans
2. Course enrollment reports – AP, CCP program
3. Student work products
4. Teacher evaluation data
5. Lesson plans designed using the AIG~IRP

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The effective use of formative and summative assessments is a priority in the district's strategic plan.

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

Description: Beginning in the 2012-2013 school year, elementary and middle school teachers used ClassScape online assessments for classroom formative assessments and benchmark assessments. Teachers are working collaboratively in reviewing assessment data to differentiate instruction, including the use of flexible grouping. During the 2013-2014 school year, Lincoln County Schools will develop a policy on Credit by Demonstrated Mastery (CDM) to differentiate coursework at the secondary level. Additionally, teachers will utilize Home Base resources to assist with differentiated lesson planning.

Planned Sources of Evidence:

1. Locally developed benchmarks
2. Common assessments
3. Formative assessments
4. Use of flexible grouping
5. Differentiated lesson plans

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: A comprehensive counseling plan is needed to serve the AIG students in order to coordinate the services delivered by teachers, counselors, and administrators as indicated by the 2013 self-assessment data.

Goals: Develop a more comprehensive counseling plan focusing on academic, career, and social/emotional guidance to best meet the needs of AIG students.

Description:

1. Develop and implement a plan to involve counselors, teachers, and administrators in addressing the social and emotional needs of AIG students.
2. Conduct training for counselors, teachers, and administrators focused on the social and

emotional needs of AIG students.

3. Provide instruction that incorporates strategies that support the social and emotional needs of AIG students (i.e., leadership skills, stress management, team building, perfectionism, and other student-centered concerns).

Planned Sources of Evidence:

1. Lincoln County AIG Counseling Plan
2. Lesson plans
3. Professional development rosters
4. Local AIG webpage

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: A nurturing program has been implemented for students in grades K-3.

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

Description: In order to nurture potential gifted students, differentiated curriculum is provided by the AIG teacher within the regular classroom setting and/or small pull-out groups. A description of the nurturing program is described below.

NURTURING K – 3 COMPONENT DIFFERENTIATED OPTIONS AND ELIGIBILITY

Level: Kindergarten

Criteria:

- Teacher observation from the nurturing program (AIG teacher and regular classroom teacher)
- K-2 Literacy Assessment
- K-2 Mathematics Assessment
- Additional data as identified by the school's AIG Team

Service Option/Learning Environment/Description & Curriculum Modifications:

Regular classroom teacher consultation with the AIG teacher for differentiated assignments or materials, including Project U-STARs PLUS.

Level: First Grade

Data Collection for Consideration:

- Teacher observation from the "push-in" nurturing program (AIG teacher and regular classroom teacher)
- K-2 Literacy Assessment

- K-2 Mathematics Assessment
 - Additional data as identified by the school's AIG Team
- Service Option/Learning Environment/Description & Curriculum Modifications:
- In order to broaden the search for students who may need additional differentiated services, a collaborative teaching model will be used at grade 1.
 - The AIG teacher, with the assistance of the regular classroom teacher, will create and present differentiated classroom lessons in the regular classroom.
 - At the end of the first semester, AIG teachers may continue the collaborative teaching within the regular classroom or may provide direct services for the top 10% of students at the grade level. The top 10% will be determined by the student profiles developed from data collection components for grade 1 (January – May).
 - The school level AIG team, grade level classroom teachers, AIG teacher and principal will determine which service delivery best accommodates the needs of the students—in-class collaborative teaching and/or direct services for the top 10% at the grade level (based on the designated criteria) for the second semester.

The services for second semester grade one may include, but are not limited to the following:

- Collaborative teaching with the classroom teacher
- Seminar sessions using Junior Great Books or other designated literature
- Use of Project U-STARS PLUS materials
- Extended reading and/or math activities

Level: Second Grade

Criteria:

- Teacher observation from the nurturing program (AIG teacher and regular classroom teacher)
- K-2 Literacy Assessment
- K-2 Mathematics Assessment
- Lexile Level (if available for grade 1)
- Teacher Observation Checklist- Gifted Rating Scale (GRS)-90th percentile or higher on 3 out of 5 categories, one of which must be either Intellectual or Academic.

Additional data as identified by the school's AIG Team

Service Option/Learning Environment/Description & Curriculum Modifications:

- In order to broaden the search for students who may need additional differentiated services, a collaborative teaching model will be used at grade 2.
- The AIG teacher, with the assistance of the regular classroom teacher, will create and present differentiated classroom lessons in the regular classroom [August – December].
- At the end of the first semester, AIG teachers may continue the collaborative teaching within the regular classroom, or may provide direct services for the top 10% of students at the grade level. The top 10% will be determined by student profiles developed from data collection components for grade 2 (January – May).
- The school level AIG team, grade level classroom teachers, AIG teacher and principal will determine which service delivery best accommodates the needs of the student such as in class collaborative teaching and/or direct services for the top 10% at the grade level (based on the designated criteria) for the second semester.

