

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

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

Madison County Schools Vision for local AIG program: To Embrace, Equip and Empower AIG students to become lifelong learners

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

State Funding	Local Funding	Grant Funding	Other Funding
\$123970.00	\$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: A gifted webpage was built and will continue to be maintained to aid in providing greater access to the clear, comprehensive, and equitable screening, referral, and identification process for all grade levels to school personnel, parents/families, students and the community-at-large.

This webpage will serve to supplement the usual methods used to inform school personnel, parents/families, students and the community-at-large (district-wide grade level/departmental meetings, handbooks, brochures, newsletters, parent night/open house events).

Information will need to be translated into Spanish and made available online and as brochures.

Due to annual faculty changes and in order to maintain a level of awareness about the AIG identification process, a presentation will be created and shared annually with each school.

Goals: To develop and maintain a webpage dedicated to providing a more easily accessible means of disseminating the clear, comprehensive, and equitable screening, referral, and identification process for all grade levels to school personnel, parents/families, students and the community-at-large.

To continue to translate AIG paperwork into Spanish and other languages as needed.

Create a presentation to share annually with school personnel at each school in order to disseminate the procedures for AIG student identification.

Description: A gifted webpage will be maintained and updated to aid in providing greater access to the clear, comprehensive, and equitable screening, referral, and identification process for all grade levels to school personnel, parents/families, students and the community-at-large.

This webpage will serve to supplement the usual methods used to inform school personnel, parents/families, students and the community-at-large (district-wide grade level/departmental meetings, handbooks, brochures, newsletters, parent night/open house events).

The AIG Coordinator will collaborate with the ELL department to continue translating

the AIG paperwork into Spanish and other languages as needed. Translators will be provided, as needed, to help facilitate AIG meetings. During initial placement, parent conferences are held to inform parents of screening process, data collected, and criteria for student placement for services.

At the beginning of the school year, the AIG Coordinator will create and share a presentation on the screening, referral and identification process.

The AIG Coordinator will meet at least once in each revision cycle with the local school board to inform the community-at-large about changes in the student identification procedures and appropriate educational services of the AIG Program. The AIG Coordinator will also inform faculty and staff of any changes regarding the AIG Program through school PLC meetings and district wide grade level PLCs. Screening and placement information is available on the AIG link located on the Madison County Schools' website.

Planned Sources of Evidence: District and/or school websites, brochures, handbooks, and agenda for school and district wide grade level PLC meetings.

AIG paperwork translated into other languages

Agendas and presentations at meetings

Other Comments: See Appendix for a full description of the Gifted Services Team information and the screening, identification and placement of students for differentiated services procedures.

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Madison County Schools AIG program will continue to employ multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures that are based on current theory and research.

The AIG program will be focusing on improving procedures that would consider additional criteria/pathways for placement. Information may indicate the need for gifted services, such as a composite aptitude score in the superior range (97%+). This should be considered even in the absence of other eligible criteria.

Goals: 1. Investigate and develop criteria/pathway for the identification of IG (Intellectually Gifted) students.
2. Investigate the addition of the use of SIGS (Scales for Identifying Gifted Students), an instrument

based on extensive statistical research. SIGS provides standardized ratings for both parent and teacher evaluations.

3. Investigate non-traditional measures for student identification

Description: Referral forms include information regarding multiple indicators of giftedness, which may include the following:

- documentation of observed behavior
- student performance record and work samples (grades and portfolio pieces)
- student achievement data (North Carolina End-of-Grade/Course Test scores, K-2 Assessment data, etc.)
- student aptitude information (as appropriate)
- information about the student's interests (anecdotal)
- information about the student's motivation to learn (anecdotal)
- teacher recommendation

Step 1. Student Search/Screening and Referral

This step includes all activities to determine which students may need further assessment and/or placement. General information sought in this initial phase is readily available for all students. The student search includes but is not limited to the following:

- All third graders will be administered a standardized aptitude test, the Cognitive Abilities Test (CogAT), and end-of-grade (EOG) tests in reading and mathematics.
- Individual screening of referrals will be on going throughout the school year. Particular attention will be given to potentially AIG students from culturally diverse, economically disadvantaged, and disabled populations. The AIG coordinator in collaboration with the ESL teacher(s), parents and/or other appropriate individuals, will arrange for assessments such as the Naglieri Nonverbal Test. Students scoring high on the nonverbal section of the CogAT but low on the verbal or quantitative section will be referred for further testing using the Naglieri Nonverbal test.
- The Gifted Services Team at each school will conduct an annual review of the writing scores, and the standard cognitive and achievement test scores for individual students scoring at or above the 85th percentile for students in grades 3-8 to form a "pool" of student's possibly needing differentiation.
- The Gifted Services Team at each school will review records for transfer students entering grades K-8. Guidance counselors will oversee this process in grades 9-12.
- Students may enter the pool through the referral process. Teachers, parents, and students may make referrals. Referrals may be made at any time during the year.

Step 2: Gifted Services Team Review and Recognition of Need

The Gifted Services Team uses student data to evaluate strengths and determine academic needs for differentiation. The review process will result in one of three 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.
- Further evaluation: A request for additional evaluation prior to making a decision.
- Placement: Recommendation that services are required because data collected indicates a need for differentiation.

Parental permission will be obtained if additional testing is required. Placement decisions are made using appropriate data and procedures to ensure an accurate appraisal of individual student needs.

The Gifted Services Team maintains a roster of all referrals, referral information, and decisions reached. Referred students remain in the pool of potential candidates, even if placement in a service option is not recommended.

If a student transfers to Madison County Schools with a previous gifted placement, the Gifted Services Team will consider the most appropriate service match for the student.

Eligibility for receiving differentiated services is determined using the criteria listed for each service delivery option, with appropriate sources of information for each criteria. The criteria for each service option reflect multiple indicators of giftedness.

Step 3: Placement and Service Options Match

This step focuses on matching the student with the appropriate service delivery option(s). 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 a Differentiated Education Plan (DEP).

Parents and referring teachers are notified of the Gifted Services Team's decision and are invited to participate in a conference to complete the Differentiated Education Plan (DEP). The DEP documents the service option(s) which meet the needs of the student. The purpose of the conference is to explain the goals and objectives of the service option(s), the manner in which progress will be assessed and to obtain parental permission for placement.

- Differentiated Education Plan (DEP)
- Individual Differentiated Education Plan (IDEP)

Differentiated Education Plan (DEP): A Differentiated Education Plan (DEP) will be written for each student demonstrating a need for differentiation beyond that which is normally provided by regular education. The DEP outlines the program service options(s) appropriate for an individual student at specified grade configurations (elementary K-5; middle school 6-8). The DEP lists the learning

environment, content modifications and may indicate special programs available to the student during those grade configurations. A Differentiated Education Plan (DEP) will be completed for each student during each of the education phases (K 5, 6-8, and 9-12).

Individual Differentiated Plan (IDEP): Students who clearly demonstrate outstanding intellectual gifts (95% or above on aptitude) but are underachieving and do not meet the criteria for a service delivery option should be identified. An Individual Differentiated Plan (IDEP) should be developed for each student to meet his or her needs. Also, an IDEP might be appropriate for students who score at the 98% on an achievement and aptitude test and need radical differentiation.

Entrance Criteria

K-3:

Students in K-3 are candidates for formal placement in the 4th grade. All students who show potential are provided with enrichment in an effort to nurture their abilities and learning potential. This time allows students to be challenged and stimulated early in their education and to ensure that their potential is developed. Students in grades k-3 are closely monitored with Madison County Schools' informal reading and/or math assessments. Aptitude tests, student work samples or portfolios, and student interest or motivation are also used to identify students who need nurturing. The AIG coordinator provides support to the teachers for students who require differentiation.

Grades 4-12:

The following indicators will be used for placement in the AIG program:

Achievement: a standardized test score in reading and/or math at 90% or above

Aptitude: a nationally normed test score of 90%

Performance: grade averages of 90 or above in the area of recommendation

Recommendation: teacher recommendation

Student Interest: a formal interest inventory, informal interview, and/or documentation of a student's particular interest

Student Motivation: documentation of a student's commitment to pursue learning experiences

Within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student for consideration. Information from any and all indicators may be used in matching students with appropriate service options. Information from specific indicators may be given priority for specific service options. (i.e. reading achievement –English honors class, math achievement-Math honors class.)

Planned Sources of Evidence: School-based GST meeting minutes, AIG student folders containing ID information, Madison County Schools AIG plan

Other Comments: Best Search Practices:

The focus should be on the diversity within gifted populations. The gifted are not a homogeneous group nor do they express their talents in the same way.

1. The goal should be inclusion rather than exclusion of students.
2. Data should be gathered from multiple sources; a single criterion of giftedness (i.e., IQ/aptitude score) should be avoided.
3. Both objective and subjective data should be collected.
4. Educators and non-educators who represent various areas of expertise and who are knowledgeable about behavioral indicators of giftedness should be involved.
5. Screening for giftedness should occur as early as possible, should consist of a series of steps, and should be continuous.
6. Special attention should be given to the different ways in which children from different cultures manifest behavioral indicators of giftedness.
7. Decision-making should be delayed until all data on a student have been reviewed.
8. Data collected during the identification process should be used to help determine the curriculum.

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: The Madison County AIG program will continue to ensure 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.

The program will continue to establish partnerships with EC, ELL, Title I, and other programs in order to identify potential giftedness in underrepresented students. The AIG Coordinator will meet annually with the EC, ELL, and Title I personnel to share and to review the students in the screening pool who might be identified as EC, ELL, Title I.

Goals: The AIG Coordinator, during the local AIG plan cycle of 2013-2016, will implement an annual meeting with EC, ELL, and Title I personnel to not only share screening information for AIG placement but also to provide an opportunity to discuss gifted potential among students in

underrepresented populations.

Description: • All third graders will be administered a standardized aptitude test, the Cognitive Abilities Test (CogAT), and end-of-grade (EOG) tests in reading and mathematics.

- Individual screening of referrals will be on going throughout the school year. Particular attention will be given to potentially AIG students from culturally diverse, economically disadvantaged, and disabled populations. The AIG coordinator in collaboration with the ESL teacher(s), parents and/or other appropriate individuals, will arrange for assessments such as the Naglieri Nonverbal Test. Students scoring high on the nonverbal section of the CogAT but low on the verbal or quantitative section will be referred for further testing using the Naglieri Nonverbal test.
- The Gifted Services Team at each school will conduct an annual review of the writing scores, and the standard cognitive and achievement test scores for individual students scoring at or above the 85th percentile for students in grades 3-8 to form a "pool" of student's possibly needing differentiation.

Primary age students that are referred to the program can be tested using the CogAT and/or Naglieri Nonverbal Test. The school psychologist also has access to multiple IQ assessments that can be used to gather more data to help the GST with placement options for students.

Planned Sources of Evidence: • Student AIG folders containing information on measures

- Testing calendars and administered instruments list, Agenda/attendance sheet for EC,ELL, and Title I personnel.
- LEA's AIG Plan

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: The Madison County AIG program plan will continue to ensure consistency in implementation of screening, referral, and identification processes within the LEA.

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

Description: • Individual screening of referrals will be on going throughout the school year. Particular attention will be given to potentially AIG students from culturally diverse, economically disadvantaged, and disabled populations. The AIG coordinator in collaboration with the ESL teacher(s), parents and/or other appropriate individuals, will arrange for assessments such as the Naglieri Nonverbal Test. Students scoring high on the nonverbal section of the CogAT but low on the verbal or

quantitative section will be referred for further testing using the Naglieri Nonverbal test.

Planned Sources of Evidence: • AIG child count reflective of each school's demographics

- Examples of parent referrals
- Samples of identification using non-traditional criteria

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: The Madison County Schools AIG Program has written policies in place to safeguard the rights of AIG students and their parents/guardians, such as our screening, referral, and identification process, reassessment, transfers, exits, and Due Process procedures. These procedures have shown to be effective; therefore, this is a maintained practice.

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

Description: The Gifted Services Team at each school consists of representatives from the faculty who will have been trained in identification and placement procedures. This team is not the current student services management team (SSMT) or IEP for exceptional children. The AIG specialist or designee will chair the committee in each school. The referring teacher, the school counselor, and/or school psychologist, the administrator (principal or principal-designee), and other appropriate personnel will be invited to join the Gifted Services Team when students with unusual qualifications are considered.

