

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

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

Moore County Schools Vision for local AIG program: We are committed to meeting the educational needs of all students, including those with special abilities and talents. We believe that students with special gifts, talents, and high interests are found in all ethnic, geographic, and socioeconomic groups, and they represent a source of potential innovation, creativity, and leadership. Without appropriate educational opportunities, the superior talents and abilities of many of these students would remain undeveloped. Therefore, we have a responsibility to provide an appropriate and challenging educational program, grounded in the recognition of individual differences and unique learning styles within an environment that encourages and nurtures inquiry, flexibility, and divergent thinking. Through effective collaboration, we must deliver a differentiated curriculum of greater challenge, more complexity and abstraction, and faster paced instruction for those demonstrating readiness, thereby maximizing the intellectual, emotional and social potential of our gifted students.

Moore County Schools strives to

* Create learning environments in all schools that value and nurture intellectual ability and creativity.

* Provide multiple services and opportunities for gifted students in grades K – 12 in order to help meet both cognitive and affective needs.

8/8/2013

* Nurture, identify, and serve all gifted students compared to others of their age, experience or environment.

* Communicate with and involve stakeholders (students, parents, teachers and community) in gifted education regularly.

* Assess and improve the state of our AIG program.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$525812.00	\$61000.00	\$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: Moore County Schools provides teachers with updated screening and identification information annually. The school system's website provides in-depth information regarding referral, screening and identification processes. Survey data from January 2013 from certified teachers and administrators indicates that 73% understand the identification processes. Additionally, the language used in our documents is often educational jargon and needs to be stated in simpler terms for families and community members not familiar with the language.

Goals: During this plan cycle, Moore County Schools will

* Improve the communication screening, referral, and identification processes using easy to understand terminology for teachers, parents, students, and the community-at-large.

Description: Moore County will improve Practice A in the following ways:

- * Prepare and distribute informational brochures for all schools
- * Prepare and post a podcast/videocast regarding screening
- * Prepare and present AIG embedded professional development
- * Send letter about AIG services home with all students in the beginning of the year
- * Prepare and share presentations with faculty at beginning of school year (AIG teacher)
- * Post AIG Plan once approved for 2013-2016 on the system website
- * Post documents and website to reflect non-educator language

Planned Sources of Evidence: * Brochure

- * Letter posted to website
- * Attendance sheets from yearly presentation to staff
- * Link accessible to all stakeholders
- * Embedded AIG professional development documentation

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Moore County Schools utilizes multiple pathways to gifted identification using both traditional and nontraditional measures. The variety of pathways allows for students to be able to qualify in a myriad of ways without one indicator removing a student from eligibility. We currently utilize multiple ability, aptitude, and achievement tests as well as profiles for leadership and creativity for quantitative scoring. Report card performance, authentic products, interviews and observations may also be used to identify the gifts of our students.

Goals: During the 2013-2016 plan cycle, Moore County Schools will:

- * Explore and implement alternative assessments for identifying under-represented populations and those gifted in nontraditional areas.
- * Create and implement a nontraditional pathway for identification

Description: During this plan cycle, we will develop and implement a non-traditional pathway to identification to ensure that standardized testing data does not prevent students who display giftedness in other ways the opportunities of AIG identification. This pathway will include multiple indicators and will be assessed by our Needs Determination Teams in each school. These indicators may include grades/performance and a history of outstanding academic performance as compared to classmates or peers of that same ethnic group, outstanding achievement in contests, competitions and other activities, gifted characteristics as identified through approved checklists, reading or math performance well above grade level, potential to score "3" as evidenced by "AP Potential" and/or the top 5% of the class (high school rank/GPA).

NOMINATION

Any person who is associated with the student may refer that student for gifted services at any time in the year. This includes parents, school personnel, community members, peers or the student himself. We will communicate nomination information in English and Spanish using the following methods:

- * School Connect Ed Messages
- * School and District Websites
- * Registration packets
- * AIG Teacher Webpages

Universal screening measures are also in place in grades 3-8 and include the CogAT in third and seventh grades using composite and sub-test scores. Additionally, performance on the North Carolina End-of-Grade Tests is reviewed annually. These measures are given to all students and are used by AIG teachers for initial referral data. Additional screens will be investigated and may include:

- * K-2 mClass data
- * Individual SRI data
- * Benchmark data in English Language Arts, Math, and Science
- * K-2 whole class talent development opportunities
- * EXPLORE Assessment

IDENTIFICATION

Student identification will fall within three windows of the school year:

Fall - (September) Open to any student new to Moore County Schools since the close of the spring window

Winter - (November-February) Open to any student enrolled in the school system

Spring - (May-June) Open to any student not screened in the earlier windows using state assessment data or ability testing at 3rd and 7th grades

Our identification criteria includes use of the following indicators:

Quantitative Data (expressed in numbers):

* Ability Test:

Ability tests are designed to measure general intelligence and are the most reliable measure of intelligence. They are most often used to determine pacing of curricular material. During the 2013-2016 Plan cycle, we will utilize ability testing in native languages when appropriate.

- Individual Ability Test:

Individual ability tests are given to one student usually by a psychologist to determine a person's intellectual abilities. These tests include Stanford Binet Scales (SB), Wechsler Scales (WISC), Wechsler Pre-School and Primary Intelligence Scale (WPPSI-III) and Woodcock-Johnson III Test of Cognitive Abilities (WJ III Cog).

- Group Ability Test:

Group ability tests are given often to groups of students at one time. They may be administered by trained personnel. These include Cognitive Abilities Test (CogAT), Otis-Lennon School Ability Test (OLSAT-7), Ravens Progressive Matrices (RPM), Naglieri Nonverbal Ability Test 2 (NNAT 2), In-View (Test of Cognitive Skills), and SAGE Reasoning.

* Aptitude Test:

Aptitude tests measure the potential for future performance. They are most often used to determine the strengths and needs in specific achievement areas. These include the Iowa Test of Basic Skills (ITBS)-off grade level, ACT Assessment, California Achievement Test (CAT-5) - off grade level, and Scholastic Aptitude Test (SAT).

* Achievement Test:

Achievement tests measure the current level of achievement of the student. We accept achievement tests using the most recent norms. Typical tests include Woodcock Johnson IV Tests of Achievement (English or Spanish), Iowa Test of Basic Skills (ITBS), California Achievement Test (CAT-5), and Scholastic Aptitude Test (SAT).

* Report Card Grades/Performance

Report cards will be reviewed from the last 12 months to determine classroom performance.

* Interview

Interviews will be conducted in a structured and unstructured format. All students will receive the

same questions in the same order in the structured interview. If the interviewer determines that he/she needs additional information, they may ask broader questions and probe for clarity and understanding of responses.

* Observation

An observation can be conducted by the AIG teacher to determine the gifted characteristics the student demonstrates. An observation form will be utilized.

Qualitative Data (expressed in words):

* Authentic Product

An authentic product is an independent product that the student has planned, developed, and created that demonstrates critical and creative thinking. The quality of work will show above grade level performance. A student reflection sheet will accompany the product.

* Creativity Test

Profile of Creativity Abilities (PCA) is based on two models of creativity.

1. Structure of Intellect (SOI) consists of an organized set of abilities used to process information. The model includes three dimensions which determine different types of intellectual abilities: operation, content, and product.
2. Componential Model of Creativity focuses on social and environmental factors. This model consists of three basic components that are important in creativity.
 - Domain-Relevant Skills — Includes competencies and talents that are applicable to the domain in which an individual is working.
 - Creativity-Relevant Processes — Refers to the cognitive style, knowledge of heuristic, and work style that support and nurture creativity.
 - Intrinsic-Task Motivation — Suggests that individuals will be most creative when they are motivated primarily on their own.

* Leadership

Leadership is defined as possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability and the ability, or vision, to set goals and organize others to reach those goals. At least three assessment measures are required for identification and diagnosis.

- Student Self-Assessment – Leadership
- Student Questionnaire – Leadership
- Teacher Questionnaire – Leadership
- Roet's Rating Scale for Leadership
- Teacher Checklist for Leadership

Planned Sources of Evidence: * Availability of variety of methods for assessment

- * Student folders indicating placement
- * Screening/Nomination Rosters

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: In an effort to screen, refer, and identify students of all ethnicities, races, cultures, socio-economic statuses, the highly gifted, and the twice-exceptional, a variety of methods must be used to ensure students are identified appropriately. Data is collected from multiple sources and includes student achievement, student ability, student performance, student interest, and motivation. Our system remains committed to uncovering potential in all students and will continue to research additional methods for identifying the potential of under-represented populations.

Goals: During the 2013-2016 plan cycle, Moore County Schools will implement a non-traditional pathway for identification of gifted characteristics in our students.

Description: NOMINATION

Any person who is associated with the student may refer that student for gifted services at any time in the year. This includes parents, school personnel, community members, peers or the student himself. We will communicate nomination information in English and Spanish using the following methods:

- * School Connect Ed Messages
- * School and District Websites
- * Registration packets
- * AIG Teacher Webpages

Universal screening measures are currently in place in grades 3-8 and include the CogAT in third and seventh grades using composite and sub-test scores. Additionally, performance on the North Carolina End-of-Grade Tests is reviewed annually. These measures are given to all students and are used by AIG teachers for initial referral data. Additional screens will be investigated and may include:

- * K-2 mClass data
- * Individual SRI data
- * Benchmark data in English Language Arts, Math, and Science
- * K-2 whole class talent development opportunities
- * EXPLORE Assessment

Additionally, during this plan cycle, we will incorporate ability testing in native language when

appropriate in understanding that nonverbal ability testing may not address the gifts of all students.

We will develop and implement a non-traditional pathway to identification during this plan cycle to ensure that standardized testing data does not prevent students who display giftedness in multiple ways the opportunities of AIG identification. This pathway will include multiple indicators and will be assessed by our Needs Determination Teams in each school. These indicators will include grades/performance and a history of outstanding academic performance as compared to classmates or peers of that same ethnic group, outstanding achievement in contests, competitions and other activities, gifted characteristics as identified through approved checklists, reading or math performance well above grade level, potential to score "3" as evidenced by "AP Potential" and/or the top 5% of the class (high school rank/GPA).