The services for second semester grade 2 may include, but are not limited to the following:

- Collaborative teaching with the classroom teacher
- Seminar sessions using Junior Great Books or other designated literature
- Use of Project U-STAR PLUS materials
- Extended reading and/or math activities

Level: Third Grade

Criteria:

(Top 10% at each school based on the following criteria)

- Grade 2 data from the K-2 Literacy Assessment and/or K-2 Mathematics Assessment
- Year-end grade of Mastery (Grade 2) in Math and/or Reading
- Teacher Observation Checklist- Gifted Rating Scale (GRS)-90th percentile or higher on 3 out of 5 categories, one of which must be either Intellectual or Academic.
- Lexile Level

Service Option/Learning Environment/Description & Curriculum Modifications:

Service delivery for differentiated services at grade 3 will include the following options: (1) the AIG teacher, with the assistance of the regular classroom teacher, will create and present differentiated classroom lessons in the regular classroom; and/or (2) the AIG teacher may provide consultative and/or direct services for the top 10% of students at the grade level. The top 10% will be determined by student profiles developed from data collection components for grade 3.

The school level AIG team, grade level classroom teachers, AIG teacher and principal will determine which service delivery best accommodates the needs of the students.

Grade three services may include, but are not limited to the following:

- Collaborative teaching with the classroom teacher
- Seminar sessions using Junior Great Books or other designated literature
- Use of Project U-STAR PLUS materials
- Extended reading and/or math activities

Planned Sources of Evidence:

1. Local AIG plan
2. Examples of differentiated lessons and resources
3. Classroom observation data
4. Rosters of students in the K-3 nurturing program
5. Formative assessment data

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 Focused Practice for 2013-2016.

Rationale: More opportunities for collaboration and professional development are needed in order to provide a higher level of consistency in differentiated curriculum and instruction.

Goals: Create a method for constant communication and collaboration among personnel to share differentiated units and lessons.

Description:

1. Utilize resources provided in the AIG~IRP.
2. Use eChalk for collaboration among all personnel to share differentiated lessons.
3. Provide professional development focused on differentiated curriculum and instruction.
4. Develop portfolios to clearly define standards and student expectations in all honors courses.

Planned Sources of Evidence:

1. eChalk Professional Learning Community (PLC) activities and resources
2. Rosters and agendas from professional development sessions
3. Honors Portfolios

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: Current plan articulates the differentiated services and the document is reviewed for continuous improvement.

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

Description: Each AIG student has a Differentiated Education Plan that matches the identified needs of the student. Meetings are held annually with parents/families to review the AIG plan and differentiated program services. (Appendix D)

Planned Sources of Evidence:

1. Roster from annual parent meetings
2. DEPs and IDEPs
3. AIG webpage
4. Local AIG plan
5. IDEP for students with 98-99 percentile on Aptitude Test

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: Currently, the AIG coordinator position is shared among the curriculum directors who lead the local AIG program and plan.

Goals: Develop a plan to seek an AIG-licensed educator as lead coordinator for the program.

Description: The District AIG Team is comprised of the Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, Director of Middle School Education, and Director of High School Education. As funding becomes available, an AIG licensed coordinator position will be explored. In addition, the possibility of reorganization of the department, as personnel changes, may allow for this situation to change. After reorganization, another option is to have a current curriculum director seek AIG licensure.

Planned Sources of Evidence:

1. Licensure of AIG team leader
2. Departmental organizational chart
3. Agendas of monthly meetings of the District AIG Team

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 Maintained Practice for 2013-2016.

Rationale: In our 2013 self-assessment, this area was considered mostly evident. AIG teachers currently implement curricula that address the needs of gifted learners.

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

Description: Curriculum planning and implementation is monitored by the District AIG Team and site administrators. Elementary and middle school AIG teachers meet monthly to plan curriculum units.

Planned Sources of Evidence:

1. Teacher schedules
2. Lesson plans
3. Pacing guides
4. AIG teacher observations

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: Based on the district's survey data, continued professional development is needed to assist stakeholders in understanding all aspects of the AIG plan and how to better address the needs of gifted students.

Goals: Provide additional professional development to all teachers in the AIG identification/service options; differentiation; characteristics/nature of gifted students; and recognition of social/emotional needs of gifted students.

Description: In order to meet this goal, the following strategies will be implemented:

1. Utilize the district's AIG webpage to provide information regarding identification procedures and service options annually.
2. Conduct professional development at each school site regarding the identification and service options.
3. Provide professional development sessions on differentiation strategies and social/emotional needs.
4. Require teachers of Advanced Placement classes to attend AP training on an annual basis.
5. Explore hosting a satellite program in the district to obtain AIG licensure.
6. Share information about universities that offer AIG licensure programs.

Planned Sources of Evidence:

1. Local AIG webpage
2. Professional development rosters
3. Meeting documentation with university personnel
4. List of teachers who complete AIG licensure requirements each year

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: The self-assessment survey indicates that this area was one of the practices needing improvement. AIG students are being served by an AIG licensed teacher in elementary schools and middle school English Language Arts classes, and a plan is needed for local professional development requirements for general education teachers since AIG students are clustered in general education classrooms. In addition, most high school AIG students are enrolled in honors or AP level classes taught primarily by general education teachers.

Goals: Review existing professional development requirements for teachers of AIG students in the regular education program. Monitor AIG student placements to determine if changes are needed.

Description:

1. Examine district professional development requirements to enhance teacher knowledge and skills in the area of gifted education.
2. Identify potential funding sources for gifted professional development.
3. Establish new local professional development requirements for general education teachers who are assigned AIG clustered groups or honors/AP level classes that include the following topics: gifted education, social and emotional needs of gifted learners, methods and materials for instructing gifted learners, and curriculum development for the gifted learner.
4. Utilize PowerSchool to monitor placement of AIG students.