Responsibilities of the Gifted Services Team include initiating the search for students who demonstrate a need for differentiated education, receiving referrals for evaluation, and reviewing student data to determine academic needs and placement.

Prior to beginning the annual screening and referral process, the Gifted Services Team chairperson will provide the following training for the school staff:

- an overview of the system's plan for serving gifted students
- the definition of giftedness
- an awareness session on characteristics and needs of gifted students
- a review of the procedural steps for referring and placing a gifted student
- a review of Best Search Practices (Mary Frasier, 1997)

After the awareness session, the Gifted Services Team chairperson(s) will provide referral forms to all appropriate personnel. Referral forms include information regarding multiple indicators of

giftedness, which may include the following:

- documentation of observed behavior
- student performance record and work samples (grades and portfolio pieces)
- student achievement data (North Carolina End-of-Grade/Course Test scores, K-2 Assessment data, etc.)
- student aptitude information (as appropriate)
- information about the student's interests (anecdotal)
- information about the student's motivation to learn (anecdotal)
- teacher recommendation

Planned Sources of Evidence: School-based review team meeting minutes
DEPs, IDEPs
District calendar for AIG identification procedures

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: A Differentiated Education Plan or Individual Differentiated Education Plan is created for each student identified in the AIG program based on student need and array of services available. A parent conference is held annually to complete the student's DEP/IDEP and all documentation is filed in the student's AIG folder and maintained by the teacher. This is a maintained practice because the AIG Program has established this as an annual procedure.

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

Description: Due Process Procedures
Academically/Intellectually Gifted

Madison County continues to seek ways to make our schools quality-learning environments. Part of the attainment of this commitment is a collaborative effort between the home and school.

Madison County Schools' Gifted Education Program goals, objectives and service options should be clearly communicated to parents. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following procedures should be followed to resolve a disagreement.

Step I: Appeal to the School Gifted Services Team

1. The parent/guardian may request a conference with the Gifted Services Team at the child's school. This request must be made in writing. The Gifted Services Team should be given ample opportunity (10 days) to convene all members together for conference.
2. At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options should be reviewed with the parent/guardian. If needed, the child's teacher may be asked to provide further documentation concerning student achievement.
3. At this conference, all information is shared with the parent/guardian and minutes recorded on the Gifted Services Team minutes form and signatures are obtained from those involved.
4. Following the conference, the Gifted Services Team will respond to the parent's concerns in writing within ten (10) days of the conference.

Step II: Appeal to the Building Level Principal

1. The parent may appeal the decision of the Gifted Services Team to the building level principal. This must be done in writing within ten (10) days of the decision from the Gifted Services Team. The principal shall schedule the conference within ten (10) days of receipt of the written request. The Gifted Services Team chairperson and the child's teacher may be invited to this conference along with the parent/guardian.
2. The principal shall review the concern. During the conference, he/she may request information from the child's teacher, the Gifted Services Team, or the parents. Minutes are recorded on the Gifted Services Team minutes form and signatures are obtained from all those present.
3. The principal shall respond to the concern in writing within ten (10) days of the conference.

Step III: Appeal to the Superintendent

1. The parent/guardian may appeal the decision of the principal to the superintendent. This must be done in writing within ten (10) days of the decision from the associate superintendent. Please submit the appeal to:

Ron Wilcox, Superintendent
Madison County Schools
5783 Highway 25-70
Marshall, NC 28753

The conference shall be scheduled within ten (10) days of receipt of this request.

2. The superintendent will review the concern. During the conference with the parent/guardian, the superintendent may request further information from the child's teacher, the Gifted Services Team, the parent/guardian, the principal and/or associate superintendent. Minutes are recorded on the Gifted Services Team minutes form and signatures are obtained from those present.
3. The superintendent shall respond to the concern in writing within ten (10) days of the conference.

At this point, the superintendent may request mediation in order to resolve the concern. An impartial mediator shall be selected for this process.

Step V: Appeal to the Local Board of Education

1. The parent/guardian may appeal the decision of the superintendent to the local board of education. This must be done in writing one week prior to the next scheduled board meeting in order that this appeal is placed on the agenda. Please submit the appeal to:

Madison County Board of Education
Madison County Schools
5783 Highway 25-70
Marshall, NC 28753

2. The board of education will review the concern. The board may request further information from the child's teacher, the Gifted Services Team, the parent/guardian, the principal, associate superintendent and/or superintendent.

3. The board shall make a final decision in writing within thirty (30) days of the receipt of the written complaint.

Step VI: State Level Grievance Procedure

Once all efforts have been exhausted within the system, the parent/guardian may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act, of North Carolina.

The issues for review shall be limited to:

1. Whether the local system improperly failed to determine eligibility for services within its gifted education program.

2. Whether the local system implemented and provided those services specified within the differentiated gifted education plan.

Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of written findings and the decision to the parties and to the state superintendent of public instruction.

Planned Sources of Evidence: Parent handbook, parent communications, Student AIG folders containing written consent, AIG plan including procedures to resolve disagreements.

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Madison County Schools AIG Program understands that while some teachers use strategies that address abilities, readiness, interest and learning profiles, there are still inconsistencies across the district regarding implementation of researched-based differentiation strategies for gifted learners. We must have a more deliberate focus on differentiated curriculum and instruction for our gifted learners at all levels.

Goals: 1-Utilize the AIG-IRP (Instructional Resources Project) provided through NCDPI to guide and support teachers working with gifted students.
2-Provide professional development in differentiation strategies to support classroom teachers K-12 who are teaching gifted students.
3-Provide professional development for high school teachers teaching honors level courses following the Honors Level Course Rubric and Advanced Placement (AP) teachers following the College Board guidelines.

Description: Madison County Schools

Elementary

Service Delivery Options

Summary

Academic Learning Environment

- AIG Consultation/Support
- Cluster Grouping
- Cross-Grade Grouping
- Multi-Grade Groups
- Subject Acceleration
- Subject Groups
- Grade Acceleration
- Content Modification

- Advanced Content
- Contracts

- Computer Applications
 - Curriculum Compacting
 - Differentiated Units
 - Enrichment Units
 - Independent Study
 - Interdisciplinary Units
 - Learning Centers
 - Support Services (AIG)
 - Tiered Assignments
- Enrichment/Special Programs
- Accelerated Reader
 - Contests/Competitions
 - Duke 4th/5th Grade Talent Search
 - Field Trips
 - Math Superstars
 - Odyssey of the Mind
 - Summer Opportunities
 - Super Saturday
 - Enrichment Triad Model Activities (Renzulli Type I, II, III)
 - Renzulli Learning Systems

Madison County Schools

Middle School

Service Delivery Options

Summary

Academic Learning Environment

- AIG Consultation/Support
- Algebra I
- Cluster Grouping Across Teams
- Grade Acceleration
- Honors Language Arts
- Honors Math
- Subject Acceleration

Content Modification

- Advanced Content
- AIG Support
- Computer Applications
- Contracts
- Curriculum Compacting
- Differentiated Units
- Independent Study
- Interdisciplinary/Thematic Units

- Tiered Assignments
- Enrichment/Special Programs
- Accelerated Reader
- Band
- Duke TIP Program
- Field Trips
- Interests Clubs
- Junior National Honor Society
- Math Counts
- Math Superstars
- Odyssey of the Mind
- Science Fair
- Summer Opportunities
- Super Saturdays
- Enrichment Triad Model Activities (Renzulli I, II, III)
- Renzulli Learning Systems
- Visual/Performing Arts
- Yearbook

Madison County Schools
High School
Service Delivery Options-Elementary
Summary

Academic Learning Environment

- Advanced Placement
 - Dual Enrollment
 - Honors Classes
 - Independent Advanced Placement Opportunities
 - Special Schools
 - Subject Acceleration
 - AIG Consultation/Support
- Content Modification

- Advanced Content
 - Computer Application
 - Distance Learning
 - Learning Contracts
 - Independent Study
 - Tiered Assignment
- Enrichment/Special Programs

- Academic Recognition

- Band
- Clubs and Organizations
- Governor's School
- Independent Research
- Internships
- Interest-based Electives
- Job Shadowing
- Leadership Training
- Mentor Program
- Senior Exit Project
- Summer Opportunities

All classroom teachers who teach AIG students are expected to provide curriculum delivery which enriches, extends, and accelerates the North Carolina Course of Study (Common Core and Essential Standards) for the gifted students within their classrooms.

The State Board of Education approved the new Honors Level Course Rubric in June 2012. This rubric will be the foundation for courses developed at the honors level and will ensure fidelity across the state. The new Honors Level Course Rubric (2012) will be used in the development process of honors courses at the LEA level, as well as guide the state level Honors Level Course Portfolio Review Process. The high school teachers will be made aware of the guidelines to ensure that all courses that carry the "Honors" classification are:

- 1-More challenging than standard level courses in order to foster growth for advanced learners.
- 2- Distinguished by a difference in the depth and scope of work required.

Many Honors level and Advanced Placement (AP) courses are made available for student selection. It is expected and imperative that both Honors and AP courses are not in themselves differentiation for gifted students, and

Planned Sources of Evidence: 1. DEPs/IDEPs/etc

2. Sample artifacts from teacher curriculum units, lessons and activities, plans, Cluster/Subject Group that have used the AIG-IRP Differentiation document
3. Professional development agendas, attendance rosters
4. Advanced Placement teachers' syllabi.

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: In the past, teachers in Madison County Schools have been offered training in differentiation; however, this was not seen as a district-wide program and little support was given for

classroom implementation. Since very few of our classroom teachers have AIG licensure or gifted training, our program must rely on local professional development. Currently, we have teachers using a wide variety of methods to differentiate instruction, but the services are not consistent across the district. Teacher feedback indicated the need for professional development addressing differentiation; therefore, this is a focused practice.

Goals: 1-Provide targeted professional development for teaches of advanced learners on how to differentiate instruction.
2-Provide teachers with resources to use during planning and instruction.
3-Establish district-wide policy and procedures on acceleration (whole grade and subject).
4-Integrate the State Board of Education's "Credit by Demonstrated Mastery" policy into existing policies and procedures.

Description: Madison County Schools
Elementary

Service Delivery Options

Summary

Academic Learning Environment

- AIG Consultation/Support
 - Cluster Grouping
 - Cross-Grade Grouping
 - Multi-Grade Groups
 - Subject Acceleration
 - Subject Groups
 - Grade Acceleration
- Content Modification

- Advanced Content
- Contracts
- Computer Applications
- Curriculum Compacting
- Differentiated Units
- Enrichment Units
- Independent Study
- Interdisciplinary Units
- Learning Centers
- Support Services (AIG)
- Tiered Assignments

Enrichment/Special Programs

- Accelerated Reader
- Contests/Competitions
- Duke 4th/5th Grade Talent Search

- Field Trips
 - Math Superstars
 - Odyssey of the Mind
 - Summer Opportunities
 - Super Saturday
 - Enrichment Triad Model Activities (Renzulli Type I, II, III)
 - Renzulli Learning Systems
- Madison County Schools
Middle School

Service Delivery Options
Summary

Academic Learning Environment

- AIG Consultation/Support
- Algebra I
- Cluster Grouping Across Teams
- Grade Acceleration
- Honors Language Arts
- Honors Math
- Subject Acceleration

Content Modification

- Advanced Content
- AIG Support
- Computer Applications
- Contracts
- Curriculum Compacting
- Differentiated Units
- Independent Study
- Interdisciplinary/Thematic Units
- Tiered Assignments

Enrichment/Special Programs

- Accelerated Reader
- Band
- Duke TIP Program
- Field Trips
- Interests Clubs
- Junior National Honor Society
- Math Counts
- Math Superstars
- Odyssey of the Mind
- Science Fair
- Summer Opportunities

- Super Saturdays
- Enrichment Triad Model Activities (Renzulli I, II, III)
- Renzulli Learning Systems
- Visual/Performing Arts
- Yearbook

Madison County Schools
High School

Service Delivery Options-Elementary
Summary

Academic Learning Environment

- Advanced Placement
 - Dual Enrollment
 - Honors Classes
 - Independent Advanced Placement Opportunities
 - Special Schools
 - Subject Acceleration
 - AIG Consultation/Support
- Content Modification

- Advanced Content
 - Computer Application
 - Distance Learning
 - Learning Contracts
 - Independent Study
 - Tiered Assignment
- Enrichment/Special Programs

- Academic Recognition
- Band
- Clubs and Organizations
- Governor's School
- Independent Research
- Internships
- Interest-based Electives
- Job Shadowing
- Leadership Training
- Mentor Program
- Senior Exit Project
- Summer Opportunities

Planned Sources of Evidence: 1. DEPs/IDEPs/etc

2. Sample curriculum units, lessons and activities, plans, Cluster/Subject Group
Differentiation document

3. Professional Development agendas, rosters

4. Acceleration policy

5. Budget expenditures for differentiated curriculum materials

6. Integration of "Credit by Demonstrated Mastery" policy into existing policies and procedures.

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: The Madison County Schools AIG Program will continue to provide a variety of research-based supplemental resources that augment curriculum and instruction.