Planned Sources of Evidence: * Screening/Nomination Rosters

- * Student folders showing placement
- * AIG Head Count
- * Data regarding use of native language testing
- * Creation and implementation of nontraditional pathway
- * DEPs showing placement of students via the nontraditional pathway
- * Data demonstrating placement of under-represented populations

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Moore County Schools continues to use a variety of screening procedures K-8 consistently across the district. Screening rosters indicate a wide variety of students who demonstrate potential for success in the AIG program. However, additional screening measures that include the input of the regular classroom teacher on the front lines with students may be helpful in identifying those students with potential who are not exceptional performers on tests.

Goals: During this plan cycle, Moore County Schools will

- * Improve screening practices to include teachers who may see areas of giftedness not depicted on tests.

Description: Current screening and nomination methods rely mostly on quantitative data that may not identify all students. We will work during this plan cycle to improve school personnel's ability to spot potential in all students. This will ensure more flexibility and accuracy in screening students K-8.

Methods to Improve Teacher Screening will include:

- * Professional development for all faculty members concerning traits of gifted students
- * Implement whole class potential development opportunities K-2
- * Purposely build relationships between AIG Teachers and ESL staff, EC staff, and School

Counselors

We will continue to follow our previously implemented nomination, referral, and identification practices. These include:

NOMINATIONS

Annual Student Search:

All AIG teachers will conduct an annual student search utilizing a variety of data sources in an effort to generate a pool of possible candidates. Data to be used will include:

- * 90% achievement on any state assessment grades 3-12
- * 89% on composite or subtest scores on group ability in grades 3 and 7
- * 90% achievement on the EXPLORE Assessment in grade 8
- * SRI data
- * 90% achievement on PLAN or EOC scores

Referrals will also be accepted by parents, teachers, peers, community members, or the student himself.

Referral Procedures:

- * Parent Referrals - Parent will complete the MCS Parent Nomination Packet. Returning this completed packet will begin the referral process. The AIG teacher will screen current assessment information to determine whether any data currently available meets the criteria for identification. If not, additional assessments will be given.
- * Teacher/School Referrals - School personnel will complete the Teacher Nomination Packet. The school's Needs Determination Team will review the data collected by the teacher. The Needs Determination Team will determine the strengths and weaknesses of the student, assist in screening, identification, and placement procedures, and record decision-making. Based on the data collected, the team will determine whether the referral process continues.

IDENTIFICATION:

To ensure consistency,

- * Every student will be given the full battery of the CogAT and/or the NNAT2. If a student does not meet necessary criteria for identification, the assessment process will end.
- * The student will be given achievement testing in reading and math if ability scores meet the required criteria.

Once AIG testing is completed, a student will not be given any additional tests for AIG for 18 months.

MOORE COUNTY SCHOOLS IDENTIFICATION QUALIFICATIONS:

* Acceleration:

Student must receive a minimum of 60 points on the Iowa Acceleration Scale

* Self-Directed:

Student must have 98 percentile or higher on ability test composite score AND 98 percentile or higher in reading or math total achievement score.

* AIG Resource:

Option 1:

98 percentile or higher ability test composite score

Option 2:

96 percentile or higher on ability test composite score AND two other indicators (See Standard 1B)

Option 3:

96 percentile or higher on ability test composite score AND 96 percentile or higher on a total achievement score in reading, math, or composite score AND one other indicator (See Standard 1B)

Option 4:

89 percentile or higher on ability test composite score AND 89 percentile or higher on both total achievement scores in math and reading or overall composite score AND two other indicators (See Standard 1B)

Option 5:

89 percentile or higher on an ability subtest AND 89 percentile or higher on total achievement score in math or reading AND three other indicators (See Standard 1B)

Planned Sources of Evidence: * Screening Rosters

* Needs Determination Team Member Lists by School

* Needs Determination Team Minutes

* Student folders showing testing and/or identification

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: Moore County Schools implemented a clear process to protect the rights of students and their families with the current plan. These policies are documented on the reverse of our

Differentiated Education Plan and the Consent for Testing documents provided to parents.

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

Description: TRANSFER POLICY

If a student has been identified in another state or county and moves to Moore County Schools, we will examine the information provided by the previous system to determine if the student meets the Moore County Schools approved criteria. If the criteria used to place a student meets the Moore County Schools criteria, they will be placed into a service option without additional testing regardless of the year the testing was completed. If the student's previous criteria does not meet the criteria for our system, testing will be completed within 30 school days to determine if services are appropriate.

Per SENATE BILL 1541 Article V, students from military families who move into the Moore County Schools district and who were identified in a previous system, may receive gifted services for thirty days without meeting the local requirements for placement. However, at the end of thirty days, the student must meet local requirements to continue receiving services. If the student does not meet the Moore County Schools criteria, testing will be completed to determine if services are appropriate.

Once a student has been assessed for AIG services, additional testing may occur after 18 months.

REASSESSMENT

Moore County Schools does not routinely reassess students previously identified for AIG in our system once they are placed in the program. Parents or teachers who would like additional gifted services as provided by our plan may request additional testing after 18 months of previous testing. Students who present compelling data changes from the district ability testing at third and seventh grades may qualify for additional services based on these scores.

REVIEW OF DISAGREEMENT

* Local Administrative Unit

If a parent or guardian disagrees with the local school administrative unit when 1) a child is not identified as an academically or intellectually gifted student or 2) the parent disagrees with the appropriateness of services offered to the academically or intellectually gifted student, the parent must submit to the AIG Team through the principal, a letter stipulating specific areas of concern. The parents may request a conference to discuss the concerns and seek resolution. The members of the AIG Team and the principal will review the specific areas of concern and respond to the parent or guardian.

* Specialist for Advanced Studies

If the concerns have not been resolved, the parent may appeal the principals decision and request that the disagreement be reviewed by the Specialist for Advanced Studies. The Specialist will review the specific areas of concern regarding identification and/or services. The Specialist for Advanced Studies will respond to the principal and parent.

* Associate Superintendent for Instructional Design and Innovation

If the Specialist and parent cannot resolve the disagreement, the parent may appeal in writing to the Associate Superintendent for Instructional Design and Innovation. The Associate Superintendent for Instructional Design and Innovation or his designee shall review the areas of disagreement and a written response shall be made to the parent or guardian and the principal.

*** Superintendent**

If the disagreement is still not resolved, the parent or guardian may appeal the Associate Superintendent for Instructional Design and Innovation decision to the Superintendent in writing. A panel will review the decision and offer a final written decision.

*** Contested Case Hearing**

In the event that the procedure developed under G.S. 115C-150.87 (b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of chapter 150B of the General Statutes. The scope of review shall be limited to a) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student or b) whether the local plan developed under G.S. 115C 150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains finding of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

At any point in the hierarchy of discussions, the school system may consider the possibility of mediation with an impartial facilitator.

Planned Sources of Evidence: * Forms Used for Screening/Identification/Placement

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 Focused Practice for 2013-2016.

Rationale: Moore County Schools maintains documentation of identification, service options and annual goals for students. These options and goals are shared with parents through conferences and/or paperwork via a form called a Differentiated Education Plan (DEP). Our survey data, however, indicates that even with these meetings and forms, too many parents are not familiar with the content of the services provided to their students. Additionally, the terminology used in the current documents is not provided in laymen's terms. To be purposeful, the Differentiated Education Plan (DEP) must be informative for parents about both student needs and progress. The services a student will receive as well as the methods used to deliver them should be clearly documented. Thus, during the 2013-2016 plan cycle, we will update our DEP to clearly inform parents about services and student needs as well as implement processes to better transfer information about student needs across our schools.

Goals: During this plan cycle, Moore County Schools will

- * Create, implement, and share annual documentation that clearly explains the services our program provides to each student.

Description: Within this plan cycle, we will:

- * Create new DEP documenting services for each student. Provide form to parents for input as well as classroom and AIG teachers.
- * Implement processes for ensuring the Differentiated Education Plan (DEP) is applicable to the individual student
- * Develop processes for communicating the DEP annually with parents
- * Develop methods of consistently sharing differentiated student work with parents at specific times in the year

DIFFERENTIATED EDUCATION PLAN (DEP)

The Differentiated Education Plan serves the needs of most of our AIG Resource student population. This plan will outline the setting where services will be provided, the specific strategies that will be used, and the ways that content may be modified in these settings.

INDIVIDUAL DIFFERENTIATED EDUCATION PLAN

The Individual Differentiated Education Plan (IDEP) is for students whose needs are met in unique ways. When clear evidence places a student in need of differentiation outside our resource program, an IDEP is implemented. These include students who are accelerated by subject or grade level, admitted early to kindergarten, dual enrolled at a college, twice-exceptional, or placed in independent studies.

Additionally, an IDEP may be written for a student whose performance is found to no longer match the instructional placement or services provided on the DEP. Specific modifications for improvement should be documented and implemented.

Planned Sources of Evidence: * Revised DEP/IDEP documents

- * Guidelines and Process for implementing DEPs and IDEPs
- * Student folders showing DEP and goal reviews
- * Survey Results

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: Moore County Schools currently provides direct service to students K-8 in a pull-out resource/Encore program. In this program, AIG teachers extend and enrich the North Carolina Standard Course of Study as appropriate. However, to ensure that AIG students receive differentiated instruction throughout the school day, our AIG teachers must be available to teachers to support their own adaptations to the NCSCOS. Based on the data from student surveys administered in January 2013 as well as observation, differentiation in the regular classroom is not consistently considering or meeting the needs of our gifted students. We will develop processes for improving differentiation of instruction within the regular classroom to ensure that our gifted students are treated as such all day, every day.

Goals: During this plan cycle, Moore County Schools will

- * Consult with classroom teachers and ensure differentiated practices are implemented for gifted students.
- * Provide on-going embedded professional development for regular education teachers.
- * Intentionally schedule collaborative time with regular education teachers.
- * Push in to classrooms to assist in creating instructional opportunities for gifted students that are ongoing.