Planned Sources of Evidence:

1. List of AIG teachers and other teachers holding AIG licensure
2. AIG headcount, class rosters and student schedules
3. Professional development requirements outlined for general education teachers assigned to AIG clustered groups or honors/AP classes
4. Annual lists of teachers assigned to teach cluster groups of AIG students, honors classes and AP classes
5. AIG and professional development budget information

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: Professional development has been aligned with district initiatives outlined in the district strategic plan which includes new standards and integration of 21st Century skills. Continued focus will be given to providing regular classroom teachers professional development related to the needs of gifted learners.

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

Description: Continue to schedule professional development based on district strategic plan focus areas and district academic data.

Planned Sources of Evidence:

1. Agenda and participation logs of professional development opportunities
2. Surveys reflecting a need for professional development
3. Classroom observations for integration of 21st Century skills

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 Focused Practice for 2013-2016.

Rationale: As reflected in the district self-assessment data, this area is one of the practices that requires continued improvement and is addressed in the revised district strategic plan.

Goals: Provide professional development for AIG teachers that align with new state standards.

Description:

1. Conduct professional development on the use of formative assessments (Examples: NC FALCON, TAP Math Partnership training with Meredith College).
2. Utilize technology (i.e., webinars, SKYPE, Moodle) to deliver professional development.
3. Conduct on-going professional development on the North Carolina Teaching Standards, including a focus on the integration of 21st Century content and skills.
4. Continue participation in webinars, conferences, and institutes sponsored by NCDPI.

Planned Sources of Evidence:

1. Rosters, agendas, and certificates of completion for professional development sessions
2. District strategic plan
3. Calendar of professional development

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: The current self-assessment data indicate various opportunities for collaboration are needed in order for AIG specialists and other teachers to effectively implement appropriate

instructional strategies for gifted students.

Goals: Improve opportunities for collaboration between and among teachers, honors/AP teachers, and regular education teachers across the district to improve instruction and unit development.

Description:

1. Provide opportunities for AIG teachers to attend grade level/content planning meetings.
2. Provide opportunities for interdisciplinary instruction/unit planning throughout the year.
3. Develop web-based discussion groups as a mechanism for sharing best practices.
4. Establish periodic meeting times throughout the year for school level AIG Coordinators and the High School Director to discuss ways in which high school AIG students can be best served.
5. Conduct elementary and middle school sharing sessions with a focus on the needs of AIG students.

Planned Sources of Evidence:

1. Grade level minutes
2. Unit plans
3. Discussion group comments
4. List of scheduled dates, rosters and meeting agendas

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: Our current self-assessment indicates that this area is a practice that is evident across our district. An array of service options are provided for AIG students as outlined in the district plan.

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

Description: AIG teachers provide appropriate service options that are aligned with the district AIG plan.

ELEMENTARY DIFFERENTIATED SERVICE OPTIONS AND ELIGIBILITY CRITERIA

Early Entrance to Kindergarten

It is the responsibility of the parent/guardian to provide individualized test data (as outlined by the State Board criteria for early entrance into kindergarten) for supporting evidence of readiness. The principal makes the final decision regarding early entrance to school.

Kindergarten – Third Grade

For those students in K-3 who are highly gifted and in need of differentiated services, in addition to the services provided in the nurturing component, the following criteria and procedures will be used by the AIG Team to make a recommendation regarding differentiation of services.

Step 1: The AIG teacher or classroom teacher will notify the principal of any highly gifted students who may require differentiation.

Step 2: The AIG teacher will meet with the regular classroom teacher to discuss the student's profile and needs.

Step 3: The AIG teacher and regular classroom teacher will review the student's classroom work samples.

Step 4: The AIG teacher will conduct a minimum of two observations in the regular classroom setting.

Step 5: The regular classroom teacher, AIG teacher, and principal will meet to discuss preliminary findings.

Step 6: The AIG teacher determines whether to proceed with testing.

If student does not require testing, the student is placed on a "Watch and Wait" list. The AIG teacher

may begin or continue nurturing services and continue observations of student development. If the student profile indicates a need for testing, the AIG teacher will begin testing based on the student profile and according to specified criteria.

For those students in K-3 who are highly gifted and in need of differentiated services, in addition to the services provided in the nurturing component, the AIG teacher will provide consultative and/or direct services for students who meet criteria related to Aptitude/IQ, Achievement, Classroom Performance, a Teacher Rating Scale. (For specific criteria see Appendix D, pp. XXX). Services may include but are not limited to the following:

- Learning centers or stations
- Differentiated lessons or units
- Collaborative teaching with the classroom teacher
- Seminar sessions
- Technology based instruction
- Flexible clustering by skill
- Extended reading and/or math activities
- Content Acceleration

Fourth-Fifth Grade

Differentiated Service Options for grades four and five include:

- Differentiated Services Within the Classroom
- Cluster Grouping in English Language Arts and Math
- Cluster Grouping and Pull-out Services in English Language Arts and Math
- Content Acceleration
- Grade Acceleration

Students are matched with the service option based on needs and student profiles constructed with data from multiple sources: Intelligence/Aptitude Test, Reading and/or Math Standardized Achievement Test, Final Grade Average in Reading and/or Math, Gifted Rating Scale, and Elementary AIG Portfolio Assessment. (See Appendix D, pp. 10-14 for specific criteria related to each service option.)