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

Description: Madison County Schools
Elementary

Service Delivery Options

Summary

Academic Learning Environment

AIG Consultation/Support

Cluster Grouping

Cross-Grade Grouping

Multi-Grade Groups

Subject Acceleration

Subject Groups

Grade Acceleration

Content Modification

Advanced Content

Contracts

Computer Applications

Curriculum Compacting

Differentiated Units

- Enrichment Units
 - Independent Study
 - Interdisciplinary Units
 - Learning Centers
 - Support Services (AIG)
 - Tiered Assignments
- Enrichment/Special Programs
- Accelerated Reader
 - Contests/Competitions
 - Duke 4th/5th Grade Talent Search
 - Field Trips
 - Math Superstars
 - Odyssey of the Mind
 - Summer Opportunities
 - Super Saturday
 - Enrichment Triad Model Activities (Renzulli Type I, II, III)
 - Renzulli Learning Systems
- Madison County Schools
Middle School

Service Delivery Options

Summary

Academic Learning Environment

- AIG Consultation/Support
- Algebra I
- Cluster Grouping Across Teams
- Grade Acceleration
- Honors Language Arts
- Honors Math
- Subject Acceleration

Content Modification

- Advanced Content
- AIG Support
- Computer Applications
- Contracts
- Curriculum Compacting
- Differentiated Units
- Independent Study
- Interdisciplinary/Thematic Units
- Tiered Assignments

Enrichment/Special Programs

- Accelerated Reader

- Band
- Duke TIP Program
- Field Trips
- Interests Clubs
- Junior National Honor Society
- Math Counts
- Math Superstars
- Odyssey of the Mind
- Science Fair
- Summer Opportunities
- Super Saturdays
- Enrichment Triad Model Activities (Renzulli I, II, III)
- Renzulli Learning Systems
- Visual/Performing Arts
- Yearbook

Madison County Schools
High School

Service Delivery Options-Elementary
Summary

Academic Learning Environment

- Advanced Placement
 - Dual Enrollment
 - Honors Classes
 - Independent Advanced Placement Opportunities
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- Enrichment/Special Programs

- Academic Recognition
- Band

- Clubs and Organizations
- Governor's School
- Independent Research
- Internships
- Interest-based Electives
- Job Shadowing
- Leadership Training
- Mentor Program
- Senior Exit Project
- Summer Opportunities

Planned Sources of Evidence: DEPs, Renzulli Learning System Student usage reports

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 Madison County Schools AIG Program recognizes the need to focus on this practice to provide experiences for our gifted students, which not only incorporate technology skills, but provide our students with authentic experiences.

Goals: 1-To continue to build technology resources for our elementary, middle, and high school teachers to use with identified AIG students.

2-Investigate and develop community service projects for AIG students.

3-Investigate possible opportunities for middle and high school students to engage in summer internships/mentorships with local businesses.

Description: Madison High School has implemented a one-to-one classroom digital device experience. The high school provides numerous clubs and extracurricular activities for students to participate in.

There are a variety of opportunities for students grades 4-8 to engage in organized academic teams, such as Battle of the Books, Math Counts, and Odyssey of the Mind.

Madison County Schools has access to Discovery Education online for elementary, middle, and high school students and teachers. A technology fair will be held this fall 2013 to provide teachers, administrators, and central office personnel with professional development on how to utilize this resource in their classroom.

Planned Sources of Evidence: Sample units, lessons, activities, plans or evidence of delivery incorporating technology
Student work, projects, community service project documentation, list of internships/mentorship opportunities, professional development participation rosters.

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Madison County Schools AIG Program has no formal record of any local analysis of the subgroup of gifted students' scores and needs to focus on this practice as part of our program evaluation.

Goals: 1-Conduct local analyses of gifted students' assessment data in the district each school year to inform program evaluation.
2-Investigate how "Credit by Demonstrated Mastery" can inform acceleration decisions at the middle and high school level for applicable students

Description: Madison County Schools required all teachers to complete the NC FALCON training and become familiar with the assessment process. Classroom assessments should be on-going and matched to curriculum objectives and performance-based tasks.

All of Madison County Schools are assessed annually by state required End of Grade/ End of Course testing. This will also include Measures of Student Learning (MSLs)/Common Exams. Benchmark testing is also used for assessment several times throughout the year at all levels

The AIG Program has many service delivery options for elementary, middle, and high school students. In an effort to support 21st Century learning the academic learning environment, content modification, and enrichment/special programs that are available to AIG students is infused with rigor by providing differentiated instruction.

Madison County Schools
Elementary

Service Delivery Options
Summary

Academic Learning Environment

- AIG Consultation/Support
- Cluster Grouping
- Cross-Grade Grouping
- Multi-Grade Groups
- Subject Acceleration
- Subject Groups
- Grade Acceleration

Content Modification

- Advanced Content
- Contracts
- Computer Applications
- Curriculum Compacting
- Differentiated Units
- Enrichment Units
- Independent Study
- Interdisciplinary Units
- Learning Centers
- Support Services (AIG)
- Tiered Assignments

Enrichment/Special Programs

- Accelerated Reader
- Contests/Competitions
- Duke 4th/5th Grade Talent Search
- Field Trips
- Math Superstars
- Odyssey of the Mind
- Summer Opportunities
- Super Saturday
- Enrichment Triad Model Activities (Renzulli Type I, II, III)
- Renzulli Learning Systems

Madison County Schools

Middle School

Service Delivery Options

Summary

Academic Learning Environment

- AIG Consultation/Support
- Algebra I
- Cluster Grouping Across Teams
- Grade Acceleration

- Honors Language Arts
- Honors Math
- Subject Acceleration
- Content Modification
 - Advanced Content
 - AIG Support
 - Computer Applications
 - Contracts
 - Curriculum Compacting
 - Differentiated Units
 - Independent Study
 - Interdisciplinary/Thematic Units
 - Tiered Assignments
- Enrichment/Special Programs
 - Accelerated Reader
 - Band
 - Duke TIP Program
 - Field Trips
 - Interests Clubs
 - Junior National Honor Society
 - Math Counts
 - Math Superstars
 - Odyssey of the Mind
 - Science Fair
 - Summer Opportunities
 - Super Saturdays
 - Enrichment Triad Model Activities (Renzulli I, II, III)
 - Renzulli Learning Systems
 - Visual/Performing Arts
 - Yearbook

Madison County Schools
High School

Service Delivery Options-Elementary
Summary

Academic Learning Environment

- Advanced Placement
- Dual Enrollment
- Honors Classes
- Independent Advanced Placement Opportunities

- Special Schools
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Content Modification

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- Learning Contracts
- Independent Study
- Tiered Assignment
Enrichment/Special Programs

- Academic Recognition
- Band
- Clubs and Organizations
- Governor's School
- Independent Research
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- Interest-based Electives
- Job Shadowing
- Leadership Training
- Mentor Program
- Senior Exit Project
- Summer Opportunities

Madison County Schools
K-12 Learning Environments
Glossary

Advanced Placement The Advanced Placement program, sponsored by the College Board, offers capable high school students the opportunity to take college-level courses and to receive college credit through examination.

Cluster Groups

Within Class A cluster group (4 to 8) of gifted students is assigned to a regular heterogeneous class. The classroom teacher receives extensive training in gifted education and works closely with a gifted specialist to design appropriate differentiated curriculum for this group.

Cross-Grade Groups: Students are placed for part of their day in another grade, usually for reading or math. For example, a 4th grader may take 5th grade math.

Dual Enrollment Dual enrollment enables advanced students to go beyond the scope of the high school curriculum in one or more areas. Students may be allowed to continue their academic

development by enrolling in a community college or a regular four-year college or university.

Grade Acceleration Promotion Students move ahead one or more years, skipping grade levels in the normal sequence of promotion

Honors Classes Students go considerably beyond the Standard Course of Study. Work is much more challenging and higher-level thinking and complexity is the focus.

In-Class Flexible Groups Teachers group within a particular class in order to best serve the academic needs of individual students. Students move in and out of groups as needed to ensure that the curriculum continues to be challenging and appropriate.

Multi-Grade Groups Students are placed for language arts and/or math instruction in multi-age groups. Grouping is not limited to gifted students but is determined by performance. This method is appropriate for small schools to provide content differentiation.

Resource Support The AIG specialist provides support to classroom teachers by modeling instruction, team teaching, providing appropriate resources and activities, and by helping to design differentiated units. The emphasis for this support is with cluster group students for whom tiered assignments and curriculum compacting are appropriate.

Subject Groups Based on aptitude and performance, students are grouped for specific academic subjects within a grade level or within a classroom.

Subject Acceleration Based on assessment, students are allowed to bypass specific subjects and/or subject levels. They may receive instruction at the next grade level with another group of students, yet remain with their grade level peer group for other instruction; or they might move through the grade level curriculum at a faster pace.

Heterogeneous Groups Students are carefully placed in order to create a balanced learning environment. Care is taken to equalize classes by race, gender, and learning ability. If this arrangement is used, it is imperative that enough high ability students are clustered together (four to eight) to ensure an appropriate instructional group that can provide challenge and competition.

It is understood that by Article 9B (115C-150) the local school system is required to provide appropriate educational services to each AIG student. Therefore, AIG students may enroll in any class at any grade level, regardless of existing handbook or agenda book restrictions, provided the enrollment in the class does not prevent an eligible student from enrolling and the enrollment does not exceed state class size maximum. (BOE Clarification 8/04)

Madison County Schools K-8 Content Modifications Glossary

Advanced Content Content taught in specific courses or classes is at an advanced level so that students develop deeper and more complex skills. Course objectives go beyond standard content with different texts and resources being used.

Computer Programs Computer programs can be used both to enrich the curriculum and remediate specific skill deficits. Students receive instruction in regular or advanced subjects and skills; they

enrich their regular curriculum through computer hardware and programs or telecommunications resources.

Contracts: A teacher may write out the expectations he/she has for a particular unit to be completed successfully by a student. These may be used for independent investigations or enrichment activities.

Curriculum Compacting Compacting streamlines the regular curriculum. Pre-testing is used to determine student mastery (85%) in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for enrichment or acceleration activities.

Differentiated Units These units expand or modify the standard course of study. They are designed to incorporate individual learning abilities and levels of content and skill based on teacher observation and assessment of student needs.

Differentiation Based on Learning Styles and Multiple Intelligences Units will be developed by classroom teachers and AIG specialist to meet the four learning modalities (tactile, kinesthetic, visual, and auditory) and activities developed to use the eight intelligences defined by Howard Gardner (linguistic, mathematical/logical, musical, kinesthetic, visual/spatial, interpersonal, intra-personal, and naturalist intelligence). The teacher should present methodologies, strategies, and experiences that facilitate the development of these eight intelligences.

Independent Investigations A student selects a topic or problem of interest to him/her. The teacher helps the student organize the investigation and plan the final content.

Individualized Program An individualized program may be appropriate for a student who qualifies for subject and/or grade acceleration but who needs or desires to remain with his age group or who needs to access a course on a different campus. The teacher designs the scope and sequence of skills and supervises the student's progress

Learning Centers Learning centers have been found to be an appropriate way to provide content enrichment. These are usually designed as tabletop workstations for individual or group work. Students may self-select or be assigned to centers on a rotating basis. The Learning Center approach adapts well to the development of multiple intelligences.

Support Services In addition to support from the AIG specialist, the gifted students may require specific counseling or guidance support to address individual needs. In addition, gifted students who also receive services for other exceptionalities (LD, BEH, OI, SI, etc.) are often in need of specific remediation strategies that can best be planned jointly by all the teachers involved.

Thematic/Interdisciplinary Units Thematic units deal with information from various disciplines that is integrated under a broad-based theme.

Tiered Assignments Teachers use activities and assignments with differing levels of complexity within a unit to accommodate the needs and prior knowledge levels of students.