Description: Providing gifted services in the regular classroom is a necessity to ensuring that student growth occurs and needs are met. Our system shows a need for systematic scheduling of students, use of pre/post assessment to determine needs, and methods of extending/enriching/accelerating curriculum when appropriate. Differentiated curriculum considers a modification of content, product, process, and environment for students. Our AIG teachers are considered experts in differentiation strategies and must be used as such to create meaningful change in the way we teach all gifted students.

Currently, the AIG program provides a variety of pull out services to meet the needs of the AIG students. The pull out program intends to

- * Differentiate, enrich, and extend the NC Standard Course of Study to challenge and motivate gifted learners
- * Provide in depth, interdisciplinary and independent investigations that build:
 - * Logical Reasoning

- * Critical and Creative Thinking
 - * Problem-solving Skills
 - * Research Skills
 - * Effective Written and Oral Expression
 - * Digital Learning Experiences
 - * Digital Literacy Skills
- * Expose students to a variety of subjects and disciplines in order to extend student knowledge and help students to discover and pursue their own interests.
- * Create a learning environment that values and nurtures intellectual ability, diversity, and creativity
- * Encourage the gifted learner to develop self-understanding

In order to create meaningful change in the way differentiated services are provided, our school system will:

- * Cluster gifted students in groups (average of 5 whenever possible) in regular education classrooms
- * Ensure that AIG teachers maintain schedules that provide time for adequate collaboration with regular education teachers on an on-going basis
- * Provide equitable opportunities for compacting curriculum and providing opportunities for acceleration at all schools
- * Move towards requiring those teaching AIG students in classrooms to complete training regarding instructing gifted students
- * Provide periodic push-in services for AIG students K-8 to improve teacher efficacy

Planned Sources of Evidence: * Professional development opportunities provided

- * Student work samples
- * Collaborative Lesson Plans
- * AIG Teacher Schedules

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: Gifted students must be provided with opportunities for extension, enrichment, and when appropriate, acceleration. Our system has a clear plan for formal grade and subject acceleration. However, extension and enrichment activities should be provided in the regular classroom as well as during direct instruction with our AIG teachers. Survey data from teachers indicates that only 48% of teachers use compacting or acceleration and only 9% use it at least once per six weeks. All students must be provided with continuous opportunities to excel in all subject areas. This data does not reflect that such opportunities are provided consistently in our regular education classrooms.

Goals: To improve this practice, Moore County Schools will

* Increase differentiation for those students demonstrating readiness across all schools and classrooms.

Description: Specifically, Moore County will

1. Provide professional development in the use of pre- and post-assessments to regular education teachers to assist in determining student readiness and abilities.
2. Provide professional development in compacting curriculum to regular education teachers to increase teacher capacity to support learners ready for additional challenge.
3. Continue to provide professional development regarding engagement strategies system-wide to increase student accountability and differentiation for interest and learning profiles.
4. Create clear guidelines for the logistics of compacting curriculum and the use of acceleration to build consistency across the district and provide equitable opportunities for all gifted students.
5. Implement updated Differentiated Education Plan documenting specific strategies that will be in place in individual classrooms for enrichment and extension for individual students.

The following options for flexible acceleration will be made available to students based on pre-assessment data.

* In-class Flexible Grouping - Students will be pre-assessed and grouped by skill levels for differentiated instruction in the regular classroom. These groups will be flexible based on student performance regarding current instruction.

Students showing consistent two-three year advancement beyond peers may qualify for greater acceleration resulting in out-of-grade grouping for most or all of the instructional day. Acceleration by grade or by subject will be made on an individual student basis using the Iowa Scale for Acceleration. Sixty points shall be required for acceleration to be considered. The final decision regarding subject and/or grade advancement is the responsibility of the school principal.

Moore County Schools will further develop guidelines regarding subject acceleration based on the North Carolina Department of Public Instruction's guidelines for Credit by Demonstrated Mastery (SBE policy GCS-13) for implementation in the Spring 2014.

* Early Admission to Kindergarten - Moore County Schools provides acceleration for students who demonstrate both readiness and need for schooling prior to their fifth birthday. The policy is pursuant to North Carolina General Statute GCS-J-001 listed below.

North Carolina State Board of Education

.0105 EARLY ADMISSION TO KINDERGARTEN

(a) To determine the eligibility of a four-year-old child to enter kindergarten pursuant to the provisions of G.S. 115C-364(d), the principal shall confer with a committee of professional educators to consider for each child the following factors:

1. Student Aptitude. The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet,

The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.

2. Achievement. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.

4. Observable Student Behavior/Student Interest - The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.

5. Motivation/Student Interest - The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

(b) The parent shall present the information required by this Rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days notice before exiting the child from school so the parent may arrange child care, if needed.

3. Performance - The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The principal may also require a teacher to complete an informal reading assessment of the child.

4. Observable Student Behavior/Student Interest - The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct

knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.

5. Motivation/Student Interest - The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

(b) The parent shall present the information required by this Rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days notice before exiting the child from school so the parent may arrange child care, if needed.

(c) LEAs may require parents to supply information in addition to that required by this Rule. LEAs may also require specific tests or other measures to provide information relating to the factors listed in Paragraph (a) of this Rule.

(d) Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team determines that the child shall receive gifted services, it shall develop either a differentiated education plan or an individual differentiated education plan for the child.

Planned Sources of Evidence: * DEP

* IDEP

* Professional Development Offerings

* Iowa Acceleration Scale

* Early Kindergarten Admission Policy

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: In working to provide gifted learners with research-based resources, AIG teachers utilize a variety of research-based materials to extend the North Carolina Standard Course of Study. With the recent changes in the North Carolina Standard Course of Study (Common Core + the NC Essential

Standards), continuing to seek additional resources that provide rigorous learning experiences will be a focus. Additionally, focused facilitation of services for gifted students at the high school level will be addressed.

Goals: During this plan cycle, Moore County Schools will

- * Develop and implement differentiated units of study aligned to the North Carolina Standard Course of Study.
- * Implement enrichment opportunities beyond advocacy at the high school level.

Description: Selected resources and materials encourage students to focus on conceptual knowledge, skill development, attitudes and Habits of Mind while making relevant connections globally . The components of an effective curriculum will guide learning experiences. Our team uses the following models in grades K-8 in an effort to provide optimal learning for students:

Characteristics of Effective Curriculum (Gifted Education Guidelines)

An effective curriculum should:

1. Focus on, and be organized to include curriculum which is more elaborate, complex, and in-depth, and include problems and concepts that integrate knowledge within and across systems of thought.
2. Allow for the development and application of productive thinking skills and enable students to reconceptualize existing knowledge and generate new knowledge.
3. Enable students to explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
4. Encourage exposure to, selection of, and use of specialized and appropriate resources.
5. Promote self-initiated and self-directed learning and growth.
6. Provide for the development of self-understanding of one's relationships to persons, societal institutes, nature, and culture.
7. Be conducted in accordance with prior stated principles, stressing high-level thinking skills, creativity, and excellence in performance and projects.

From: Feldhusen, Van Tassel- Baska, Seeley (1989). Excellence in Teaching the Gifted.

In grades K-5, teachers will develop the following skills through differentiated units aligned to the North Carolina Standard Course of Study:

- * Researching
- * Comparing
- * Classifying
- * Creating Analogies and Metaphors
- * Summarizing
- * Note Taking
- * Nonlinguistic Representation
- * Organizing Ideas

- * Creative Processes
- * Invention
- * Project Based Learning

All grade levels focus on research skills, problem solving, critical and creative thinking, decision making, and historical investigation while aligning with the North Carolina Standard Course of Study in the pull-out program.

Students in the middle school program are provided instruction that build upon research skills, speech and debate, and interdisciplinary topics of interest. Online coursework is available for those interested in specific subjects through North Carolina Virtual Public School beginning in seventh grade. These courses are selected as appropriate on a case by case basis and are subject to availability.

At the high school level, development of opportunities beyond the selection of Honors and Advanced Placement coursework will be a focus. Students will be provided enrichment sessions appropriate to their needs to include guest speakers, field trips, college visits, college planning programs. Group and individual counseling sessions with guidance counselors, the AP Coordinator and/or the AIG Facilitator at each campus will be implemented. Possible topics include course selection, college and career assessment and advisement. Additionally, affective counseling opportunities will be provided to individual students as needed.

Gifted students at the high school level are expected to participate in advanced coursework. These courses include:

- * Honors Classes
- * Advanced Placement Classes
- * Advanced CTE Classes
- * College and Career Pathway Courses
- * NCVPS online courses

Gifted students may also wish to pursue enrollment at the North Carolina School of Science and Math as either an online or residential student.

Planned Sources of Evidence: * Lesson plans that reflect differentiation in content, process, environment, and product.

- * List of Supplemental Resources
- * Inventory of Available Resources
- * Student Work Samples
- * Attendance Rosters of sessions with high school students
- * DEPs reflecting advanced coursework selected in grades 9-12

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 Maintained Practice for 2013-2016.

Rationale: The AIG program continues to provide advanced curriculum through the use of 21st Century skills and Web 2.0 tools. We will continue to utilize conceptual-based and inquiry learning options for students with an added focus on collaboration and creation of products using technology tools. Our district is currently in a three year 1:1 device implementation which will greatly enhance our students' access to a variety of tools for productivity as well as research.

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

Description: The AIG pull-out program develops 21st century skills through the investigation of advanced materials. A strong emphasis will remain on problem-solving and critical and creative thinking in a global world. Over the next three years, we will continue our quest for materials that assist students in developing their understanding of themselves and the global world in which we must interact productively.

Formal programs and competitions are available in our schools with selection decisions made based on student interest and readiness. Some of these competitions include Math Counts, Future Cities, NCDOT Bridge Building, Speech and Debate, Future Problem-Solving, and Justice Iredell Mock Trial.

Additionally, inquiry based and problem based units provide for global awareness and opportunity for relevant problem solving. Paideia seminars and cooperative learning opportunities continue to build student skills in meaningful collaboration. Our program seeks to build student communication skills and focuses on not only written language but our students' abilities to listen and speak effectively in a variety of settings.