Opportunities for both content and grade acceleration are available to elementary students. Recommendation for these service options requires the analysis of the AIG student profile including the same data points listed above, but also includes data collected from the use of the Iowa Acceleration Scale.

MIDDLE SCHOOL DIFFERENTIATED SERVICE OPTIONS AND ELIGIBILITY CRITERIA

Introduction

The gifted education program in Lincoln County utilizes a variety of learning environments, application of content differentiation mechanisms, provisions of enrichment, and special program opportunities. No single program is required, but each school will offer a range of academically-oriented clubs and/or programs to serve the needs of all students at the middle school level.

Separate Class Grouping

Separate class groupings in English Language Arts are available to students demonstrating need based on multiple performance criteria. Students at all grade levels may have the opportunity to be served in an Advanced English Language Arts class in lieu of the regular English Language Arts class. Advanced English Language Arts will utilize the North Carolina Standard Course of Study for English Language Arts as a basis, but the curriculum will broaden and enrich the studies of literature and writing.

In mathematics, separate class groupings are available to students based on performance criteria in grades six through eight. Sixth grade students will be served through AMPS (Accelerated Math Program for Sixth grade). Seventh grade students will be served through Pre-Algebra and eighth grade students through Algebra I. If more than one Pre-Algebra and/or Algebra class exists, previous AMPS students will be clustered together. The curriculum of these classes will meet the needs of gifted students through acceleration and enrichment of the Standard Course of Study in such a way that students will have completed sixth, seventh, and eighth grade mathematics and the Algebra I course of study by the end of eighth grade.

These separate class groupings will provide some combination of acceleration, increased depth of study, greater breadth of material covered, and more intellectually challenging assignments in order to provide a more enriched, advanced, and rigorous curriculum than that provided in the regular classroom.

In cases where a separate class grouping is available, any additional slots in such a class may be made available to other students. The AIG Team will determine which students will be recommended for the class based on the same eligibility criteria as other students: End-of-Grade scores in the curriculum area(s), and performance as indicated by year-end grades. In the case of mathematics, additional information will be considered, such as the Orleans-Hanna Algebra Prognosis Test or the Iowa Algebra Aptitude Test.

For cases when there are more students demonstrating a need for the separate class setting in Math or English Language Arts than can be accommodated by a single class, additional sections will be formed. If additional slots are available within these classes, the AIG Team at each middle school site will determine which students will be recommended for the class(es), using the criteria outlined in the attached service delivery grid (Attachment D, pp. 15-22).

Within Class Content/Instructional Differentiation

Gifted students who do not meet the eligibility criteria for separate class groupings in English Language Arts and Mathematics will be served in cluster groupings on teams and in-class differentiation strategies. IDEPs may be developed for these students. In science and social studies, middle schools will provide, within the context of heterogeneously grouped classes, a differentiated instructional program to serve the needs of gifted learners. The program should include the use of a variety of instructional strategies and may include some within-class performance based groupings. Curriculum compacting is suggested whenever it is appropriate as a differentiation strategy. The principal should also "cluster" the assignment of gifted students, in groups of 3 – 6, in a heterogeneously grouped team to facilitate instruction. Therefore, the Differentiated Education Plan (DEP) will reflect differentiated services that will be provided by teachers in the core academic areas.

Opportunities for both content and grade acceleration in English Language Arts and Math are also

available to middle school students. Recommendation for these service options requires the analysis of the AIG student profile data. For grade acceleration, the analysis include data collected from the use of the Iowa Acceleration Scale. Middle school and high school students can accelerate their studies with North Carolina Virtual Public School. If no appropriate service options are available to meet the student's needs, the school system will be responsible for designing an IDEP (Individual Differentiated Education Plan).

HIGH SCHOOL EDUCATION SUGGESTED AIG SERVICE OPTIONS

Options for gifted high school students include Advanced Placement/Honors classes at the high school level in the areas of English, Math, Science, Social Studies, and Fine Arts. In addition, Honors classes will be offered for the first time in 2013-2014 in selected Career and Technical Education classes. (See Appendix D, pp. 23-29 for a full listing of Advanced Placement/Honors classes.) Additional AP courses may be available via NCVPS. College transfer courses are also available through the Career and College Promise program. All educators in Lincoln County Schools are trained and encouraged to differentiate both curriculum and instructional strategies in order to meet all students' needs. A variety of support activities are available to enrich the existing curriculum and are available to gifted students. Each student's DEP/IDEP is reviewed annually with the high school level AIG Coordinator (Counselor). Periodic meeting times are established throughout the year for school level AIG Coordinators and the High School Director to discuss ways in which high school AIG students can be best served. In 2013-2014, a policy regarding Credit by Demonstrated Mastery (CDM) will be developed to allow high school students additional opportunities to accelerate.

Planned Sources of Evidence:

1. Local AIG plan
2. DEPs, IDEPs

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: The current self-assessment results indicate this practice is evident across our district. The service and delivery model of Lincoln County Schools articulates a full continuum of services for K-12 students.