Planned Sources of Evidence: • Sample curriculum units, lessons and activities, plans or evidence

of delivery,

- Student work products and assignments
- DEPs/IDEPS/etc.
- Student inventories/surveys
- Supplementary instructional resources, pacing guides, enhanced frameworks, etc.
- Assessment protocols, strategies, examples
- Classroom observational data
- LEA's AIG Plan and surveys

- > Record of yearly data analysis as part of program evaluation.
- > "Credit by Demonstrated Mastery" procedures.
- > Examples of formative, diagnostic and summative assessments.

Other Comments: Madison County Schools K-12 Interest, Enrichment, Talent Development Glossary

Accelerated Reader Accelerated Reader is a computerized reading program. A wide number and range of books are included in the program. Tests are made for the books with the number of questions and points based on the difficulty of the reading material. The program is used as a reading enhancement or incentive to the classroom.

Advanced Enrichment These are opportunities for students who have previously participated in an enrichment activity to continue to work in more depth on the topic electives.

Electives Middle school and high school students may choose from a number of electives.

Field Trips Field trips are off-campus learning opportunities, which enrich the regular classroom curriculum.

Interest-based Programs Interest-based programs are designed to provide opportunities for students to pursue an area of interest or special talent.

Job Shadowing Students have the opportunity to "shadow" someone in a career that interests them. The student can see what the individual does in that job.

Math Superstars Math Superstars is a weekly math problem-solving program in which students compete against themselves to answer math problems correctly. Problems are solved independently. This math enrichment program promotes higher order thinking skills and problem-solving skills.

Mentorships Students having strong interest in specific topics are assigned to an adult with a similar interest who serves as a resource to the student who is doing an independent investigation.

Plays/Musicals/Art/PE Programs Individuals and/or groups of students participate in performances, which are an extension of the core curriculum.

The Enrichment

Triad Model The Enrichment Triad Model was developed by Joseph Renzulli in 1977 for use with

gifted and talented students Over the years, it has proven to be an excellent model to use with all students The goal of the Enrichment Triad Model is to encourage creative productivity in students. This is done by providing background information and exposing students to various topics, teaching them process-training skills, and providing opportunities for students to apply those skills through independent projects.

Type I Enrichment experiences are about discovering, stimulating and inspiring interest.
Type II Enrichment experiences come in two varieties: thinking skills, and "working" skills.

Thinking skills encourage creativity, problem solving and critical thinking. The "working" skills include how-to skills, the appropriate use of various resources, and written, oral and visual communication skills. Both types of skills are needed to successfully complete a Type III Independent Investigation.

Type III Enrichment experiences are academic investigations, artistic productions, or other projects or endeavors in which the student becomes a first-hand inquirer and practicing professional, focusing on a topic or problem of intense, personal interest.

Renzulli Learning Systems Renzulli Learning is based on the Enrichment Triad Model. By answering the questions in the Interest Areas, Ability, Expression Style, and Learning Style sections, a profile is generated for each student. Once a profile is generated, the student is able to go to the Enrichment Activities which are designed to build interest (Type I activities), develop skills (Type II activities) and encourage the production of independent or small group work (Type III activities).

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: Madison County Schools AIG Program recognize that children who are gifted have some unique social/emotional needs and may feel different from children their age, experience, or environment. Therefore, it is important that gifted students are provided access to appropriate counseling and support to ensure their affective needs are being met. Data indicates a need for additional staff development in meeting the social and emotional needs of gifted learners and providing resources for parents of gifted students; consequently, this is a focused practice.

Goals: 1-Provide staff development in the social and emotional needs of gifted students for AIG specialists, classroom teachers and school counselors.
2-Continue to build resources for parents pertaining to social/emotional needs of gifted students in the lending library at the central office.
3-Research and develop intentional and meaningful curriculum units and lessons that address the social/emotional needs of gifted students by guidance counselors and applicable classroom teachers.
4-Provide individual guidance from school counselors for gifted students on an as-needed basis.

5-Compile a list of resources to share on the AIG webpage

Description: The service delivery options section describes the array of differentiated services available at each grade cluster—elementary, middle school, and high school. The needs of highly able and gifted students vary widely; therefore, the service delivery options address student needs in all content areas. At each grade level cluster, expectations of how the needs of gifted students will be met in the regular education program and within the core curriculum.

The program for the AIG students emphasizes development of advanced academic achievement and higher-level thinking and reasoning skills. Instruction in the AIG program is drawn from the North Carolina Standard Course of Study. Work that enriches and accelerates the standard course of study/Common Core Curriculum is used to provide challenging learning experiences.

Various program options and opportunities are required to meet the wide range of individual needs demonstrated by gifted students. A continuum of services is needed for individual student needs not only to be identified but also to be addressed through varying program services is necessary.

In addition to concentrating on specific academic content, enrichment services focus on the development of interest and special interests. It is important to stimulate interests and talent potential in all students. Talent development options will be based on student interest and motivation.

See the Appendix for more information.

Historically, the AIG Program has provided staff development on social/emotional needs of gifted students. However, this is still a need in our district and we will continue to make efforts in providing this training for classroom teachers and school counselors.

The AIG Coordinator has begun to build resources within the lending library, housed at the central, for parents to check-out. During this plan cycle 2013-2016 a list needs to be compiled and shared on the district AIG webpage.

Planned Sources of Evidence: >examples of pre, formative, and post assessment data, documented student readiness or diagnostic assessment results and trends.

>Compiled list of AIG resources for parents.

>Agendas, attendance rosters from professional development regarding social/emotional needs of gifted students.

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: The Madison County Schools AIG Program will continue to cultivate and develop the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.

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

Description: The service delivery options section describes the array of differentiated services available at each grade cluster—elementary, middle school, and high school. The needs of highly able and gifted students vary widely; therefore, the service delivery options address student needs in all content areas. At each grade level cluster, the service delivery options highlight expectations of how the needs of gifted students will be met in the regular education program and within the core curriculum. It is essential to address the affective domain through the collaborative effort of teaching by the classroom teacher and school counselor and/or school social worker. The AIG Program will provide the necessary resources to accomplish this practice.

Planned Sources of Evidence: Curriculum units/lessons which address the affective domain, agendas, minutes from meetings and presentations addressing the social/emotional issues of AIG students.

Material list purchased for K-2.

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Madison County Schools AIG Program will continue to ensure 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.

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

Description: The AIG Coordinator works closely with classroom teachers to assist with meeting the needs of individual students and providing enrichment experiences for the entire class. The AIG coordinator works directly with students when appropriate. All teachers will have the opportunity to attend professional development sessions that provide the necessary strategies and skills that are key to cultivating the potential of gifted students.

Planned Sources of Evidence: • Sample curriculum units, lessons and activities, plans

- Student work products and assignments
- DEPs/IDEPs/etc.
- Student inventories/surveys
- Supplementary instructional resources, pacing guides, enhanced frameworks, etc.
- Assessment protocols, strategies, examples

> minutes from district wide grade/departmental level PLCs

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 Focused Practice for 2013-2016.

Rationale: Madison County Schools AIG Program develops and documents a plan that articulates the differentiated curriculum and instruction services that match the identified needs of K-12 students. The plan is reviewed annually. The AIG Department recognizes improvements in the DEP process would yield a more meaningful process for teachers, parents, and students.

Goals: To provide an open line of communication that would foster the 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.

- 1-Revise the current Differentiated Education Plan (DEP) K-8.
- 2-Revise the high school DEP that incorporates a 4-year course plan.

Description: The Madison County Schools AIG Program seeks to provide an open line of communication that would foster the 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. To meet this goal it is essential to understand the AIG student placement and service options match process. This step focuses on matching the student with the appropriate service delivery option(s). 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 a Differentiated Education Plan (DEP).

Parents and referring teachers are notified of the Gifted Services Team's decision and are invited to participate in a conference to complete the Differentiated Education Plan (DEP). The DEP documents the service option(s) which meet the needs of the student. The purpose of the conference is to explain the goals and objectives of the service option(s), the manner in which progress will be assessed and to obtain parental permission for placement.

- Differentiated Education Plan (DEP)
- Individual Differentiated Education Plan (IDEP)

Differentiated Education Plan (DEP): A Differentiated Education Plan (DEP) will be written for each student demonstrating a need for differentiation beyond that which is normally provided by regular

education. The DEP outlines the program service options(s) appropriate for an individual student at specified grade configurations (elementary K-5; middle school 6-8). The DEP lists the learning environment, content modifications and may indicate special programs available to the student during those grade configurations. A Differentiated Education Plan (DEP) will be completed for each student during each of the education phases (K 5, 6-8, and 9-12).

Individual Differentiated Plan (IDEP): Students who clearly demonstrate outstanding intellectual gifts (95% or above on aptitude) but are underachieving and do not meet the criteria for a service delivery option should be identified. An Individual Differentiated Plan (IDEP) should be developed for each student to meet his or her needs. Also, an IDEP might be appropriate for students who score at the 98% on an achievement and aptitude test and need radical differentiation.

Planned Sources of Evidence: Planning notes, agendas, minutes from school and district meetings, revised DEPs

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because Madison County Schools already requires the AIG Coordinator to possess the following:

- Licensure in gifted education
- Masters degree in school administration or gifted education

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

Description: AIG Coordinator and/or Specialist K-12

- Ensures compliance with state and local regulations, policies, and procedures
- Chairs Gifted Services Team in K-8 schools and a member of the 9-12 team
- Provides resource support with materials, instructional strategies and unit planning to teachers and students
- Participates in program evaluation
- Communicates with parents
- Maintains Gifted Services Team records for search, referral and placement
- Coordinates testing of students referred to the AIG program
- Maintains records of AIG students
- Assists in staff development
- Assists in development of budget and materials selection
- Provides accurate AIG headcount

The individual has AIG Licensure and a Master's Degree in Gifted Education.

Planned Sources of Evidence: District AIG leader's job description, AIG leader's qualifications

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: This is a maintained practice because Madison County Schools already ensures that AIG-licensed coordinator is engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

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

Description: AIG Coordinator and/or Specialist
K-12

- Ensures compliance with state and local regulations, policies, and procedures
- Chairs Gifted Services Team in K-8 schools and a member of the 9-12 team
- Provides resource support with materials, instructional strategies and unit planning to teachers and students
- Participates in program evaluation
- Communicates with parents
- Maintains Gifted Services Team records for search, referral and placement
- Coordinates testing of students referred to the AIG program
- Maintains records of AIG students
- Assists in staff development
- Assists in development of budget and materials selection
- Provides accurate AIG headcount

AIG Licensure
Master's Degree in Gifted Education

Planned Sources of Evidence: District leader job description, AIG leader qualifications

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Madison County Schools AIG Program will continue to provide annually professional development opportunities regarding gifted education for teachers and support staff. Previous workshops have focused on characteristics of gifted students, curriculum differentiation, teaching strategies and social/emotional needs of gifted students. Records have been kept of attendance at

these workshops and CEU credits are given to the attendees.

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

Description: The system's Personnel Preparation Program shows how the district plans to support the development of regular classroom teachers, administrators, support staff, and AIG specialists through additional personnel preparation in gifted education. Designing Services and Programs for High Ability Learners, A Guidebook for Gifted Education (Corwin Press), guides the specific content areas for staff development and was used as a resource in developing this section. The personnel preparation offered is directly linked to our service delivery options and is essential to ensure that Madison County can reach our district goals. Madison County does require a specific amount of professional development for key service providers that includes but is not limited to the following:

- Characteristics of gifted students and those under represented
- Instructional strategies for gifted students to ensure academic rigor
- Social Emotional development and needs of gifted students
- Intervention strategies for at-risk gifted students
- Understanding the psychosocial and academic needs of gifted learners

The AIG program requires 4.5 units of credit in gifted education and differentiation strategies for gifted students. After attaining the AIG program professional development requirement teachers need to continue to continue to develop their expertise on current gifted education and differentiated best practices for a total of 30 hours for each 5 year licensure renewal cycle.

Training will be made available locally utilizing current staff, regionally in cooperation with other LEAs, specific subject area workshops, state sponsored workshops, staff development opportunities provided by DPI—district roundtable, and through the exceptional children's conference.

Madison County Schools encourages licensure of all involved AIG teachers through the university pathway.

Planned Sources of Evidence: PD opportunities available to various audiences, documented PD participation

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 Maintained Practice for 2013-2016.