Using Web 2.0 tools effectively and for a variety of purposes will provide additional opportunities for our students in the new plan cycle. We will investigate the best learning options for students as well as productivity and collaborative tools that will encourage students to view themselves as the members of a global community that they are. Additional specific areas of focus will be creativity and innovation, ethics, social responsibility, and media literacy in a variety of contexts.

Planned Sources of Evidence: * Unique opportunities provided for students

* Inventory of Web 2.0 tools integrated into practices

* Conceptual units

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Our school system required the completion of professional development on the use of formative assessment two years ago through NC FALCON. Since that time, anecdotal evidence supports that the use of these types of assessments have increased. Additionally, data from mClass and SRI scores have provided teachers with meaningful, real time data to use in classroom instruction. However, data does not exist to support that pre-assessment data is used consistently across our district. This practice must be in place to ensure that opportunities for extension, enrichment, and acceleration are provided on a regular basis to any child who demonstrates readiness.

Goals: During this plan cycle, Moore County Schools will
* Improve the use of preassessments to guide design of instruction.

Description: On-going assessment is the key to a differentiated classroom. Educators must know what students already know about a concept or standard in order to provide appropriate instruction. A variety of assessment practices must be in place to provide educators with necessary information to adjust instruction. Attention to student readiness, learning styles and dominant intelligences should also be developed. Educators must respond differently when evidence demonstrates a student's need to move forward with challenging or advanced materials. AIG teachers will assist teachers with analyzing data, flexibly grouping students, and differentiating learning activities for students in a systematic method.

During this plan cycle, we will

1. Provide professional development in the use of pre- and post-assessments to regular education teachers to assist in determining student readiness and abilities.
2. Provide professional development in compacting curriculum to regular education teachers to increase teacher capacity to support learners ready for additional challenge.
3. Continue to provide professional development regarding engagement strategies systemwide to increase student accountability and differentiation for interest and learning profiles.
4. Provide professional development for school based administrators to increase their capacity to assist teachers in differentiating instruction in every content area.
5. Analyze student growth by school using formative and summative data to determine individual school needs for the coming school year.

We will continue our acceleration practices already in place. Students showing consistent two-three year advancement beyond peers may qualify for greater acceleration resulting in out-of-grade grouping for most or all of the instructional day. Acceleration by grade or by subject will be made on an individual student basis using the Iowa Scale for Acceleration. Sixty points shall be required for acceleration to be considered. The final decision regarding subject and/or grade advancement is the responsibility of the school principal.

Moore County Schools will further develop guidelines regarding subject acceleration based on the North Carolina Department of Public Instruction's guidelines for Credit by Demonstrated Mastery (SBE policy GCS-13) for implementation in the Spring 2014.

Planned Sources of Evidence: * Professional development opportunities for teachers

- * Survey results
- * Observation of classrooms
- * Student work samples

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Our system has not provided formal professional development on supporting the social and emotional needs of AIG students. While the pullout program addresses some these needs with gifted students, it is imperative that all adults who work with gifted students understand the unique needs they may present and how to assist students at the different age spans. We will provide professional development for all professionals who work with gifted students in this plan cycle.

Goals: During this plan cycle, Moore County Schools will

- * Implement formal professional development regarding the social emotional needs of the gifted student for counselors, teachers, and administrators.

Description: Professional development for teachers, counselors, administrators will address the following:

* **Guidance and Counseling Services**

The importance of counseling services should be emphasized at the elementary, middle, and high school levels. Since students are most often initially identified at the elementary level, it is important that the elementary school counselors be particularly aware of the characteristics of young gifted students in order to assist teachers with creating plans for students when they exemplify these characteristics.

At the middle school level, both individual and group counseling become critical particularly for those students experiencing identity and adjustment problems. Small group sessions with gifted students that address unique needs are necessary. Establishing mentoring programs for both underachievers and under-represented populations are also effective in addressing social and emotional needs at this age.

At the high school level, individual post secondary and career planning becomes essential. Most gifted students are faced with having to make difficult decisions with multiple options that may be appropriate. For this reason, special guidance through this period of four years is important.

* **Meeting the Social and Emotional Needs of Gifted Learners**

The AIG teacher, school guidance counselors teachers, and staff will provide social and

emotional support for gifted learners in kindergarten through twelfth grades. AIG teachers will provide staff education on characteristics and issues that are most common among gifted students.

Information, individual guidance, and seminar focus groups will be provided for students by counselors and AIG teachers. It is important to note that the pullout program addresses student needs by embedded instruction about these needs as well. The goals of sessions for students are to:

- * Understand giftedness and their own ways of learning
- * Learn ways of coping with stress related to giftedness
- * Learn to work cooperatively with others as well as independently
- * Explore possible vocations that may provide opportunities for self-actualization

Areas for concern for gifted students to be addressed with school personnel include:

- * Perfectionism
- * Depression
- * Underachievement
- * Self-Esteem
- * Leadership
- * Peer relationships
- * Perseverance
- * Career Choices

Curricular features to address the social and emotional needs of our gifted students will include:

- * Cluster and flexible grouping based on ability and intellectual need
- * Talent development in grades K-2
- * A menu of service options available for students
- * Extra-curricular activities and leadership opportunities
- * Bibliotherapy sessions for students experiencing particular concerns
- * Use of multiple intelligence and readiness indicators to design instruction

Planned Sources of Evidence: * Professional Development dates and sign-in sheets

- * Bibliotherapy lesson plans
- * Survey results

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: "All children are born with potential for growth in their abilities...From birth onward, the growth of their abilities and talent depends entirely on the nurturing educational and developmental conditions that operate within their lives (Feldhusen, Purdue University, 1995).

Moore County Schools is committed to providing "Moore Opportunities" for all children. We will continue to focus on providing a variety of enrichment experiences that expose all students to challenging materials and opportunities. To date, our nurturing opportunities have resulted in a pullout program of its own where teachers identify students and request nurturing services from the AIG teacher. While this opportunity provides this group of students with additional opportunities, we continue to miss those students who may not have been exposed to the same opportunities. In this plan cycle, we will provide push-in services specifically K-2 to help teachers incorporate higher level and creative thinking strategies to provide all students with opportunities for growth as learners.

Goals: During this plan cycle, Moore County Schools will

- * Improve the recognition of the potential in all learners regardless of culture, socio-economic status, and/or native language.
- * Provide multiple rigorous learning opportunities for all students to demonstrate potential for giftedness.

Description: K-2 Nurturing Program

The AIG teacher will provide support to the regular education teacher regarding potential development of students K-2 with a blended model of direct push-in instruction and collaboration of material development for those students needing additional challenge. Additional support in identifying gifted versus bright students will be part of this relationship. The AIG teacher will assist regular education teachers K-3 in recognizing potential by reviewing assessment results, team-teaching in whole group activities, and focused discussions with teachers.

As students continue to demonstrate possible giftedness in grades 2 and 3, the AIG teacher will pull small groups for further observation as well as provide materials throughout the year that will provide additional challenge for students in the regular classroom. Additionally, the AIG teacher will observe students at work in an effort to identify students from all populations that may exhibit strengths in unique ways.

Planned Sources of Evidence: * AIG teacher schedules

- * Materials provided for differentiation
- * Screening/Nomination Rosters

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: Our school system believes in building community and partnering in learning with students, staff, parents, and community. This core belief supports on-going collaboration. While this has been a goal within the previous plan cycle, our survey results found that 58% of teachers do not consistently collaboratively plan with our AIG teachers. In most schools, our AIG teachers provide direct instruction to students during teacher planning time which directly affects time to work with teachers. However, this collaboration with classroom teachers in Professional Learning Communities is the most direct method our AIG teachers have for providing strategies for differentiation. We will reorganize our teaching schedules to clearly allocate time for planning with regular education teachers.

Goals: During this plan cycle, Moore County Schools will

- * Create AIG teacher schedules that accommodate regular collaborative planning sessions with regular education teachers.

Description: In this plan cycle, we will create AIG teacher schedules by planning for face to face collaborative time with teachers as well as weekly communication.

Planned Sources of Evidence: * AIG Teacher Schedules

- * PLC Minutes

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: While the school system currently has a Differentiated Education Plan in place, it provides basic information regarding K-12 services options. To date, the DEP has been signed at initial placement, during a change of service options, and when a transition occurs with an update provided

to parents annually. We will improve both the document and the processes regarding the communication of services to our parents/families and regular education teachers to ensure that all parties are aware of student needs.

Goals: During this plan cycle, Moore County Schools will

- * Create a Differentiated Education Plan document that accurately reflects program options and needs of students.
- * Develop a process for communicating these options with families and teachers on an annual basis.

Description: We will work with teachers, administrators, and parents to create a document that clearly reflects the learning needs of our gifted learners. Additionally, we will develop processes for communicating with families about progress and the continuum of services available to our gifted students in each phase of schooling. These DEPs will be shared with teachers as well to ensure they are aware of the needs of each of their gifted learners.

Planned Sources of Evidence: * New Differentiated Education Plan (DEP)

- * Survey results
- * Process for reviewing DEPs annually with families
- * Process for reviewing DEPs at the start of each year with teachers

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Currently, Moore County Schools employs an educator responsible for coordinating the AIG program in addition to other programs. To ensure a clear focus on the implementation of the plan, Moore County Schools will employ an Specialist for Advanced Studies responsible for guiding, planning, developing, implementing, revising, and monitoring the local AIG program. The primary goal for this position is to serve as an advocate for the Gifted, Honors, and Advanced Placement programs. In addition, this specialist is responsible for leading and monitoring programs that support gifted education.

Goals: During this plan cycle, Moore County Schools will employ an individual responsible for guiding, planning, developing, implementing, revising, and monitoring the local AIG program and plan.

Description: Specialist for Advanced Studies – Supervises the implementation of the local plan for serving
gifted students.

K-8 AIG Teachers – Provide resource services to identified AIG students and consultative support to regular classroom teachers. Each AIG teacher serves as the chair for the school's Needs Determination Team. AIG teachers report to the school level administrator and the Specialist for Advanced Studies.