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

Description: At the K-3 levels, an extensive nurturing program is implemented in order to conduct a "broad sweep" of the student population. AIG teachers work collaboratively with regular classroom teachers using observational instruments and assessments to screen students who may require another level of service in addition to the services provided in regular classrooms. Students in grades 4-5 are served either through cluster grouping, pull-out, or differentiated services in the regular

classroom. At the middle school level, students are served through cluster grouping with classroom differentiation or direct, daily service in advanced level classes in English Language Arts and/or Mathematics. High school students have an AIG Counselor who meets with them to encourage enrollment in honors and advanced placement courses. Opportunities for content acceleration and grade level acceleration are based on the assessment of student needs.

Planned Sources of Evidence:

1. Local AIG plan
2. DEPs/IDEPs
3. State PRC 034 funds matched to AIG service delivery
4. Student schedules

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: The current self-assessment data indicate this area is a practice that is evident across the district. Lincoln County's AIG programs and services are connected to the District Strategic Plan and individual school improvement plans.

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

Description: Gifted education in the district is an integral part of the overall plan to successfully educate all students in the district. AIG program goals are incorporated into school improvement plans and accreditation processes to address AIG as a subgroup with growth data.

Many system-wide initiatives have a positive impact on the improvement of gifted programs and the total quality of educational programs in Lincoln County Schools.

Planning Processes

In Lincoln County Schools, the goals and strategies that address the needs of academically gifted students are included in the following plans.

- District Strategic Plan
- Annual School Improvement Plans based upon state and federal accountability data
- Lincoln County Strategic Planning Goals
- AdvancED School Renewal Process

Professional Development

The AIG Plan is supported through professional development plans at the school and district level which are integrated in the school improvement plans (SIP). Professional development activities

instruct educators in strategies necessary to accomplish and evaluate the goals of the plan. Lincoln County Schools have a three-pronged approach to professional development in the gifted education plan:

- Master's Level AIG Licensure Courses
- Add-on AIG Licensure Courses/Professional Development
- General AIG Courses/Professional Development for all teachers

Curriculum & Instruction

The North Carolina Standard Course of Study is the basis of the curriculum for all students. Differentiation in the areas of language arts and math is provided for qualified students in elementary and middle school. At the high school level, honors and advanced placement courses are available for gifted students in most content areas. If not offered, AP courses may be available via NCVPS. College transfer courses are also available through the Career and College Promise program. All educators in Lincoln County Schools are trained and encouraged to differentiate both curriculum and instructional strategies in order to meet all students' needs.

Technology

The local Technology Plan supports a technological environment for all students at all levels. Technology is integrated throughout the curriculum. The plan emphasizes basic computer competencies as well as enrichment and extension of computer skills. Many classrooms are equipped with Promethean or SMART boards for teacher and student use. Recent initiatives have integrated the use of iPods and iPads in the classroom as well. Student research projects reflect the use of multi-media presentation skills utilizing technology methods such as blogs, wikis, and podcasts. The Lincoln County Public Education Foundation supports this enrichment. The foundation was established in 1996 to build an endowment fund as a perpetual source of support for future-oriented educational opportunities, particularly the implementation of technology in the classrooms and mini-grants to be awarded to teachers for innovative projects.

Communications

The population of non-English speaking families, primarily Hispanic, in Lincoln County has resulted in the need to communicate with students and families in their native language. Schools with high populations of ESL students conduct family nights in conjunction with translators. Forms, newsletters, and general information regarding the district have been translated into Spanish for the Hispanic population and other languages as needed by school sites. AIG information, forms, and letters are translated based on school site needs. The district's AIG webpage also serves as a source of information for all stakeholders.

Planned Sources of Evidence:

1. Local AIG plan
2. DEPs/IDEPs
3. AIG folder data
4. School Improvement Plans
5. District Strategic Plan
6. Local Technology Plan

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 Focused Practice for 2013-2016.

Rationale: The current self-assessment data indicates that this area is a practice that is evident across our district.

Goals: Provide professional development annually to all teachers, administrators and support staff in the AIG identification procedures and service options.

Description:

1. Conduct professional development at each school site regarding the identification and service options within the first nine weeks each year.
2. Publish information on the district's AIG webpage to provide information regarding identification procedures and service options.
3. Distribute the AIG brochure to all stakeholder groups.

Planned Sources of Evidence:

1. Rosters from each school site and agenda
2. Local AIG webpage
3. AIG brochure

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: Data from the parent surveys indicate a need to improve communication regarding continuation of services K-12. Effective communication in the area of AIG service options between teachers at the transition grades (i.e., grades 5 to 6 and 8 to 9) needs improvement.

Goals: Improve overall communication between and among teachers and schools, especially at the transition grades.

Description:

1. Conduct parent transition meetings (elementary to middle and middle to high) annually.

2. Conduct teacher transition meetings (elementary to middle and middle to high) at the end of the school year.
3. Involve middle school AIG teachers in high school course selection recommendations.
4. Transition AIG folders between elementary to middle and middle to high school using checklists to document folder contents.

Planned Sources of Evidence:

1. Rosters and agendas from transition meetings
2. AIG rosters provided to high school counselors prior to registration
3. Student and parent communications that outline the changes in service delivery from one grade span to another

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: As reflected in the self-assessment, collaboration is one of the areas needing improvement. In order to assure that differentiated programs and services are delivered in a consistent and effective manner to AIG students, it is necessary that continual collaboration occurs among the school staff, parents and administrators.