Rationale: MCS AIG Program will continue to maintain the practice of placing AIG students in cluster groups within 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

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

Description: School Principals schedule AIG students in classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license. In some instances our rural landscape does not allow all schools to employ teachers who have met the LEA PD requirement and in those instances other resources are brought into play to meet those students' needs. The AIG Coordinator works closely with all personnel who come into contact with AIG students in the school setting. The AIG Coordinator provides consultative services as well as many resources, materials, and technology that will aid partially trained teachers to meet gifted student needs. The AIG Coordinator may interact directly with AIG students on a case by case basis.

Planned Sources of Evidence: roles and responsibilities clear for AIG personnel and other related teachers as well as the following:

- Documented PD participation
- AIG student class assignments/class rosters
- DEPs/IDEPs/etc

District list of licensed AIG teachers as well as those that have met the local AIG PD requirement

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: MCS AIG Program will continue to align professional development with local AIG program goals and other district initiatives.

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

Description: Services for children who are gifted must be a part of the overall educational program supporting excellence for all students, and it must include opportunities for advanced students. The learning needs of students who exhibit high performance in intellectual, creative, or artistic areas; possess strong leadership capacity; or excel in specific academic fields are different from other students their age, experience, or environment. Therefore, it is essential to provide diverse, appropriate, and ongoing learning experiences that incorporate the academic, psychological, and social needs of these identified students.

We believe that the teachers who are responsible for the instruction of these diverse learners must have the opportunity to acquire the base knowledge and skills to address these needs. The teachers who instruct these students will be provided the opportunity to attain a local AIG endorsement and attend staff development that will provide them with the appropriate instructional strategies to address the needs of gifted learners.

We believe that continuous staff development and collaboration among teachers, parents,

administrators, and community members are necessary to meet the needs of talented, advanced, and gifted students.

The system's Personnel Preparation Program shows how the district plans to support the development of regular classroom teachers, administrators, support staff, and AIG specialists through additional personnel preparation in gifted education. Designing Services and Programs for High Ability Learners, A Guidebook for Gifted Education (Corwin Press), guides the specific content areas for staff development and was used as a resource in developing this section. The personnel preparation offered is directly linked to our service delivery options and is essential to ensure that Madison County can reach our district goals. Madison County does require a local endorsement for key service providers.

The local AIG PD requirement is 4.5 units of credit in gifted education and differentiation strategies for gifted students. After attaining the local PD requirement for AIG teachers need to continue to take courses and/or workshops on current gifted education and differentiated best practices for a total of 30 hours for each 5 year licensure renewal cycle.

Training will be made available locally utilizing current staff, regionally in cooperation with other LEAs, specific subject area workshops, state sponsored workshops, staff development opportunities provided by DPI—district roundtable, and through the exceptional children's conference.

Madison County Schools encourages licensure of all involved AIG teachers through the university pathway.

Over the next three year period staff development will be provided for, but not limited to, the following topics:

- Characteristics of gifted students and those under represented
- Instructional strategies for gifted students to ensure academic rigor
- Social Emotional development and needs of gifted students
- Intervention strategies for at-risk gifted students
- Understanding the psychosocial and academic needs of gifted learners

Planned Sources of Evidence: PD attendance logs, personnel surveys reflecting a needs assessment for PD for gifted learners (teacher working conditions survey),

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: MCS teachers and district administrators have access to professional development which aligns with state and/or national teaching standards on a regular basis, therefore this is a maintained

practice

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

Description: The personnel preparation that will be offered is directly linked to our service delivery options and is essential to ensure that Madison County can reach our district goals. The AIG leader will be charged with making sure that PD opportunities are aligned with state and/or national teaching standards, including 21st century skills and content at advanced levels to continue to provide our student population with a meaningful comprehensive education.

Planned Sources of Evidence: • Documented alignment with and use NAGC/CEC PD standards, NC teaching standards, NC AIG licensure standards

• Related programs, schedules, presentations, etc.

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: MCS will continue to provide opportunities for teachers to plan, implement, and refine applications of their professional development learning.

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

Description: The school system will provide opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning by facilitating district-wide grade level PLC meetings at the K-5 level and departmental PLC meetings at the middle and high school level over the course of the next three years.

Planned Sources of Evidence: documented meeting notes, agendas, and sign-in sheets. District AIG plan incorporated into school improvement plans

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: Madison County Schools AIG Program will continue to deliver AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings.

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

Description: Madison County Schools AIG program Service Delivery Options reflect the rationale stated above:

Elementary
Service Delivery Options
Summary

Academic Learning Environment

- AIG Consultation/Support
- Cluster Grouping
- Cross-Grade Grouping
- Multi-Grade Groups
- Subject Acceleration
- Subject Groups
- Grade Acceleration

Content Modification

- Advanced Content
- Contracts
- Computer Applications
- Curriculum Compacting
- Differentiated Units
- Enrichment Units

- Independent Study
- Interdisciplinary Units
- Learning Centers
- Support Services (AIG)
- Tiered Assignments

Enrichment/Special Programs

- Accelerated Reader
- Contests/Competitions
- Duke 4th/5th Grade Talent Search
- Field Trips
- Math Superstars
- Odyssey of the Mind
- Summer Opportunities
- Super Saturday
- Enrichment Triad Model Activities (Renzulli Type I, II, III)
- Renzulli Learning Systems

Madison County Schools Middle School Service Delivery Options Summary

Academic Learning Environment

- AIG Consultation/Support
- Algebra I
- Cluster Grouping Across Teams
- Grade Acceleration
- Honors Language Arts
- Honors Math
- Subject Acceleration

Content Modification

- Advanced Content
- AIG Support
- Computer Applications
- Contracts
- Curriculum Compacting
- Differentiated Units
- Independent Study
- Interdisciplinary/Thematic Units
- Tiered Assignments

Enrichment/Special Programs

- Accelerated Reader
- Band
- Duke TIP Program
- Field Trips
- Interests Clubs
- Junior National Honor Society
- Math Counts
- Math Superstars
- Odyssey of the Mind
- Science Fair
- Summer Opportunities
- Super Saturdays
- Enrichment Triad Model Activities (Renzulli I, II, III)
- Renzulli Learning Systems
- Visual/Performing Arts
- Yearbook

Madison County Schools High School Service Delivery Options Summary

Academic Learning Environment

- Advanced Placement
- Dual Enrollment
- Honors Classes
- Independent Advanced Placement Opportunities
- Special Schools
- Subject Acceleration
- AIG Consultation/Support

Madison Early College High School

Content Modification

- Advanced Content
- Computer Application
- Distance Learning
- Learning Contracts
- Independent Study
- Tiered Assignment

Enrichment/Special Programs

- Academic Recognition
- Band
- Clubs and Organizations
- Governor's School
- Independent Research
- Internships
- Interest-based Electives
- Job Shadowing
- Leadership Training
- Mentor Program
- Senior Exit Project
- Summer Opportunities

Planned Sources of Evidence: • Array of service options, K-12

- DEPs/ IDEPs/etc.
- Specific program descriptions and data
- Student identification profile matched to service options

Other Comments: See appendix for more information

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: MCS will continue to align AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

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

Description: Extensive effort has been expended to ensure that AIG programs and services are aligned with each area of AIG identification, goals of the program, and resources of the LEA.

Planned Sources of Evidence: • Array of service options, K-12

- DEPs/ IDEPs/etc.
- Specific program descriptions and data
- Student identification profile matched to service option
- State 034 funds matched to AIG services

Other Comments: see appendix for more information

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: MCS will continue to deliver AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

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

Description: The service delivery options section describes the array of differentiated services available at each grade cluster—elementary, middle school, and high school. The needs of highly able and gifted students vary widely; therefore, the service delivery options address student needs in all content areas. At each grade level cluster, expectations of how the needs of gifted students will be met in the regular education program and within the core curriculum.

The program for the AIG students emphasizes development of advanced academic achievement and higher-level thinking and reasoning skills. Instruction in the AIG program is drawn from the North Carolina Standard Course of Study. Work that enriches and accelerates the standard course of study is used to provide challenging learning experiences.

Various program options and opportunities are required to meet the wide range of individual needs demonstrated by gifted students. A continuum of services is needed for individual student needs not only to be identified but also to be addressed through varying program services is necessary.

In addition to concentrating on specific academic content, enrichment services focus on the development of interest and special interests. It is important to stimulate interests and talent potential in all students. Talent development options will be based on student interest and motivation.

Kindergarten Early Admission Criteria

- Fourth birthday by April 16th of entry year
- Testing administered after April 16th of entry year
- Application for early entry made to principal within the first 30 calendar days of the school's instructional year
- 98th percentile or greater on individualized standardized aptitude test
- 98th percentile or greater on individual achievement test
- Student work samples demonstrating outstanding ability in any of the following areas: math, problem solving, advanced vocabulary, writing fluency, or others
- Individual standardized aptitude and achievement test administered by North Carolina licensed professionals at parent expense
- Two letters of recommendation with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or other adults with direct knowledge of the

child

- Interview with the parent by principal/designee

Additional Information

Early admission to kindergarten does not automatically place a child in the program for academically intellectually gifted students; however, the school's gifted services team must review the child's progress and educational setting within ninety (90) calendar days of the child's enrollment. If the team recommends the child receive services, either a Differentiated Education Plan or an Individual Differentiated Education Plan shall be developed.

Parents are referred to the General Statutes of North Carolina for the specifics of the early admissions law: G.S. 115-364(d) (see the link below or attached Appendix B).

http://www.ncleg.net/enactedlegislation/statutes/html/bysection/chapter_115c/gs_115c-364.html

Entrance Criteria

K-3:

Students in K-3 are candidates for formal placement in the 4th grade. All students who show potential are provided with enrichment in an effort to nurture their abilities and learning potential. This time allows students to be challenged and stimulated early in their education and to ensure that their potential is developed. Students in grades k-3 are closely monitored with Madison County Schools' informal reading and/or math assessments. Aptitude tests, student work samples or portfolios, and student interest or motivation are also used to identify students who need nurturing. The AIG coordinator provides support to the teachers for students who require differentiation.

Grades 4-12:

The following indicators will be used for placement in the AIG program:

Achievement: a standardized test score in reading and/or math at 90% or above

Aptitude: a nationally normed test score of 90%

Performance: grade averages of 90 or above in the area of recommendation

Recommendation: teacher recommendation

Student Interest: a formal interest inventory, informal interview, and/or documentation of a student's particular interest

Student Motivation: documentation of a student's commitment to pursue learning experiences

Within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student for consideration. Information from any and all indicators may be used in matching students with appropriate service options. Information from specific indicators may be given priority for specific service options. (i.e. reading achievement –English honors class, math achievement-Math honors class.)

Subject Acceleration

98% on an achievement test in that subject area

97% on an aptitude test

95 or higher for the final average in the subject being considered

Recommendation from the teacher of specific subject, AIG coordinator, and principal

Student interest and motivation

Grade Acceleration

98% on an achievement test in all areas

98% on an individual test such as the WISC-IV and/or Stanford-Binet V

95 or higher for final averages in all academic subjects

Recommendation from the guidance counselor, AIG coordinator, principal, classroom teacher(s), and psychologist

Student interest and motivation

Psychological evaluation that includes social/personal development

Planned Sources of Evidence: • Array of service options, K-12

- DEPs/ IDEPs/etc.
- Specific program descriptions and data
- Student identification profile matched to service options
- AIG student folder data
- Grade level, cross grade level, multi-disciplinary collaborative planning
- Students' instructional schedules
- Policies and procedures for acceleration and grouping with academic/intellectual peers

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The MCS AIG coordinator will continue to inform 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; therefore, this will be a maintained practice.

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

Description: Target Audience Number Trained Needs Target Dates

School Board Members	5	Introduction to District Plan	Summer 2013
Administrators	All	Introduction to District Plan	Fall 2013
Staff & Faculty K-12	All	Introduction to District Plan	Fall 2013
6-12 Teachers of AP and Honors Courses	All	Introduction to District Plan	Fall 2013 Spring 2014
Gifted Services Teams	All	Overview of Gifted Program	Fall 2013
K-5 Cluster Teachers	All AIG Licensure or Local PD requirement		Fall 2013 - Spring 2014

Planned Sources of Evidence: Agenda, minutes, attendance sheets from informational meetings, district/school websites

Other Comments:

Practice E

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

This practice is a Maintained Practice for 2013-2016.