9-12 High School Facilitator for AIG – Provide guidance and support to Honors and Advanced Placement teachers and students. Each facilitator will complete annual AIG paperwork. The facilitator also facilitates the DEP for each AIG student.

Specialist for Advanced Studies

Responsibilities:

- * Works with the Associate Superintendent of Instructional Design and Innovation to make decisions that support the philosophy of the gifted program
- * Plan and oversee the implementation of the gifted program.
- * Monitor and evaluate the AIG Plan implementation.

- * Monitor AIG student folders.
- * Establish and maintain a budget for the AIG Program.
- * Work with school administrators to select key personnel to work with the gifted program.
- * Support AIG trained personnel to enhance educational experiences for gifted learners.
- * Make decisions that support the philosophy of the gifted program.
- * Understand the process of implementation of a gifted program.
- * Conduct monthly professional development meetings with AIG teachers to facilitate the gifted education plan.
- * Coordinate assessments.
- * Understand areas of strengths and needs within the gifted program and focus on these areas at the meetings.
- * Provide consistent updates on the implementation of the AIG Program.
- * Facilitate the implementation of rigorous curriculum for gifted learners.
- * Integrate gifted program services into the general education program.
- * Provide advocacy for gifted learners and the AIG Program.
- * Evaluate the goals and objectives of the gifted program and make recommendations for continuous improvement.
- * Perform additional duties as assigned.

AIG Teacher Responsibilities:

- * Advocate for gifted students in the building with school personnel and the community.
- * Coordinate services for gifted students.
- * Act as Chairperson for the Needs Determination Team.
- * Communicate weekly with classroom teachers to provide differentiated curriculum and support for gifted students.
- * Provide direct services to students using a pullout and/or push in model.
- * Embed professional development for cluster teachers to enhance opportunities for gifted students in the regular classroom.
- * Attend professional development with Specialist for Advanced Studies to improve opportunities in the school.
- * Provide consistent communication with parents/families about student progress and opportunities using newsletters, emails, phone calls, digital spaces, and/or conferences.
- * Maintain documentation of student growth and needs via DEP.
- * Update DEPs for each student on an annual basis.
- * Administer assessments.
- * Maintain NC AIG certification.
- * Perform additional responsibilities assigned by the principal.

Planned Sources of Evidence: * AIG Teaching License

- * AIG Local Plan
- * Job Descriptions

Other Comments:

Practice B

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic,

intellectual, social, and emotional needs of gifted learners.

This practice is a Focused Practice for 2013-2016.

Rationale: Moore County Schools provides a variety of service options for AIG identified learners. AIG personnel must work to ensure that the gifted learner's needs are met academically and emotionally. Through budget cuts in recent years, our AIG teachers have served students only through resource settings that have occurred predominantly during regular teacher planning times. This has resulted in a lack of collaboration across and within schools. Observations and anecdotal information has helped to establish that differentiation across content levels is not consistent. During this three year plan cycle, we will increase embedded professional development to improve regular classroom differentiation through push-in services and scheduled collaborative planning with regular education teachers. Additionally, the proposed hiring of an additional part-time position to assist with testing will provide AIG teachers more time to work directly with regular classroom teachers.

Goals: During this plan cycle, Moore County Schools will

- * Improve collaboration to ensure that the academic, intellectual, social and emotional needs of gifted learners are the focus of AIG teacher work.

Description: To improve this practice, Moore County Schools will

- * Establish regular collaborative planning time with regular education teachers
- * Provide in-class services to both whole and small groups using a co-teaching model
- * Embed strategies to teach gifted learners into system-wide professional development
- * Utilize an additional position to assist with assessment increasing teacher time with students and regular education teachers

AIG teachers will communicate weekly with regular education teachers to discuss student needs and to develop differentiated coursework. This collaboration is a priority in an effort to build teacher capacity to meet student needs throughout every school day.

Additionally, AIG teachers will push into classrooms in an effort to provide co-teaching services. These services will also help to build teacher capacity as well as provide the AIG teacher an opportunity to further develop the potential of students not yet identified.

Both of these options will embed gifted education instructional practices for regular classroom teachers into the school day and impact daily instruction for all learners.

The daily tasks that the AIG teachers are responsible for:

- * Plan and provide differentiated instruction in a resource pull-out and push-in program for K-8 AIG students.
- * Plan and provide weekly consultation services to regular classroom teachers.
- * Collaborate with classroom teachers on curriculum to integrate gifted education into general education.

- * Coordinate the logistics necessary for subject advanced students who may attend one or more classes at another school.
- * Communicate the K-12 services outlined in the AIG plan.
- * Communicate with stakeholders about the AIG program.
- * Maintain accurate records of all AIG students along with those who were screened or tested and did not qualify.
- * Establish a Needs Determination Team and serve as the team chair.
- * Meet with parents to discuss their child's testing results.
- * Work with the school data manager to ensure that all AIG students are appropriately identified in district/state databases.
- * Develop and deliver appropriate professional development for teachers.
- * Provide information about the Duke TIP program to students and parents.
- * Stay abreast of new practices in the field of gifted education.
- * Ensure that students are given the opportunity to use digital learning in the resource setting.
- * Maintain gifted resources for teachers to use as needed.
- * Attend AIG teacher meetings and professional development.
- * Support the social and emotional needs of AIG students.
- * Advocate for gifted students and the AIG program.
- * Provide information to the parents and community about the gifted program.
- * Screen for students who may qualify for gifted services.
- * Test pre-screened students if necessary to determine eligibility for gifted services.
- * Participate in school-sponsored activities.
- * Perform additional duties assigned by the principal.

Planned Sources of Evidence: * AIG Teacher Schedules
* Interviews and Surveys with Teachers and Administrators
* AIG School Assignments

- * Meeting Agendas
- * Meeting Minutes

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Professional development is critical to improving instruction for our gifted learners. While professional development opportunities have been available through Summer Teacher Academy, the sessions are not attended due to a lack of requirements for teachers, counselors, exceptional children's personnel and school administrators. To improve attendance or completion of professional development, our system must adopt requirements for all school staff and then provide appropriate professional development to build capacity for all teachers in educating our gifted students.

Goals: During this plan cycle, Moore County Schools will

- * Establish minimum professional development requirements for regular education teachers and all other school personnel who work with gifted students.
- * Establish multiple methods of meeting these requirements through online modules, PLC meetings, school menu professional development options, etc.
- * Provide multiple opportunities for school personnel to build personal capacity for supporting the gifted.

Description: Professional development related to the needs of our gifted population has been available over the previous plan cycle. However, the courses have been, at most, suggested rather than required for our system personnel. While MCS does employ regular classroom teachers who are certified in gifted education, follow up has not been offered. Survey data indicates that of those teachers who responded, they would like help from the AIG teacher with differentiation of materials and providing resources for gifted learners. These are areas that AIG teachers should be supporting classroom teachers; however, these are also areas that with the right knowledge and skill set, teachers can do on their own. In an effort to build teacher strengths so that they can effectively teach all students, professional development is a necessity.

In this plan cycle, we will develop a task force of classroom teachers, AIG teachers, school-based administrators, exceptional children's personnel, counselors and district administrators to establish professional development requirements for our school system personnel related to gifted education. These requirements will incorporate specific goals for each role regarding gifted instruction, multiple methods (face to face, PLC, online module, etc) of learning to differentiate instruction, differentiated requirements based on a person's role in working with gifted learners, and a specified period of time these can be completed.

Additionally, specific professional development requirements for our AIG teachers must be created, communicated and monitored.

Once these requirements have been determined, the Specialist for Advanced Studies will create a long-range plan to provide multiple options of courses to be implemented within the plan cycle.

Planned Sources of Evidence: * Task Force Meeting Minutes

* Specified criteria for each group of personnel

* Professional development sessions and modules offered

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: All AIG teachers placed in school settings are AIG certified. These teachers provide direct service to students and curriculum support to teachers as the primary forms of program delivery. To date, there is no requirement from our district for cluster teachers to hold AIG certification or any other requirements other than North Carolina Teacher Licensure. To better serve the students of our district, professional development requirements should be developed to ensure that all gifted students receive optimal services throughout the school day.

Goals: During this plan cycle, we will

* Develop LEA expectations for teachers of gifted clusters

* Communicate AIG add-on licensure options throughout the district

* Provide tuition reimbursement to teachers receiving AIG licensure

* Create partnerships with nearby colleges and universities in an effort to build support for teachers to add on licensure

Description: We know that providing the best opportunities for students is a result of understanding the needs of gifted students. Teachers of gifted clusters will best be able to meet the needs of gifted students when they know how to differentiate for the gifted as well as understand their unique social and emotional needs. To this end, we will work cooperatively with administrators and teachers to develop requirements for teachers who are assigned gifted clusters. These minimum requirements should also be bolstered with on-going professional development provided by the school AIG teacher to ensure continuous improvement in providing instruction for gifted learners. Furthermore, the Specialist for Advanced Studies will work with principals to ensure gifted clusters are formed consistently in the district.

Add-on licensure is currently available through several nearby colleges and universities through

online coursework. Systematically communicating these opportunities to our teachers is a significant step towards increasing the numbers of teachers available to teach AIG students. Additionally, acquiring funding to support tuition reimbursement is a value-added support of teachers who wish to work with the gifted. We will work in this plan cycle to increase the numbers of teachers holding certification as well as those who will choose to meet the minimum LEA requirements through face to face professional development sessions or online modules provided at the county level.

Furthermore, the Specialist for Advanced Studies will research the possibility of partnering with nearby colleges and/or universities to provide certification to teachers in cohort groups. This effort would allow teachers to work with their colleagues in pursuing this licensure as well increase school capacity for serving gifted learners.

Planned Sources of Evidence: * Cluster Grouping Guidelines

- * Matrix of professional development local requirements and offerings
- * Communications regarding add-on licensure
- * Acquisition of funding for tuition reimbursement

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Professional development provided for teachers is based on current district initiatives and needs as assessed through student achievement data, survey data, administrator observations, and anecdotal evidence. We will continue to offer professional development that is aligned with the 2013-2016 Plan.