Goals: Utilize additional 21st Century tools to promote collaboration and involvement among all stakeholders to provide differentiated programs and services to students. Investigate resources to support 21st Century skills by promoting the use of free digital resources such as Titan (for collaboration), Thinking Maps software (critical thinking tool), and classroom organization tools for debates, active games, simulations, and role playing (creativity).

Description:

1. Share ideas and lessons/instructional activities on eChalk and in other PLC formats.
2. Participate in parent conferences (all staff members) in order to discuss programs and services for AIG students.
3. Send progress reports every four weeks.
4. Solicit parent feedback regarding AIG program and services annually.
5. Provide inclusion services when appropriate and applicable.
5. Collaborate with EC teachers to discuss students with dual exceptionalities and plan appropriate differentiated instruction and development of the IDEP.
6. Utilize members of the District AIG Steering Committee to plan and deliver parent information sessions.

Planned Sources of Evidence:

1. eChalk lesson plans

2. Progress reports
3. Meeting agendas
4. Parent communication logs

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: Current data from our self-assessment indicate that the current program needs enhanced support to meet the social and emotional needs of AIG students.

Goals: Include a component in the district's comprehensive counseling plan to address the social and emotional needs of students.

Description:

1. Conduct training for counselors, teachers, and administrators focused on the social and emotional needs of AIG students.
2. Schedule an AIG parent session at each school site which includes information regarding the social and emotional needs of AIG students (i.e., open house, curriculum night, student-led conference night).
3. Post "Frequently Asked Questions" on the local AIG webpage.

Planned Sources of Evidence:

1. Rosters and agendas from training sessions
2. Parent sign-in sheet from each school site
3. Schedule and topic of sessions for parent nights
4. Local AIG webpage

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: Guidelines and procedures are in place to address acceleration of students when a need is indicated.

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

Description: Highly capable students may be allowed to accelerate in grade level and/or content in order to provide the most appropriate learning environment. Recommendation for grade acceleration should be made by the school level AIG team utilizing data gathered based on the Iowa Acceleration Scale. A new policy will be developed during the 2013-2014 school year to allow students to earn Credit by Demonstrated Mastery of content at the secondary level.

Planned Sources of Evidence:

1. Acceleration options are available and communicated to students and parents
2. Minutes from AIG team meetings, including student profile
3. Documentation and records related to Credit by Demonstrated Mastery

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 Focused Practice for 2013-2016.

Rationale: By examining our student population demographics and comparing the data to district AIG demographics, it is apparent the AIG population does not currently mirror the district demographics. Therefore, the district needs to enhance the opportunities and service options to ensure that traditionally under-represented populations have the same opportunities as all other students for programs and services.

Goals: Enhance program services by strengthening the nurturing/enrichment program for grades K-3, provide opportunities for collaboration among all stakeholders, and conduct professional development on recognizing gifted traits.

Description:

1. Purchase and implement Project U-STARS PLUS in our K-3 nurturing program as funds permit.
2. Provide professional development on recognizing gifted traits in students of under-represented AIG populations. This professional development will include ESL, EC, Title I, and special area staff.

Planned Sources of Evidence:

1. Implementation of Project U-STARS PLUS curriculum in lesson plans of K-3 teachers
2. Longitudinal data regarding the identification of students involved in the nurturing program
3. Agendas and rosters for professional development sessions

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: A variety of support activities are available to enrich the existing curricula and are available to gifted students.

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

Description: A variety of support activities are available to enrich the existing curriculum and are available to gifted students. Some of the options include:

• Student Competitions:

Elementary-Battle of the Books, Math League, Math Logo Contest (NCCTM), Anthology of Poetry Contest, Robinson-Lineberger Literary Contest, Letters about Literature, DAR Essay Contest, Creative Communications Poetry, National Gallery of Young Inventors Contest, Ideas for a Better America Contest, CyberKids Robotics, Math Olympiad, Science Olympiad

• Middle Schools-Battle of the Books, Math Counts, National Geographic Geography Bee, Robinson-Lineberger Literary Contest, Soil and Water Conservation Essay Contest, DAR Essay Contest, CyberKids Robotics

• High School-Knowledge Bowl, Robinson-Lineberger Literary Contest, High-Q Teams, Stock Market Game, DAR Essay Contest, Poetry Out Loud, CyberKids Robotics

• Enrichment Programs: Summer Ventures, Duke University TIP, Governors' School, Future Engineering Camp, CyberKids Robotics, Lincoln County Schools Summer Science Camp, etc.

• Special Schools: North Carolina School of Math and Science, North Carolina School of the Arts

• Specialized Course Offerings: North Carolina Virtual Public School, Stanford Program for Gifted Youth (EPGY)

• Guidance: AIG Coordinators (Counselors) at high school, 9 – 12 Career Development Plans, Character Education

The district will continue to offer additional enrichment programs that challenge and motivate AIG students.

Planned Sources of Evidence:

1. Local AIG plan
2. Documentation of student participation in extra-curricular activities

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: Based on 2012-2013 parent survey data, communication with parents/families varies by level. Secondary schools need to develop greater communication efforts.

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

Description: Communication efforts include annual parent orientations, district AIG website, and annual meetings. AIG teachers communicate regularly with parents via email, eChalk, and written communications about AIG projects and work. At the secondary level, a stronger emphasis will be made to communicate activities and programs that support the needs of AIG students.