Rationale: MCS AIG Coordinator will continue to communicate among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

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

Description: Teachers will participate in district grade level PLC/departmental PLC meetings throughout the school year to provide a better line of communication among and between teachers and schools to ensure an effective continuation of k-12 services, especially at key transition points.

Planned Sources of Evidence: Agendas, minutes, etc. from district and schools focused on

services.

Student and parent communications, meetings at key transition points.

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: MCS AIG Program will continue to ensure 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.

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

Description: Parents are invited to participate in a conference to complete the Differentiated Education Plan (DEP). The DEP documents the service option(s) which meet the needs of the student. The purpose of the conference is to explain the goals and objectives of the service option(s), the manner in which progress will be assessed and to obtain parental permission for placement.

- Differentiated Education Plan (DEP)
- Individual Differentiated Education Plan (IDEP)

Differentiated Education Plan (DEP): A Differentiated Education Plan (DEP) will be written for each student demonstrating a need for differentiation beyond that which is normally provided by regular education. The DEP outlines the program service options(s) appropriate for an individual student at specified grade configurations (elementary K-5; middle school 6-8). The DEP lists the learning environment, content modifications and may indicate special programs available to the student during those grade configurations. A Differentiated Education Plan (DEP) will be completed for each student during each of the education phases (K 5, 6-8, and 9-12).

Individual Differentiated Plan (IDEP): Students who clearly demonstrate outstanding intellectual gifts (95% or above on aptitude) but are underachieving and do not meet the criteria for a service delivery option should be identified. An Individual Differentiated Plan (IDEP) should be developed for each student to meet his or her needs. Also, an IDEP might be appropriate for students who score at the 98% on an achievement and aptitude test and need radical differentiation.

Planned Sources of Evidence: agendas, minutes, etc. from meetings with related personnel
DEPs, IDEPs, etc.
LEA and school websites

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: MCS AIG Program will continue to ensure that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

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

Description: A Gifted Services Team will be formed at each school.

The Gifted Services Team at each school consists of representatives from the faculty who have been trained in identification and placement procedures. This team is not the current student services management team (SSMT) or IEP for exceptional children. The AIG specialist or designee will chair the committee in each school. The referring teacher, the school counselor, and/or school psychologist, the administrator (principal or principal-designee), and other appropriate personnel will be invited to join the Gifted Services Team when students with unusual qualifications are considered.

Responsibilities of the Gifted Services Team include initiating the search for students who demonstrate a need for differentiated education, receiving referrals for evaluation, and reviewing student data/information to determine academic, social and emotional needs, and placement.

Planned Sources of Evidence: Yearly Annual Review of the DEP/IDEP/Intervention plan Meetings minutes, agendas, etc. from annual review meetings

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 Focused Practice for 2013-2016.

Rationale: The Madison County Schools AIG program has had students who have accelerated at least one grade level, started kindergarten early, or subject accelerated at least once. The AIG program will focus on this practice to integrate the State Board of Education's "Credit by Demonstrated Mastery" policy into existing policies and procedures.

Goals: Integrate the State Board of Education's "Credit by Demonstrated Mastery" policy into existing policies and procedures.

Description: The service delivery options section describes the array of differentiated services available at each grade cluster—elementary, middle school, and high school. The needs of highly able and gifted students vary widely; therefore, the service delivery options address student needs in all content areas. At each grade level cluster, expectations of how the needs of gifted students will be met in the regular education program and within the core curriculum.

The program for the AIG students emphasizes development of advanced academic achievement and higher-level thinking and reasoning skills. Instruction in the AIG program is drawn from the North Carolina Standard Course of Study. Work that enriches and accelerates the standard course of study is used to provide challenging learning experiences.

Various program options and opportunities are required to meet the wide range of individual needs demonstrated by gifted students. A continuum of services is needed for individual student needs not only to be identified but also to be addressed through varying program services is necessary.

In addition to concentrating on specific academic content, enrichment services focus on the development of interest and special interests. It is important to stimulate interests and talent potential in all students. Talent development options will be based on student interest and motivation.

Subject Acceleration

98% on an achievement test in that subject area

97% on an aptitude test

95 or higher for the final average in the subject being considered

Recommendation from the teacher of specific subject, AIG coordinator, and principal

Student interest and motivation

Grade Acceleration

98% on an achievement test in all areas

98% on an individual test such as the WISC-IV and/or Stanford-Binet V

95 or higher for final averages in all academic subjects

Recommendation from the guidance counselor, AIG coordinator, principal, classroom teacher(s), and psychologist

Student interest and motivation

Psychological evaluation that includes social/personal development

Planned Sources of Evidence: • Acceleration options available and processes communicated

- Use of appropriate acceleration measures
- Student profile/body-of-evidence examples
- Minutes and agendas from related meetings

* Successful integration of "Credity by Demonstrated Mastery" policy into existing policies and procedures

Other Comments:

Practice I

Provides intentional services for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Maintained Practice for 2013-2016.

Rationale: Madison County Schools AIG Program strives to ensure that traditionally underrepresented populations receive the same opportunities and services across the district. AIG student identification is provided to personnel who have a specialized focus such as ELL as EC teachers that may also provide services to our AIG students. We also maintain a deliberate focus on our economically disadvantaged students. We sometimes have highly gifted students or students who need more than the standard DEP (Differentiated Education Plan) can offer, an IDEP (Individualized Differentiated Education Plan) is developed for that student.

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

Description: Services for children who are gifted must be a part of the overall educational program supporting excellence for all students, and it must include opportunities for advanced students. The learning needs of students who exhibit high performance in intellectual, creative, or artistic areas; possess strong leadership capacity; or excel in specific academic fields are different from other students their age, experience, or environment. Therefore, it is essential to provide diverse, appropriate, and ongoing learning experiences that incorporate the academic, psychological, and social needs of these identified students.

We believe that the teachers who are responsible for the instruction of these diverse learners must have the opportunity to acquire the base knowledge and skills to address these needs. The teachers who instruct these students will be provided the opportunity to attain a local AIG endorsement and attend staff development that will provide them with the appropriate instructional strategies to address the needs of gifted learners.

We believe that continuous staff development and collaboration among teachers, parents, administrators, and community members are necessary to meet the needs of talented, advanced, and

gifted students.

The talent search and referral process is ongoing throughout the school year. Recognizing and identifying students who may need differentiated services is a three-step process which includes:

Step 1: Student search, referral and data collection;

Step 2: Gifted Services Team review and recognition of needs;

Step 3: Placement in appropriate service options that match identified needs. In Madison County Schools, screening and identification is an ongoing process.

Gifted Services Team

The Gifted Services Team at each school consists of representatives from the faculty who should have been trained in identification and placement procedures. This team is not the current student services management team (SSMT) or IEP for exceptional children. The AIG specialist or designee will chair the committee in each school. The referring teacher, the school counselor, and/or school psychologist, the administrator (principal or principal-designee), and other appropriate personnel will be invited to join the Gifted Services Team when students with unusual qualifications are considered.

Responsibilities of the Gifted Services Team include initiating the search for students who demonstrate a need for differentiated education, receiving referrals for evaluation, and reviewing student data to determine academic needs and placement.

Prior to beginning the annual screening and referral process, the Gifted Services Team chairperson will provide the following training for the school staff:

- an overview of the system's plan for serving gifted students
- the definition of giftedness
- an awareness session on characteristics and needs of gifted students
- a review of the procedural steps for referring and placing a gifted student
- a review of Best Search Practices (Mary Frasier, 1997)

After the awareness session, the Gifted Services Team chairperson(s) will provide referral forms to all appropriate personnel. Referral forms include information regarding multiple indicators of giftedness, which may include the following:

- documentation of observed behavior
- student performance record and work samples (grades and portfolio pieces)
- student achievement data (North Carolina End-of-Grade/Course Test scores, K-2 Assessment data, etc.)
- student aptitude information (as appropriate)
- information about the student's interests (anecdotal)
- information about the student's motivation to learn (anecdotal)
- teacher recommendation

Step 1. Student Search/Screening and Referral

This step includes all activities to determine which students may need further assessment and/or placement. General information sought in this initial phase is readily available for all students. The student search includes but is not limited to the following:

- All third graders will be administered a standardized aptitude test, the Cognitive Abilities Test (CogAT), and end-of-grade (EOG) tests in reading and mathematics.
- Individual screening of referrals will be on going throughout the school year. Particular attention will be given to potentially AIG students from culturally diverse, economically disadvantaged, and disabled populations. The AIG coordinator in collaboration with the ESL teacher(s), parents and/or other appropriate individuals, will arrange for assessments such as the Naglieri Nonverbal Test. Students scoring high on the nonverbal section of the CogAT but low on the verbal or quantitative section will be referred for further testing using the Naglieri Nonverbal test.
- The Gifted Services Team at each school will conduct an annual review of the writing scores, and the standard cognitive and achievement test scores for individual students scoring at or above the 85th percentile for students in grades 3-8 to form a "pool" of student's possibly needing differentiation. The Gifted Services Team at each school will review records for transfer students entering grades K-8. Guidance counselors will oversee this process in grades 9-12.
- Students may enter the pool through the referral process. Teachers, parents, and students may make referrals. Referrals may be made at any time during the year.

Step 2: Gifted Services Team Review and Recognition of Need

The Gifted Services Team uses student data to evaluate strengths and determine academic needs for differentiation. The review process will result in one of three 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.
- Further evaluation: A request for additional evaluation prior to making a decision.
- Placement: Recommendation that services are required because data collected indicates a need for differentiation.

Parental permission will be obtained if additional testing is required. Placement decisions are made using appropriate data and procedures to ensure an accurate appraisal of individual student needs.

The Gifted Services Team maintains a roster of all referrals, referral information, and decisions reached. Referred students remain in the pool of potential candidates, even if placement in a service option is not recommended.

If a student transfers to Madison County Schools with a previous gifted placement, the Gifted Services Team will consider the most appropriate service match for the student.

Eligibility for receiving differentiated services is determined using the criteria listed for each service delivery option, with appropriate sources of information for each criteria. The criteria for each service option reflect multiple indicators of giftedness.

Step 3: Placement and Service Options Match

This step focuses on matching the student with the appropriate service delivery option(s). 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 a Differentiated Education Plan (DEP).

Parents and referring teachers are notified of the Gifted Services Team's decision and are invited to participate in a conference to complete the Differentiated Education Plan (DEP). The DEP documents the service option(s) which meet the needs of the student. The purpose of the conference is to explain the goals and objectives of the service option(s), the manner in which progress will be assessed and to obtain parental permission for placement.

- Differentiated Education Plan (DEP)
- Individual Differentiated Education Plan (IDEP)

Differentiated Education Plan (DEP): A Differentiated Education Plan (DEP) will be written for each student demonstrating a need for differentiation beyond that which is normally provided by regular education. The DEP outlines the program service options(s) appropriate for an individual student at specified grade configurations (elementary K-5; middle school 6-8). The DEP lists the learning environment, content modifications and may indicate special programs available to the student during those grade configurations. A Differentiated Education Plan (DEP) will be completed for each student during each of the education phases (K 5, 6-8, and 9-12).

Individual Differentiated Plan (IDEP): Students who clearly demonstrate outstanding intellectual gifts (95% or above on aptitude) but are underachieving and do not meet the criteria for a service delivery option should be identified. An Individual Differentiated Plan (IDEP) should be developed for each student to meet his or her needs. Also, an IDEP might be appropriate for students who score at the 98% on an achievement and aptitude test and need radical differentiation.

Yearly Performance Review

K-5 Elementary and 6-8 Middle School: The Gifted Services Team will ensure that an annual review of the progress of each student participating in differentiated service options is conducted by teachers who are providing the services. The purpose of the review is to determine the student's performance in the differentiated service area. The Gifted Services Team will oversee the following:

- ongoing communication from the teacher delivering each option via progress reports, report cards, and North Carolina End-of-Grade or End-of-Course test scores
- alternative assessment data pertaining to the student's progress provided to parents by the teacher or mentor, such as evaluations of special projects/units of study, presentations, etc.

If a student is progressing satisfactorily in his/her service option(s) and no changes are required, the parents will be notified of his/her continued placement in those options. If other service options are needed, the Gifted Services Team may amend the Differentiated Education Plan (DEP) or Individual

Differentiated Education Plan (IDEP). Parents will be invited to a conference to discuss the changes.

If the yearly performance review indicates that a student is not performing satisfactorily, the team will invite parent(s) to a conference to discuss a change in the Differentiated Education Plan (DEP), Individual Differentiated Education Plan (IDEP), or the development of an Intervention Plan.