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

Description: The over-arching principles for providing professional development to Moore County Schools' teachers focuses on engaging teachers in the study of deep content knowledge, pedagogy, and future-ready skills. With this as our focus, participants in professional development will foster the knowledge needed to design and provide relevant, future-focused experiences that engage each learner in meaningful, challenging and satisfying work thus preparing learners for the next grade, post-secondary endeavors, and enable our students to be globally competitive. The guiding purpose of professional development is to provide continuous and motivating professional growth opportunities for the varied needs of our teachers through a highly compelling, differentiated, and timely model which considers adult learning principles and the context, content, environment and process of each opportunity provided. Various forums will be utilized within each of our models to include:

Summer Teacher Academy
School-Based Selection Menu
System Wide Professional Development

Online Learning Modules
Instructional Talk Throughs

Planned Sources of Evidence: * School Menu Offerings

- * System Wide Offerings
- * Summer Teacher Academy Offerings
- * Local AIG Plan
- * Survey Results

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: Professional development in Moore County Schools is directly aligned with the new Common Core State Standards and the NC Essential Standards. District initiatives are intended to align to teacher needs as evidenced by student achievement data, observation data, survey data, and anecdotal evidence. It is the system's belief that teachers must be provided timely, resourceful and relevant experiences that will improve instruction for students. To this end, all professional development is research-based and purposeful.

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

Description: The over-arching principles for providing professional development to Moore County Schools' teachers focuses on engaging teachers in the study of deep content knowledge, pedagogy, and future-ready skills. With this as our focus, participants in professional development will foster the knowledge needed to design and provide relevant, future-focused experiences that engage each learner in meaningful, challenging and satisfying work thus preparing learners for the next grade, post-secondary endeavors, and enable our students to be globally competitive. The guiding purpose of professional development is to provide continuous and motivating professional growth opportunities for the varied needs of our teachers through a highly compelling, differentiated, and timely model which considers adult learning principles and the context, content and process of each opportunity provided. Various forums will be utilized within each of our models to include:

Summer Teacher Academy
School-Based Selection Menu
System Wide Professional Development
Online Learning Modules
Instructional Talk Throughs

Topics regarding best practices for gifted instruction, the use of digital learning to enhance instruction and learning, and teaching content at advanced levels will be included.

Planned Sources of Evidence: * Professional Development Opportunities

- * Professional Development Attendance Rosters
- * Local AIG Plan

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Professional Learning Communities are intended to support teacher effectiveness by providing a meaningful collaborative environment that assists teachers in providing high quality instructional experiences. AIG teachers must be part of this collaborative process to ensure the needs of the gifted are met. Ensuring that teacher schedules allow for on-going meaningful collaboration is a need for our teachers.

Goals: During this plan cycle, Moore County Schools will

- * Ensure that AIG teacher schedules reflect weekly communication as well as consistent times to plan instruction with classroom teachers.

Description: During this plan cycle, the Specialist for Advanced Studies will work collaboratively with AIG teachers and school principals to develop schedules that allow for meaningful collaboration throughout the school year.

Planned Sources of Evidence: * AIG Teacher Schedules

- * PLC Meeting Agenda and Minutes
- * Teacher Survey Results

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 Focused Practice for 2013-2016.

Rationale: Moore County Schools continues to offer an array of options that address the varied and diverse needs of gifted students. Our program has evolved into a system of direct services which discount the needs of students to receive differentiated services throughout the school day from all classroom teachers. In this plan cycle, we will focus on providing effective instructional opportunities for students within the regular classroom as well as during direct service time with an AIG teacher. Additionally, services are available for all students who meet identification requirements through Resource and Self-Directed classifications.

Goals: During this plan cycle, Moore County Schools will

- * Deliver program options that support the academic, intellectual, and social and emotional needs gifted learners possess throughout the school day.
- * Develop gifted opportunities beyond advocacy services in grades 9-12

Description: Moore County Schools has moved away from identification procedures that label students and serve them in a "one-size fits all program". We have successfully created an array of service options that allow a match of services to the needs of an individual. It is important that a full continuum of services be offered that allows for the development of gifted potential, addresses the needs of special populations, and provides challenging experiences for our highly gifted population. We will continue to add to our service options to ensure that all students have the opportunity to fully develop their talents. While services to date specify direct service provided by AIG teachers, our system will implement processes to ensure that differentiation occurs in regular education courses as well.

During the plan cycle, Moore County Schools will begin to:

- * Cluster gifted students in language arts, math, science and social studies courses at an average of 5 students whenever possible in grades K-8
- * Provide differentiated service to cluster groups of students in regular education courses
- * Ensure collaboration between AIG teachers, counselors and regular education teachers to increase differentiated coursework for gifted learners in grades K-8
- * Develop enrichment opportunities for gifted learners in grade 9-12 beyond advocacy services

MOORE COUNTY SCHOOLS PROGRAM OPTIONS

The following options are provided to students K-8 in addition to cluster grouping in math and/or English/Language Arts and are facilitated by the AIG teacher assigned to each school.

AIG ACCELERATION

This service option is provided for students who consistently demonstrate work that is two to three years beyond their grade level peers. Students must meet the Moore County Schools' criteria for Grade or Subject Acceleration for this option to be considered.

Examples:

Subject Advancement - Student moves ahead one or more years in a specific subject

Grade Advancement - Student skips a grade

Early Admission into Kindergarten - Enters Kindergarten at 4 years of age

AIG SELF-DIRECTED

This service option is available for students who have an interest in a specific area that they would like to explore with guidance from the AIG teacher. It is intended to promote self-initiated and self-directed learning as well as growth for qualifying students. When it is determined that self-directed services are needed, the student will submit a Product Planner to the AIG teacher that includes the following elements:

- * Description and Components of Proposed Product
- * Resources and Contact People
- * Description of Goals
- * Materials List
- * Possible Audiences

Following each work session, the student and AIG teacher will monitor his/her progress using the Product Log that includes the following reflection prompts:

- * Accomplishments of the work session
- * Plans for the next work session
- * Materials and resources needed for the next work session
- * Estimation of product completion date

Examples of self-directed study may include:

- * Independent opportunities facilitated by AIG teacher
- * Online courses
- * Student-generated projects
- * Mentorships and community connections
- * Off-site enrichment experiences; collaboration with local experts based on student interest and projects

AIG RESOURCE

In this service option, students are served in a pull out/push in program where direct service is provided by the AIG teacher assigned to the school. In elementary schools, this service is provided at least weekly. At the middle schools, this service is provided during an encore time or during pullout sessions. Learning is differentiated and enriched and extends the NC Standard Course of Study

through a variety of in-depth, concept-based interdisciplinary units of study. Core learning emphasizes critical and creative thinking, digital literacy, productivity skills, and effective communication. AIG Resource teachers create an environment that values and nurtures intellectual ability, diversity, creativity, and the social and emotional needs of the developing gifted learner.

Examples of Resource opportunities include:

- * Interdisciplinary interest-based research projects with focus on research skills and written and oral presentations
- * Concept-based interdisciplinary units with emphasis on inquiry and discovery
- * Focus on speech and debate skills
- * Extensions of the North Carolina Standard Course of Study in the four core areas

AIG CONSULTATIVE

This service option is available for students who wish to remain in the regular classroom for differentiated services or come to service options provided during breaks in the school day, at lunch or after school. The AIG teacher collaborates with regular education teachers to determine need for differentiated opportunities. Students self-select options to attend based on interest or need during times other than resource settings.

Examples of consultative services may include:

- * Individual conferences with the AIG teacher to set goals and assess needs
- * Attending chess club, Future Cities, Math Counts teams and competitions
- * Attending seminars, guest speakers, or field trips

HIGH SCHOOL SERVICES

At the high school level, development of opportunities beyond the selection of Honors and Advanced Placement coursework will be a focus during this plan cycle. Students will be provided enrichment sessions appropriate to their needs such as guest speakers, field trips, college visits, and college planning programs. Group and individual counseling sessions with guidance counselors, the AP Coordinator and/or the AIG Facilitator at each campus will be implemented. Possible topics include course selection, college and career assessment and advisement. Additionally, affective counseling opportunities will be provided to individual students as needed to address the unique needs of the gifted learner.

Gifted students at the high school level are expected to participate in advanced coursework. These courses include:

- * Honors Classes
- * Advanced Placement Classes
- * Advanced CTE Classes
- * College and Career Pathway Courses
- * NCVPS online courses

Gifted students may also wish to pursue enrollment at the North Carolina School of Science and Math as either an online or residential student. Multiple options for coursework and extracurricular activities of interest are available to high school students. These include honors level courses, Advanced Placement (AP) courses, college courses provided by Sandhills Community College, and online coursework through North Carolina Virtual Public Schools and/or the North Carolina School of

Science and Math. Various extra-curricular clubs, teams, and athletic programs assist in meeting the needs socially, emotionally, and intellectually of our high school gifted population. These programs vary throughout our three local high schools based on student interest. An AIG Facilitator at each high school is available to advocate for students and to provide guidance in selection of high school coursework, extra-curricular activities, and post-graduate study.

COURSE OPTIONS:

HONORS LEVEL

Honors courses are advanced level courses that cover traditional content but also focus on issues, problems and conceptual related topics. These courses are designed to help students develop knowledge at a deeper level.

ADVANCED PLACEMENT (AP) COURSES

These courses have course guides that are nationally/internationally established and require specific teacher training. Courses are open to students demonstrating need for challenge beginning in the ninth grade. Some courses do have prerequisites that may limit how early in the high school career the course may be taken. A variety of AP courses are available face-to-face in our high schools as well as through North Carolina Virtual Public School.

DUAL ENROLLMENT

In this service option, students are enrolled in two levels of schooling at the same time. This is appropriate for secondary students who wish to enroll in coursework at a post secondary institution. Through dual enrollment, students may receive college credit for courses taken while still in high school. Moore County Schools works with Sandhills Community College to provide these options for students. This option is currently available to students with junior and senior classifications.