Planned Sources of Evidence:

1. Rosters of parent orientations
2. Agenda
3. Survey data
4. Local webpage
5. Newsletters (at the elementary and middle school levels)
6. Communication of activities and programs

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Data from the AIG District Steering Committee indicate stakeholders need additional information regarding the AIG plan.

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

Description: The district AIG information is shared through a variety of media, including newsletters, AIG webpage, informational meetings with parents, and annual conferences with parents to discuss DEPs or IDEPs.

Planned Sources of Evidence:

1. District plan and forms are posted on district AIG website
2. Rosters of parent orientation sessions
3. Agendas for information meetings
4. Survey data
5. Newsletters
6. AIG brochure
7. High School Registration Guide
8. AIG webpage

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: While stakeholders were involved in the development of the plan, there is a need to reflect greater diversity on the district committee which is more representative of district demographics.

Goals: Increase representation of under-represented populations on the district advisory committee which develops and reviews the AIG plan.

Description:

1. Invite members of under-represented populations to serve on the AIG District Steering Committee.
2. Expand the role of the AIG District Steering Committee to examine program data and provide feedback for program improvement.

Planned Sources of Evidence:

1. List of committee members
2. Meeting agendas
3. Letter of invitation to stakeholders

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: As confirmed by the 2012-2013 survey data, improvement is needed in the area of communication with parents/families and the community about opportunities available to AIG

students. In addition, this information should be provided in their native language.

Goals: Improve communication with parents and community members concerning available opportunities for AIG students in their native language.

Description:

1. Update the district AIG website to include information concerning opportunities and activities available for AIG students. Add a link for information in Spanish.
2. Provide forms translated in English and Spanish. Translate forms into other languages based on needs.
3. Provide translators when holding AIG parent meetings, if needed.

Planned Sources of Evidence:

1. Updates to district AIG webpage
2. Translated forms and informational materials

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: There is a need to create stronger partnerships with business and industry to foster collaboration and to better prepare students with 21st Century skills. Based on the AIG District Steering Committee feedback, there is also a need to increase our partnerships with community organizations.

Goals: Increase partnerships with parents/families, local businesses and institutions of higher education to support gifted education.

Description:

1. Meet with LEDA representatives to develop partnership opportunities such as mentoring programs, speaker bureau, job shadowing, etc.
2. Enhance partnerships with Gaston College and UNCC to support the AIG program.
3. Develop sponsorships for programs that engage AIG students in problem solving and critical thinking such as Robotics clubs, Engineering Clubs, Junior Achievement (Biztown), Science Olympiad, and Odyssey of the Mind.
4. Showcase projects and work of AIG students in the community through Rotary, Kiwanis, Arts Council, Lincoln Economic Development Association (LEDA), etc.
5. Seek community partnerships to enhance the AIG program.

Planned Sources of Evidence:

1. Sponsorships of programs

2. Student presentations
3. Meetings between business and education
4. Meeting/conferences with Gaston College and UNCC representatives
5. District strategic plan
6. List of community partnerships

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: The local LEA plan has been submitted and approved in prior years. Feedback from the review process and self-assessment has been and will continue to be utilized to make program improvements. With the changes in testing and accountability, there is an increased emphasis on demonstrating growth with all AIG students every year.

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

Description: Current plan revision will be submitted per state deadline for review and feedback.

Planned Sources of Evidence:

1. District plan
2. Local AIG webpage
3. Board of Education agenda

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The plan is monitored by the AIG District Team. Special attention will be given to AIG subgroup growth data beginning in 2013.

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

Description: Curriculum directors work closely with AIG teachers to review data for program improvement. The AIG District Team is also responsible for monitoring and ensuring the completion of actions outlined in the AIG plan. In alignment with the state slogan, we strive for "AIG, all day every day."

Planned Sources of Evidence:

1. Disaggregation of EOG and EOC data
2. Survey and focus group data
3. Screening data
4. Headcount data
5. AIG subgroup data

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: All AIG monies are used to fund AIG teachers and to purchase instructional materials to support program implementation.

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

Description: The Assistant Superintendent of Curriculum and Instruction confers with the district finance officer regarding PRC 034 funds, and then meets with the AIG curriculum team to ensure that funds are expended appropriately.

Planned Sources of Evidence:

1. Budget report
2. Purchase orders

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Analysis of student performance data needs to be consistently monitored and shared annually. Drop-out data for AIG students is analyzed each fall when data is submitted to the Department of Public Instruction.

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

Description:

1. Conduct annual analysis of student performance growth data (EOG and EOC) for identified AIG students by district and school.
2. Analyze and review yearly drop-out data of AIG students with administrators and appropriate

staff in order to observe trends in data and develop appropriate strategies for improvement.

Planned Sources of Evidence:

1. Performance growth data
2. Drop-out data
3. Improvement strategies

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: There is a disproportionate number of under-represented populations identified in the current AIG program.

Goals: Increase the identification and participation of under-represented populations in the AIG program.

Description:

1. Investigate alternate pathways for identifying under-represented populations.
2. Review current testing practices to ensure that nonverbal assessments are used appropriately.
3. Use AP Potential, EVAAS, EXPLORE, and PLAN data to assist in increasing participation of under-represented populations who may be successful in AP courses.
4. Provide professional development for principals, counselors, and teachers regarding characteristics of culturally and economically diverse gifted students.
5. Improve the K-3 nurturing program by implementing Project U-STARS PLUS (with a three-year implementation plan).