Intervention Plan (K-12): During the year, a teacher or parent may become concerned about the performance of a gifted student especially underachieving or gifted students with learning disabilities in a particular service option. The student's current level of performance and areas of concern will be reviewed. A change in the Differentiated Education Plan or an Intervention Plan may be needed in order for the student's individual needs to be met. If an Intervention Plan is written, strategies such as counseling sessions, a student-teacher contract or study guides may be included. The Gifted Services Team will monitor the student's progress and eligibility for gifted services will be reviewed. Parents will be involved in the intervention p

Planned Sources of Evidence: DEPs, GST meeting notes, agenda, etc.

Other Comments: The Madison County Schools AIG Program uses the following Best Search Practices to help guide student referral and placement:

The focus should be on the diversity within gifted populations. The gifted are not a homogeneous group nor do they express their talents in the same way.

1. The goal should be inclusion rather than exclusion of students.
2. Data should be gathered from multiple sources; a single criterion of giftedness (i.e., IQ/aptitude score) should be avoided.
3. Both objective and subjective data should be collected.
4. Educators and non-educators who represent various areas of expertise and who are knowledgeable about behavioral indicators of giftedness should be involved.
5. Screening for giftedness should occur as early as possible, should consist of a series of steps, and should be continuous.
6. Special attention should be given to the different ways in which children from different cultures manifest behavioral indicators of giftedness.
7. Decision-making should be delayed until all data on a student have been reviewed.
8. Data collected during the identification process should be used to help determine the curriculum.

Source: Frasier, Mary (1987)

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: Madison County Schools offers and encourages many extracurricular programs and events for the gifted students.

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

Description: Madison County Schools AIG Program encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students. Those options can be seen by the service delivery options summary below:

Elementary

Service Delivery Options

Summary

Academic Learning Environment

AIG Consultation/Support

Cluster Grouping

Cross-Grade Grouping

Multi-Grade Groups

Subject Acceleration

Subject Groups

Grade Acceleration

Content Modification

Advanced Content

Contracts

Computer Applications

Curriculum Compacting

Differentiated Units

Enrichment Units

Independent Study

Interdisciplinary Units

Learning Centers

Support Services (AIG)

Tiered Assignments

Enrichment/Special Programs

Accelerated Reader

Contests/Competitions

Duke 4th/5th Grade Talent Search

Field Trips

Math Superstars

Odyssey of the Mind

Summer Opportunities

Super Saturday

Enrichment Triad Model Activities (Renzulli Type I, II, III)

Renzulli Learning Systems

Madison County Schools
Middle School

Service Delivery Options
Summary

Academic Learning Environment

- AIG Consultation/Support
- Algebra I
- Cluster Grouping Across Teams
- Grade Acceleration
- Honors Language Arts
- Honors Math
- Subject Acceleration

Content Modification

- Advanced Content
- AIG Support
- Computer Applications
- Contracts
- Curriculum Compacting
- Differentiated Units
- Independent Study
- Interdisciplinary/Thematic Units
- Tiered Assignments

Enrichment/Special Programs

- Accelerated Reader
- Band
- Duke TIP Program
- Field Trips
- Interests Clubs
- Junior National Honor Society
- Math Counts
- Math Superstars
- Odyssey of the Mind
- Science Fair
- Summer Opportunities
- Super Saturdays
- Enrichment Triad Model Activities (Renzulli I, II, III)
- Renzulli Learning Systems
- Visual/Performing Arts
- Yearbook

Madison County Schools
High School

Service Delivery Options-Elementary Summary

Academic Learning Environment

- Advanced Placement
- Dual Enrollment
- Honors Classes
- Independent Advanced Placement Opportunities
- Special Schools
- Subject Acceleration
- AIG Consultation/Support

Content Modification

- Advanced Content
- Computer Application
- Distance Learning
- Learning Contracts
- Independent Study
- Tiered Assignment

Enrichment/Special Programs

- Academic Recognition
- Band
- Clubs and Organizations
- Governor's School
- Independent Research
- Internships
- Interest-based Electives
- Job Shadowing
- Leadership Training
- Mentor Program
- Senior Exit Project
- Summer Opportunities

Planned Sources of Evidence: Student participation in extra-curricular programs, service learning, inquiry-based projects, mentorship programs, etc.
Variety of opportunities shared with students

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: MCS AIG program needs to continue to develop partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

Goals: To improve partnerships and communication with parents/families and the community to ensure that the most appropriate services for the academic, intellectual, social, and emotional needs of AIG students are provided.

Description: Madison County Schools
Programs for Academically Intellectually Gifted Students
Parent and Community Involvement Strategies

PARENT AND COMMUNITY INVOLVEMENT

An active partnership among parents, community, and school is essential for a successful academically gifted program. Linking the academic program to real world experiences nurtures a student's aptitude, talents, and interests. However, this requires extensive parental and communal involvement. Madison County Schools believes that such interest by the general public will encourage unique opportunities for educational experiences that will expand the student's knowledge even further. When academically gifted children and young adults observe that education is a focal point in the family, as well as the community, they will make education a priority.

COUNTYWIDE AIG ADVISORY BOARD

An advisory board will be initiated to provide feedback concerning the effectiveness of Madison County Schools' Gifted Education Program. The advisory board will consist of the AIG specialist, three teachers, a principal, a community representative, and one parent from each of the attendance areas. This board will meet during the year. Schools will be surveyed for issues that need to be discussed at those meetings.

INFORMATIONAL MEETINGS

Before full implementation of the revised AIG plan, informational meetings will be held to share the plan with parents.

GIFTED BROCHURES & NEWSLETTERS

A brochure will be updated in order to provide information about the gifted program for parents and community. Newsletters will be sent periodically throughout the year to parents of AIG student to

share important announcements and other information relative to the program.

LOCAL NEWSPAPER

Articles about special activities in Madison County Schools may be featured in our local newspaper.

CAREER DISCOVERY WORKSHOP

The AIG specialist will coordinate efforts with Madison County JobLink Career Center staff to facilitate career discovery workshops for interested students.

BOARD OF EDUCATION ANNUAL REPORT ON GIFTED EDUCATION

Each year, an annual report regarding gifted education will be updated for the Board of Education.

COLLEGE PARTNERSHIPS

Information about opportunities available to gifted students at the Madison Campus of Asheville-Buncombe Technical Community College, Mars Hill College, Duke University, etc. will be given to students.

VOLUNTEER PROGRAM

Volunteers are invited and encouraged to attend orientation sessions in schools to learn about being a volunteer. Although the volunteer program is not specifically related to gifted children, these students benefit from the support and enrichment offered by parents and community members.

Madison County Schools

Programs for Academically Gifted Students School/Community Interactions

The continuous interaction between the school and community is cooperatively planned and is also an ongoing process. Evidence of interaction is seen through community interest and support in supplementing the school program.

The following are examples of agencies or groups that have been involved either with specific schools on an individual basis or with the school system as a whole. Some agencies are involved on an irregular basis while others are involved regularly in the day-to-day life of students in the schools and would be available to serve as AIG enrichment resources.

- Asheville-Buncombe Technical Community College
- American Cancer Society
- American Red Cross
- Communities in Schools
- Hot Springs Health Program
- Land of Sky Regional Council
- Madison County 4-H
- Madison County Animal Control Office
- Madison County Arts Council
- Madison County B-K Child Development Program
- Madison County Chamber of Commerce

Madison County Economic Development Organization
Madison County Education Foundation
Madison County Emergency Management Services
Madison County Habitat for Humanity
Madison County Head Start
Madison County Juvenile Court Counselor
Madison County Kiwanis
Madison County League of Women Voters
Madison County Lions Club
Madison County Parks & Recreation
Madison County Public Library
Madison County Rescue Squads
Madison County Retired Teachers Association
Madison County Senior Centers
Madison County Sheriff's Department
Madison County Social Services Department
Madison County Soil and Water Conservation District
Madison County Special Olympics
March of Dimes
Mars Hill College
Mars Hill, Marshall, and Hot Springs Police Departments
North Carolina Agricultural Extension Service
North Carolina Department of Vocational Rehabilitation
North Carolina Forest Service
North Carolina Wildlife Resources Commission
Salvation Army
Upward Bound Program - Mars Hill College
Volunteer Fire Departments

In addition to clubs, agencies, and organizations that are involved in various ways in the schools, the business and industry community in Madison County and surrounding counties is very supportive of Madison County Schools. Support ranges from gifts of money and material, volunteering of time and services, donation of equipment, sponsorship of scholarships, and use of facilities to participation in school-sponsored events such as the Madison High School Scholars Banquet.

Without the involvement and support from business, industry, clubs, organizations, and agencies, there would be a tremendous void in the quality of programs offered to Madison County students

Links to Other System Wide Efforts

It is imperative that gifted education be an integral part of other school system initiatives in Madison County Schools. Gifted program goals and objectives correlate and support the system initiatives. Both the gifted program and the system are focused on meeting students' academic needs, expanding their technological skills, and increasing their performance.

Madison County's accountability continues to be assessed through the ABCs and local accountability measures. Within such accountability, it is the responsibility of each school to implement the AIG program and best meet the needs of this student population. This AIG plan was developed through

an extensive data collection process including input from parent surveys, student surveys, and staff surveys.

Madison County Schools' Technology Plan recognizes the importance of technology and its impact on the learning process. The technology plan provides a technology-integrated curriculum, which will correspond to our efforts to provide differentiated instruction for gifted learners. Technology differentiation will be explored through staff development and workshops offered through several departments.

Other committees currently at work where there is a natural link for collaboration:

- Block scheduling committee
- System and site-based staff development
- Advanced ED (formerly Southern Association Accreditation Team)
- School Improvement Team County-wide Team
- Parent advisory council
- Teacher planning teams
- School Improvement Curriculum Committee
- CORE Team
- Parent Teacher Associations
- Career development plans
- English as a Second Language Program
- School Programs
 - o Odyssey of the Mind
 - o Math Counts
 - o Science Fair
 - o Geographic Bee
 - o 7th Grade Duke TIP
 - o Duke 4th/5th Grade Talent Search
 - o Battle of the Books
 - o National Honor Society
 - o Accelerated reading

Newly formed committee or programs within the school system will collaborate with the Gifted Services Team regarding the AIG student population.

Planned Sources of Evidence: • Various modes of communication, websites, brochures, handbooks, etc.

- Agendas, minutes, presentations at related meetings, work sessions
- Parent/family and community surveys
- Intentional recruitment efforts
- Membership and involvement of parent/families and community
- Collaboration with related community groups, Partners for the Advancement of Gifted Education (PAGE chapters), local colleges, etc.

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: MCS AIG Program needs to continually refine the methods it employs to share with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

Goals: To improve the methods it employs to share with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

Description: The AIG Coordinator will continue collaborate with all stakeholders to formulate better methods to communicate the different aspects of gifted education with everyone. A webpage has been constructed and will continue to be maintained for the AIG program to help communicate with all stakeholders.

Planned Sources of Evidence: • Publically posted local AIG plan

- Various modes of communication, websites, brochures, handbooks, etc.
- Agendas, minutes, presentations at related meetings, work sessions
- Parent/family and community surveys
- Intentional recruitment efforts
- Membership and involvement of parent/families and community
- Collaboration with related community groups, Partners for the Advancement of Gifted Education (PAGE chapters), local colleges, etc.

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: MCS AIG Program will continue to work toward involving stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan

Goals: To improve the level of involvement by stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

Description: PARENT AND COMMUNITY INVOLVEMENT

An active partnership among parents, community, and school is essential for a successful academically gifted program. Linking the academic program to real world experiences nurtures a student's aptitude, talents, and interests. However, this requires extensive parental and communal involvement. Madison County Schools believes that such interest by the general public will encourage unique opportunities for educational experiences that will expand the student's knowledge even further. When academically gifted children and young adults observe that education is a focal point in the family, as well as the community, they will make education a priority.

COUNTYWIDE AIG ADVISORY BOARD

An advisory board will be initiated to provide feedback concerning the effectiveness of Madison County Schools' Gifted Education Program. The advisory board will consist of the AIG specialist, three teachers, a principal, a community representative, and one parent from each of the attendance areas. This board will meet during the year. Schools will be surveyed for issues that need to be discussed at those meetings.