ONLINE COURSES

Students are able to self-select coursework through North Carolina Virtual Public Schools in several subjects as well as apply to the North Carolina School of Science and Math to take online coursework.

Planned Sources of Evidence: * DEP / IDEP documenting range of placement options

* Student Work Samples

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Moore County Schools provides students with four service options that include Acceleration, Self-Directed, Resource, and Consultative services in addition to cluster grouping for core courses. While a description of each of these services exists, a clear alignment of a focus for each area does not. In addition, service options are not clearly aligned to the type of giftedness

displayed by the student. To improve this standard, we must delineate the types of learning options students will be provided within each type of identification (Reading or Math), align our resources as appropriate, and ensure equity of both opportunity and resources.

Goals: During this plan cycle, Moore County Schools will

* Clarify and implement alignment of programs and services, goals of the program, and resources of the school district.

Description: To improve this standard, we will:

- * Collaborate with AIG teachers and regular education teachers to determine the types of differentiated work that will be provided regularly to students who are gifted in reading, in math, or in both areas.
- * Update DEP to communicate alignment and opportunities for differentiation by identification area
- * Provide assistance to middle schools in offering math options using accelerated Common Core curriculum
- * Improve electronic sharing of resources for all schools
- * Provide district materials to parents indicating expected resources and options available to all gifted students in our schools.

Program Options Currently Available to Students:

Independent Study:

The self-directed option provides for individual exploration of a topic. The AIG teacher serves as a facilitator during the process that is designed by the student.

High School Credit for Middle Schoolers

Students qualifying for subject advancement enroll in coursework for English/Language Arts and/or math at our high schools and receive high school credit for each course taken successfully. Coursework in other areas are available through North Carolina Virtual Public School.

Cluster Grouping:

Students are grouped at an average of five students per core course into regular education courses and placed with an AIG certified teacher whenever possible. Differentiated options are provided.

Resource Option:

AIG students qualify for a pull-out/push in option that provides time to work with the AIG teacher in small groups.

Advanced Placement:

High school students can self-select college level coursework taught at the school or through North Carolina Virtual Public High School. A successful score on the AP exam may provide college credit.

Grade and Subject Acceleration:

Students demonstrating continuous need for challenge two to three years ahead of peers may qualify for acceleration by subject or grade level. (For criteria, see Standard 1D.)

High-Level Competitions and Classes:

Examples include Odyssey of the Mind, Science Olympiad, Iredell Mock Trial, Speech and Debate competitions, Math Counts, Young Author's Contest, State History Day, Duke TIP offerings, and other gifted options as they become available. These may be added to DEPs/IDEPs.

Additional extra-curricular activities and courses may be suggested by school personnel and/or parents/families to meet the needs of students academically and social-emotionally. These may be added to the DEP/IDEP as appropriate.

Differentiated Experiences:

Gifted students are provided with opportunities that are extended through content, process, product, or environment. A variety of strategies are utilized by the regular classroom teacher.

Planned Sources of Evidence: * DEPs/IDEPs

- * Written Communication
- * Meeting Minutes
- * District Website

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: It is imperative that the AIG Program in Moore County Schools plays an integral role in the total instructional program. To date, the Specialist for Advanced Studies has been a vocal advocate for gifted students and their needs. This position is part of the Instructional Design and Innovation Team. Moving forward, our system must continue to pursue the needs of gifted students in individual schools and with regular classroom teachers to ensure that gifted students receive services throughout the instructional day.

Goals: During this plan cycle, Moore County Schools will:

- * Create a position for the Specialist for Advanced Studies that focuses entirely on the implementation of services for students who have potential
- * Provide opportunities for the Specialist for Advanced Studies to work with building level AIG teachers and administrators to ensure AIG programming in schools is aligned to our AIG Plan.
- * Align AIG teacher positions to ensure collaboration with regular education teachers, pull out and push in direct service options.

Description: Moore County Schools recognizes the needs of the AIG program have changed over time. Addressing the needs of a growing number of gifted students as a result of a more transient population has become consistent work. Without a position focused specifically on educating students with potential, the needs of students, teachers, and administrators regarding gifted education have not been addressed. Recognizing the need to implement and monitor AIG services specifically, Moore County Schools will make the Specialist for Advanced Studies a singular position where gifted education and advanced level coursework for students will receive consistent attention. Budget pending, this position will be in place for the 2013-2014 school year.

Additionally, our school level administrators have not received on-going professional development regarding the education of gifted students. As a result of new hires and a lack of training, schools are organized in multitudes of fashions with AIG services provided in different ways. During this plan cycle, the Specialist for Advanced Studies will work closely with principals to develop understanding of the needs of gifted students and the components of differentiation that must be in place outside of direct services.

This relationship will also facilitate the opportunity to create AIG teacher schedules that make collaboration with regular education teachers a priority. This collaboration must be on-going and pervasive for meaningful change in regular education classrooms to occur.

Planned Sources of Evidence: * Specialist for Advanced Studies Job Description

* Professional Development Sessions for Principals

* AIG Teacher Schedules reflecting collaborative planning time

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Informing all staff members is critical for quality programming. Based on survey responses, 85% of respondents understand the process for referring students for screening for services and 73% understand the criteria used for identification. This data indicates that while most teachers know how to refer a student for services, fewer understand how a student actually qualifies for service. Additionally, providing Differentiated Education Plans to teachers has not been a practice in our system. Providing pertinent information regarding services and instruction, regulations for all teachers and the AIG plan will be a focus in the 2013-2016 Plan cycle.

Goals: During this plan cycle, Moore County Schools will:

* Create a Differentiated Education Plan that includes important information for teachers in designing appropriate instruction for their gifted learners.

* Provide on-going professional development and information about processes for AIG services.

- * Communicate with teachers, administrators, and counselors the different service options and their impacts on the regular classroom.

Description: Communicating the policies, services, and differentiated practices that should be utilized to instruct and support our gifted learners is critical. By communicating these key ideas about gifted education, AIG teachers will eliminate misconceptions and gain valuable information on how to develop a more collaborative environment.

Presentations regarding service options and regulations for regular classroom teachers will be created and implemented for the 2013-2014 school year. These will become part of our back to school professional development sessions and will be conducted by the AIG teacher at each school.

AIG teachers will also meet with Professional Learning Communities to discuss the AIG program and differentiated services monthly.

The Specialist for Advanced Studies will communicate information regarding differentiation and services to school personnel in the following ways:

- * Monthly scheduled Professional Learning Community meetings with AIG teachers
- * Additions to the bi-monthly Administrator's Newsletter
- * School and AIG classroom visits
- * School Newsletters
- * School and District websites
- * Edmodo

Planned Sources of Evidence: * Presentation to be delivered at each school

- * Website updates
- * Meeting minutes and agendas

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Communication among and between teachers and schools to ensure services has improved with the implementation of the previous plan. However, the transition of records relies heavily on teacher schedules at the end of the year and the process is not as seamless as necessary. Additionally, some schools do not communicate student needs consistently enough for sixth grade to ensure that students are placed in any cluster grouping with intent. This results in misplaced students and frustration for parents, students, and teachers. Very little communication occurs past eighth grade regarding student needs other than folders moving from one grade level to another. Processes must be developed to ensure that programming for gifted students is in place well before the end of the school year.

Goals: During this plan cycle, Moore County Schools will

- * Improve communication between and among elementary, middle and high schools to enhance individual student programming by developing written processes and timelines.

Description: To improve this practice, we will:

- * Work with elementary and middle school principals to determine a timeline for communicating student needs for cluster grouping for the next school year.
- * Provide DEPs to each regular classroom teacher
- * Set a timeline for annual reviews to be completed well in advance of the transition of records.
- * Set a timeline for transition of student records from 2nd to 3rd grades for those in primary schools, 5th to 6th grade, and 8th to 9th.
- * Work with middle school AIG teachers and high school AIG facilitators to determine information necessary for gifted students moving to 9th grade other than course selection options.
- * Create four year plan focused on advanced studies
- * Provide transition service meetings for the 9th grade transition year at the middle schools.
- * Create and implement process for communicating information with the high school facilitators.

Planned Sources of Evidence: * Processes documented for transition

- * Documentation of DEPs shared with teachers
- * Timelines implemented

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Our plan requires consistent collaboration between all stakeholders to provide optimal learning for all students. A high level of collaboration is more apparent in some schools than in others and is often dependent upon the culture of each school. To ensure that collaboration between different members of school personnel as well as families occur, processes must be established, implemented and monitored.

Goals: During this plan cycle, Moore County Schools will

- * Improve stakeholder collaboration to ensure differentiated programming and services in all Moore County Schools.

Description: Communicating with all stakeholders is essential in developing quality differentiated services for our gifted learners. We must allow for a variety of feedback to occur in order to accommodate the needs of our changing students and school communities. Regular communication should occur between multiple stakeholders.

We strive to consistently collaborate to meet the needs of learners. Currently, AIG teachers inform and provide information about our gifted services to school personnel. In some buildings, this is a regularly scheduled occurrence while in others it occurs less systematically or not at all. Even within those schools with regular collaboration, there are differences in types of information shared and expectations in place by school administrators. While all schools have implemented Professional Learning Communities, the expectations and outcomes from these groups vary widely dependent upon principal expectation.

To improve this practice during the 2013-2016 Plan cycle, Moore County Schools will:

- * Establish AIG teacher schedules that make frequent communication with regular education, counselors, administrators and exceptional education teachers a priority
- * Establish close working relationships between building principals and the Specialist for Advanced Studies to support and guide collaborative work among all school personnel.
- * Establish and implement guidelines for service and program information to be clearly articulated to parents/families on a regular basis

Planned Sources of Evidence: * Meeting Agendas with Meeting Minutes

* Communications with parents/families

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Focused education and practice addressing the social emotional needs of gifted learners have not been developed in previous plans. Addressing the needs of the whole gifted child must include collaboration between all school personnel and the parents/families of the child. Creating a plan for improved interaction between all groups in addressing social and emotional needs is a necessity.