Planned Sources of Evidence:

1. Copy of testing guidelines
2. Test data analysis
3. Roster and agendas from professional development sessions
4. District AIG team's notes and findings regarding alternate pathways for identifying under-represented populations
5. Project U-STARS PLUS implementation plan

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: Hiring practices used by administrators adhere to state licensure requirements.

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

Description: AIG licensure credentials are maintained in the Human Resource Department database. All AIG teachers currently hold AIG licensure.

Planned Sources of Evidence:

1. Licensure reports

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: AIG District Steering Committee and instructional leaders have served in an advisory capacity for AIG program improvement. Standard 5c has been selected as a focused practice targeting under-represented populations.

Goals: Meet with the AIG District Steering Committee to review program data and make recommendations for the AIG program improvement throughout implementation of the three-year plan.

Description: Meetings are scheduled to review program data and make recommendations for improvement. Survey data from stakeholders is shared and used to make improvements.

Planned Sources of Evidence:

1. Invitation to serve
2. Agendas from meetings
3. Membership on committee

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In order to assess the effectiveness of the AIG program, stakeholder feedback is obtained and utilized for program improvement.

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

Description: AIG surveys are administered every three years to parents and teachers. Focus groups are also used to gather feedback from students and administrators. During implementation of the three year plan, various focus groups are used to gather feedback. Throughout the school year, feedback is gathered informally by AIG teachers and administrators.

Planned Sources of Evidence:

1. Survey data
2. Focus group data

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The district AIG team currently uses multiple sources of data for continuous program improvement.

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

Description: Student achievement and headcount data are reviewed annually. During implementation of the three year plan, additional surveys and focus groups are used to gather feedback. Comments from the DPI plan review will be utilized by district personnel for continuous program improvement. AIG subgroup test data will be analyzed and utilized to target areas of strength and areas needing improvement. Additionally, EXPLORE/PLAN/ACT data for AIG students will be analyzed to determine program effectiveness and develop plans for improvement.

Planned Sources of Evidence:

1. EOG/EOC growth data
2. Proficiency data
3. AP class enrollments
4. AP exam data
5. College course enrollment
6. Student participation (Governor's School, Duke Talent Identification)
7. DPI program review feedback
8. EVAAS data
9. EXPLORE/PLAN/ACT data

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Dissemination of evaluative data of the local AIG program is essential for stakeholders to see their input reflected in program improvement strategies and practices. Previously, evaluation data has been shared with internal groups; however, procedures need to be developed for public dissemination of appropriate data.

Goals: Lincoln County Schools will seek additional ways to communicate evaluation data o the general public and various stakeholder groups.

Description: The AIG plan will be available on the district AIG webpage and each school will have a printed copy for reference as well. Survey data, achievement, and enrollment data will be shared with stakeholders. Each AIG specialist will be provided with data from evaluation of the local AIG program in order to assist in disseminating the information.

Planned Sources of Evidence:

1. Survey results
2. AIG webpage
3. Meeting agendas
4. AIG newsletters

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: The district has established policies, proecdueres and practices in place to protect the rights of AIG students.

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

Description: Lincoln County Schools policies and procedures to resolve disagreements concerning nomination, identification, and services are outlined below.

Procedures to Resolve Disagreements Concerning Nomination, Identification, and Services

The goals, procedures, criteria, and service delivery options of the Lincoln County Schools Gifted Education Program should be clearly communicated to parents. Parents/guardians who have

questions or concerns should first talk with the regular education teacher, the AIG teacher, and/or the school principal.

If parents/guardians disagree with a decision, it is hoped that the concerns may be resolved at the local level. The following procedures should be followed to resolve any disagreements.

Step 1:

If the parents have a disagreement concerning nomination, identification, or services, they may request a meeting with the teacher and principal at the local school level. The principal may convene the school level AIG Team to review referral and placement records and the student's current performance.

Step 2:

If the disagreement is not resolved at the school site, the disagreement should be reviewed by the system-level coordinator(s) of the Academically Gifted Education program.

Step 3:

The next level for discussion and review is with the Assistant Superintendent for Curriculum and Instruction.

Step 4:

The next level for discussion and review is with the Superintendent (or designee).

Step 5:

If agreement cannot be reached administratively, the disagreement should be reviewed by the Lincoln County Board of Education.

At any point in the hierarchy of discussions, the school system may consider the possibility of mediation with an impartial facilitator. The mediator will be selected from an approved list from the North Carolina Department of Public Instruction.

Step 6: 115C-150.8 Review of Disagreements

In the event that the procedure developed under G.S. 115-C-150.7 (b) (7) fails to resolve a disagreement, the parent/guardian may file petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes.

Legal fees are the responsibility of the parents.

Planned Sources of Evidence:

1. Local AIG plan
2. Student AIG folders containing written consent
3. Documentation of disagreements
4. Local AIG webpage

Other Comments:

Glossary (optional):

Appendix (optional):

Appendix A - Screening & Identification.docx (*Appendix*)

Appendix B - Procedures to Resolve Disagreements.docx (*Appendix*)

Appendix C - K-3 Nurturing.docx (*Appendix*)

Appendix D - Service Options.docx (*Appendix*)

Appendix E - Links to Other Initiatives.docx (*Appendix*)