Planned Sources of Evidence: • Invitation and membership on various AIG –related committees, task force, steering

committee, programs, plan revision, etc.

- List of AIG committee members and representative roles
- Surveys that include diverse groups from the community (colleges, faith-based, business)

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: The MCS AIG Program needs to have the ability to inform parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

Goals: To translate information of opportunities available to AIG students on an ongoing basis in their native language.

Description: When materials are created to inform parents and families of AIG students of opportunities, these will be translated into the native languages, as needed. Translators are made available at meetings when necessary to ensure accurate communication.

Planned Sources of Evidence: Translated documents

Other Comments: At the present time all of the identified AIG students speak English.

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Partnerships are vital to the well-being of our Madison County Schools' AIG program and the students we serve. We need to explore other avenues of support and services through local businesses and industry in our community; consequently this is a focused practice.

Goals: 1- AIG staff and Advisory Committee will seek out additional opportunities for community based partnerships which will enhance the services provided for our gifted students.
2- Beginning in the Fall of 2013 research community based opportunities available for our gifted students such as, field trips to local businesses.
3- Investigate possible opportunities for high school internships

Description: The AIG program needs to seek out additional opportunities for community based partnerships which will enhance the services provided for our gifted students. The AIG coordinator will research community based opportunities and internships available for our gifted students and create a database of this information to be shared with stakeholders.

Planned Sources of Evidence: Agendas, Flyers for events, database of information

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 MCS AIG program 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.

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

Description: see the appendix for further information

Planned Sources of Evidence: LEA's AIG plan and review

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG plan for Madison County Schools adheres to North Carolina's AIG legislation, Article 9B, and the six North Carolina AIG Program Standards adopted by the State Board of Education. The implementation of the local plan is monitored by Madison County Schools AIG Coordinator. Fidelity checks are done by scheduled meetings with AIG specialists and teachers, internal paperwork review, surveys, and administrative observations. However, there is a need to establish an AIG Advisory Committee with consistent membership representative of our district. We will focus on this practice to ensure a continuous, consistent, and effective evaluation of the local AIG plan goals.

Goals:

Goals: Develop an AIG Advisory Committee which:

- A) Is representative of all the schools in the district
- B) Encompasses regular education teachers, administrators, support personnel.

C) Committed to meeting at least once a year.

Description: The AIG Coordinator in coordination with the school based gifted services team reviews:

- School-based programming checks/audits
- Disaggregation of EOG and EOC data
- Data reports, patterns/trends of related topics
- Parent/Teacher/Student surveys, interviews

Planned Sources of Evidence: • School-based programming checks/audits

- Disaggregation of EOG and EOC data
 - Data reports, patterns/trends of related topics
 - Parent/Teacher/Student surveys, interviews
- > Agendas and meeting minutes of Advisory Committee

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The State of North Carolina in Program Report Code 034 allocates funds for gifted education. Madison County Schools AIG Program has a yearly budget in place to categorize expenditures and facilitate and implement the local AIG plan. The AIG Coordinator receives a finance report each month for review, and the AIG Department in conjunction with the Finance Department work together to ensure state funds allotted for gifted education are used correctly. Madison County Schools AIG Program closely monitors the use of state funds for the local AIG program according to state policy; therefore, this is maintained practice

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

Description: The AIG Coordinator in collaboration with the district superintendent and finance director monitors the uses of state funds allotted for the local AIG program according to state policy.

Planned Sources of Evidence: • Annual budget statement

- Teacher licensure and PRC 034 funds
- Contracts for professional development
- Receipts for materials and curriculum products

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG coordinator and classroom teachers grades K-8 review and document student performance growth annually on the "Yearly Performance Review" form that is placed in the individual AIG student file. However, to date no formal tracking of AIG student data by our local LEA or AIG program has been undertaken. We will focus on this practice to develop a systematic procedure for collecting and analyzing AIG data.

Goals: 1. Develop a systematic procedure to gather, analyze, and share AIG student growth and achievement data for the district, including EOG, EOC, PSAT, SAT, AP, ACT, PLAN, and EXPLORE. 2. Use disaggregated data to individual and group AIG student trends to improve program instruction and services

Description: The AIG identified students in our system undergo an annual review process by the school based gifted services team each year to maintain, analyze, and share student performance growth and annual drop-out data for AIG students. The information gathered in this process is then shared with key stakeholders.

Planned Sources of Evidence: • Disaggregation of EOG and EOC data, other performance indicators

- Interviews with school personnel
- DEPs/IDEPs/etc.
- Drop-out data including AIG students
- List of interventions and documentation of implementation

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: The MCS AIG program will continue to monitor 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.

Goals: To equip the school-based gifted services teams with the necessary training that will allow for better monitoring of 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.

Description: The AIG Coordinator will provide the school-based gifted services teams with the necessary training that will allow for better monitoring of 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.

Planned Sources of Evidence: • Data regarding referral and identification trends based on demographics, sub-groups

- Enrollment data in upper level courses
- Retention data
- Agendas, minutes, presentations at related meetings, work sessions
- Annual reports, policy revisions

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: The data regarding the credentials of all school personnel is maintained and updated by the Madison County Schools Personnel Department and shared with the AIG Coordinator upon request. Therefore, we will focus on keeping a separate set of files for this purpose, maintained by the AIG Coordinator, which will include all professional development in gifted education completed by district employees, as they seek to meet local professional development AIG requirements

Goals: 1. Maintain an AIG personnel qualification file for those teachers/AIG specialists serving AIG students.

Description: A data base is created and maintained regarding the credentials of personnel serving AIG students.

Planned Sources of Evidence: • Licensure reports

- Professional development records
- Use of PRC 034 funds
- Student placement

Other Comments:

Practice G

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

improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: MCS AIG Program will continue to maintain 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

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

Description: COUNTYWIDE AIG ADVISORY BOARD

An advisory board has been initiated to provide feedback concerning the effectiveness of Madison County Schools' Gifted Education Program. The advisory board will consist of the AIG specialist, three teachers, a principal, a community representative, and one parent from each of the attendance areas. This board will meet during the year. Schools will be surveyed for issues that need to be discussed at those meetings.

Planned Sources of Evidence: • Agendas, minutes, presentations at related meetings, work sessions

- Invitations to serve, Membership on committees, etc.
- Surveys, interviews with related stakeholders

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: MCS AIG Program will continue to elicit regular feedback from students, parents/families, teachers, and other stakeholders regarding the quality and effectiveness of the local AIG program.

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

Description: Feedback is collected from students, parents/families, teachers, and other stakeholders regarding the quality and effectiveness of the local AIG program at key points. Information is shared at yearly DEP meetings, annual review meetings, and from surveys.

Planned Sources of Evidence: • Data from surveys, interviews, focus groups with related stakeholders (students, parents, teachers, administrators, etc.)

- Data gathered from focused questions at annual DEP/IDEP/etc. meetings

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG Department continually seeks ways to continually improve the Madison County Schools AIG Program. The review and revision of the local AIG plan in Madison County is ongoing and comprehensive. Multiple sources of information from all stakeholders are reviewed and used in decision-making and supported by administrators and the local Board of Education. More consistency is needed in meeting with the AIG Advisory Committee throughout the year; therefore, this is a focused practice.

Goals: 1. Hold AIG Advisory Committee meetings at least once a year.
2. Gather and share testing data collected from EVAAS and the Testing and Accountability Department

Description: The Madison County School System reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement. Data is gathered from school personnel through district-wide grade level and departmental meetings, principal and administrator meetings, DEP/IDEP/Intervention plan reviews, annual review meetings, and the DPI program review.

Planned Sources of Evidence: • Review comments by DPI noted and returned to LEA
• Explicit plan revisions based on various feedback
> AIG Advisory Committee meeting agendas/minutes

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: All data from the local AIG Program surveys is public knowledge and is shared with appropriate stakeholders by the AIG Department. This practice has been successful for Madison County Schools; therefore, this is a maintained practice.

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

Description: The Madison County School System does disseminate all data from evaluation of the local AIG program to the public through a district wide annual report.

Planned Sources of Evidence: • Annual Report posted

- Various modes of communication, newsletter, website, media coverage, memos, emails, etc.

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: Madison County Schools adheres to the Family Educational Rights and Privacy Act (FERPA), Article 9B, and Chapter 115C-150.8 (Review of Disagreements of the North Carolina General Statutes. The Madison County Schools AIG Program has policies, procedures, and practices in place to protect the rights of AIG students; therefore, this is a maintained practice.

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

Description: Due Process Procedures
Academically/Intellectually Gifted

Madison County continues to seek ways to make our schools quality-learning environments. Part of the attainment of this commitment is a collaborative effort between the home and school.

Madison County Schools' Gifted Education Program goals, objectives and service options should be clearly communicated to parents. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following procedures should be followed to resolve a disagreement.

Step I: Appeal to the School Gifted Services Team

1. The parent/guardian may request a conference with the Gifted Services Team at the child's school. This request must be made in writing. The Gifted Services Team should be given ample opportunity (10 days) to convene all members together for conference.
2. At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options should be reviewed with the parent/guardian. If needed, the child's teacher may be asked to provide further documentation concerning student achievement.
3. At this conference, all information is shared with the parent/guardian and minutes recorded on the Gifted Services Team minutes form and signatures are obtained from those involved.
4. Following the conference, the Gifted Services Team will respond to the parent's concerns in writing within ten (10) days of the conference.

Step II: Appeal to the Building Level Principal

1. The parent may appeal the decision of the Gifted Services Team to the building level principal. This must be done in writing within ten (10) days of the decision from the Gifted Services Team. The principal shall schedule the conference within ten (10) days of receipt of the written request. The Gifted Services Team chairperson and the child's teacher may be invited to this conference along with the parent/guardian.
2. The principal shall review the concern. During the conference, he/she may request information from the child's teacher, the Gifted Services Team, or the parents. Minutes are recorded on the Gifted Services Team minutes form and signatures are obtained from all those present.
3. The principal shall respond to the concern in writing within ten (10) days of the conference.

Step III: Appeal to the Superintendent

1. The parent/guardian may appeal the decision of the principal to the superintendent. This must be done in writing within ten (10) days of the decision from the associate superintendent. Please submit the appeal to:

Ron Wilcox, Superintendent
Madison County Schools
5783 Highway 25-70
Marshall, NC 28753

The conference shall be scheduled within ten (10) days of receipt of this request.

2. The superintendent will review the concern. During the conference with the parent/guardian, the superintendent may request further information from the child's teacher, the Gifted Services Team, the parent/guardian, the principal and/or associate superintendent. Minutes are recorded on the Gifted Services Team minutes form and signatures are obtained from those present.
3. The superintendent shall respond to the concern in writing within ten (10) days of the conference. At this point, the superintendent may request mediation in order to resolve the concern. An impartial mediator shall be selected for this process.

Step V: Appeal to the Local Board of Education

1. The parent/guardian may appeal the decision of the superintendent to the local board of education. This must be done in writing one week prior to the next scheduled board meeting in order that this appeal is placed on the agenda. Please submit the appeal to:

Madison County Board of Education
Madison County Schools
5783 Highway 25-70
Marshall, NC 28753

2. The board of education will review the concern. The board may request further information from the child's teacher, the Gifted Services Team, the parent/guardian, the principal, associate superintendent and/or superintendent.
3. The board shall make a final decision in writing within thirty (30) days of the receipt of the written complaint.

Step VI: State Level Grievance Procedure

Once all efforts have been exhausted within the system, the parent/guardian may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act, of North Carolina.

The issues for review shall be limited to:

1. Whether the local system improperly failed to determine eligibility for services within its gifted education program.
2. Whether the local system implemented and provided those services specified within the differentiated gifted education plan.

Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of written findings and the decision to the parties and to the state superintendent of public instruction.

Planned Sources of Evidence: • Due process procedures written and shared in various ways
• Documentation of complaints and subsequent LEA responses and changes

Other Comments:

Glossary (optional):

Appendix (optional):

Appendix Early Entrance to K.docx (*Appendix*)
Appendix GST, Screening, ID, Placement of students for DI.docx (*Appendix*)
Appendix Glossary.docx (*Appendix*)
Appendix Grievance Procedure.docx (*Appendix*)
Appendix Needs Assessment.docx (*Appendix*)
Appendix Service Delivery Options.docx (*Appendix*)
Appendix Social Emotional.docx (*Appendix*)
2013 AIG system commitment.pdf (*Local Board Approval Document*)
signed form.jpg (*Local Board Approval Document*)