Goals: During this plan cycle, Moore County Schools will

- * Create and implement practices that address the social and emotional needs of gifted learners among parents/families, counselors, and other school personnel.

Description: To improve this standard in the 2013-2016 school years, we will

- * Develop professional development for school personnel to educate all stakeholders about the affective needs of gifted students
- * Provide parent education focus groups regarding the affective needs of gifted students
- * Ensure cluster grouping for students in regular education classes
- * Utilize school counselors in providing small group and individual counseling with AIG students demonstrating need

Planned Sources of Evidence: * Presentation materials for professional development

- * Meeting minutes and agendas
- * Documentation of small group sessions with counselors
- * Class lists showing cluster groups

Other Comments: Collaboration is the key to a student's success in schools. All stakeholders must actively discuss the needs of the learner to address the academic, social, and emotional needs. AIG teachers will inform all stakeholders of progress and concerns.

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Moore County Schools is committed to providing acceleration services for students who consistently demonstrate need for differentiation across grade levels.

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

Description: Students showing consistent two-three year advancement beyond peers may qualify for greater acceleration resulting in out-of-grade grouping for most or all of the instructional day. Acceleration by grade or by subject will be made on an individual student basis using the Iowa Scale for Acceleration. Sixty points shall be required for acceleration to be considered. The final decision regarding subject and/or grade advancement is the responsibility of the school principal.

GRADE or SUBJECT ACCELERATION PROCESS

1. Parents or teachers must present the request for acceleration to the AIG teacher in writing.
2. The AIG teacher will gather the team that consists of principal or designee, classroom teachers, and guidance. The team will examine the data that exists on the student. The classroom teacher(s) will provide work samples that demonstrate 2-3 years above grade level. The AIG teacher will gather any prior testing data available. The student will have the opportunity to share projects that may show above grade level skills. The team will decide if they are going to pursue the request using the data provided. The evidence to move to the next step must illustrate two to three years above grade level.
3. The AIG teacher and administrator or designee will meet with the parents and explain the decision of the team. If it is decided that acceleration services need to be explored, the AIG teacher will explain the Iowa Acceleration Scale.
4. Once parents have signed the permission to test, both the AIG teacher and the school psychologist will complete the required tests within thirty school days.

5. When testing is finished, the Iowa Acceleration Form will be completed by the school team if the student scored greater than 10 points on the Academic section of the Iowa Acceleration Scale and has an IQ score of 115 or higher. If the student does not meet these criteria, the process ends. If the student meets these criteria, the Iowa Acceleration Scale will be completed by the team. The student must score a minimum of 60 points on the Iowa Acceleration Scale to be eligible for grade or subject acceleration.
6. Once the total points on the Iowa Acceleration Scale are completed, the child's acceleration team consisting of the parents, administrator, current teacher(s), potential receiving teacher(s) and AIG teacher will meet to make a final decision on acceleration for the student.
7. If acceleration is recommended, an Individual Differentiation Education Plan will be developed to best meet the needs of the student. This plan will outline the transition process and a timeline for review of performance.

Moore County Schools will further develop guidelines regarding subject acceleration based on the North Carolina Department of Public Instruction's guidelines for Credit by Demonstrated Mastery (SBE policy GCS-13) for implementation in the Spring 2014.

Planned Sources of Evidence: * Iowa Acceleration Scale

* Screening Rosters

* Sample IDEPs

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: The menu of options available to gifted learners provides multiple methods for meeting student needs. However, our district has not assessed these options in terms of our under-represented populations to ensure we are indeed meeting learner needs. We will develop methods for intentionally assessing these service options for all students ensuring that our under-represented populations are included on an annual basis to ensure programming options meet the needs of all students in our program.

Goals: During this plan cycle, Moore County Schools will

* Assess and adjust AIG programming options to ensure services meet the needs of traditionally under-represented populations.

Description: To improve this standard during the 2013-2016 school years, we will

* Research best practices in identifying and serving the needs of gifted students from traditionally under-represented populations

- * Create annual student surveys that inform school personnel about learner needs and service options
- * Organize student focus groups to provide anecdotal information regarding services for all populations within the gifted program
- * Build intentional relationships with ESL and EC teachers to ensure representation of gifted students who may be twice exceptional and/or English Language Learners

Planned Sources of Evidence: * Survey Results

- * Focus Group Results
- * Documentation of changes in services

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Moore County Schools believes that offering extra-curricular opportunities for learning help to grow the whole child. Through programs, teams, and groups, AIG students are able to explore their talents and interests. Activities are optional and site based dependent on student interest and the availability of school staff and/or parent volunteers. We welcome individuals who wish to partner with our schools in providing additional access to learning outside of the traditional classroom experience.

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

Description: Moore County Schools offers a variety of academic opportunities that promote thinking, leadership, teamwork, and communication skills. Programs and opportunities for students include:

Academic competitions like Battle of the Books, Speech and Debate, Future Problem Solving, National Geography Bee, Odyssey of the Mind, Technology Student Association, Science Olympiad, Math Counts, and Future City.

Opportunities for community service groups, plays and musicals, art club, chorus, performance bands, chess club, school newspapers and yearbooks are available at our schools.

AIG teachers will communicate these opportunities to parents throughout the school year as well as provide parents information regarding talent identification programs like Duke TIP. Teachers will also provide parents with information regarding summer and weekend enrichment programs that address needs of the gifted.

Planned Sources of Evidence: * Resource Lists

- * Parent communications
- * Website links

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: Partnerships with parents/families and the community will provide greater access to services and understanding of the needs of our gifted learners. To date, our system has not developed and articulated information to these groups in a consistent format. We recognize the strength and value of input from parents/families and our local community as we seek to improve services for our students. We will work during this plan cycle to build valuable relationships with stakeholders outside of school personnel.

Goals: During this plan cycle, Moore County Schools will

- * Improve two way communications between the system, our schools, parents/families and the local community.

Description: In an effort to improve this standard during the 2013-2016 school years, we will

- * Build an advisory council that meets quarterly of parents, teachers, administrators, and community members representative of the diverse population we serve to assist in implementing our AIG Plan.
- * Publicize gains and honors made by students in our program through local media
- * Disseminate brochures regarding AIG services and processes to all students at the start of each semester
- * Organize processes for DEP meetings to parents/families at the start of each school year to address programming options at each school
- * Continue to promote the needs of AIG services in budget requests

Planned Sources of Evidence: * Advisory Council Member List

- * Advisory Council meeting minutes
- * Local media coverage
- * Brochure
- * Parent Meeting Dates and Minutes by School

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: Information is communicated in various forms at our different schools and the district website. Based on survey data, parents would prefer additional communication regarding services provided for their students, the work that they do, and how it relates to other learning at school. During this plan cycle, we will build upon current processes to ensure consistency across our schools in an effort to ensure that parents receive the information they desire.

Goals: During this plan cycle, Moore County Schools will

* Implement processes consistently across all schools to inform parents/families and regular education teachers about the Article 9B, the local AIG Plan, and other policies related to gifted education.

Description: In an effort to improve this standard, we will provide:

* Teacher Information Relating Gifted Education

At the beginning of each school year, the AIG teacher will present information regarding Article 9B and the local AIG plan to all teachers. This professional development will be followed with DEP information on each child for respective teachers. The AIG teachers will also meet with Professional Learning Community teams consistently to discuss issues, concerns, and/or curriculum modifications needed for the gifted students.

* Parent Information Relating Gifted Education

At the beginning of each year a group Differentiation Education Plan meeting will be held at each school to establish service options and needs for each student. Information regarding specific extra-curricular activities and support for the site will be provided as well. Additionally, AIG teachers will utilize other strategies to involve stakeholders in learning about our programs such as report card pick up dates, special school events like art shows and plays, and student led conferences. Information regarding district websites and teacher Edmodo pages will also be provided to assist in consistently disseminating information to parents.

Through ideas provided by our Advisory Council, we will continue to improve communication with schools and parents/families about progress of our system and individual schools in relation to gifted education.

Planned Sources of Evidence: * Website

* Meeting Sign-ins

* Meeting Agendas and Notes

* Written Communications

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: Involving parents/families and the community in providing input, implementing, and monitoring the AIG plan is essential to its success. We know that schools cannot do it alone and utilizing the energy and ideas from sources outside of school personnel will help our program grow. To this end, we are committed to strategically involving others in these processes. Creating an advisory council that is reflective of our community will increase the success of gifted programming in our system.

Goals: During this plan cycle, Moore County Schools will

- * Create processes that involve stakeholders in developing, implementing and monitoring the local AIG program and plan.

Description: We are committed to improving our partnerships with parents/families and the local community as we intentionally grow our program. To this end, during the 2013-2016 plan cycle, we will:

- * Create an advisory group of AIG stakeholders representative of the diversity of our AIG population
- * Utilize quarterly scheduled meetings to review implementation of the AIG Plan and update the plan annually when appropriate
- * Provide opportunities for parent/community feedback ranging from online surveys to focus groups
- * Continue to translate documents into native languages as needed
- * Use the advisory group to determine other methods of communicating with outside groups, i.e., churches, civic groups and clubs, etc.

Planned Sources of Evidence: * Advisory Council Members

- * Meeting Minutes and Agendas
- * Survey Results

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Collaboration with all families in our system is essential. We work together as a district to ensure that all materials are translated into the languages represented in our schools. We will

maintain this practice during the 2013-2016 plan cycle.

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

Description: Moore County is becoming an increasingly diverse community. The Hispanic population is growing and we are conscious of the Hispanic community's needs.

To ensure that all parents and communities receive information concerning the AIG program, we have all paperwork and brochures in Spanish. The LEP coordinator is our contact and interprets when needed. Additionally, our district website can be translated to several languages by the click of a button.

We will provide AIG information for parents at the ESL Parent Nights organized by our ESL Coordinator to improve communication with parents regarding nomination and identification procedures as well as service options.

Additionally, we will provide translators for DEP meetings when appropriate with this plan cycle to ensure that communication is clear, purposeful, and two-way.

Planned Sources of Evidence: * Translated Documents

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: In order to make parents and the community collaborative partners, we implement a variety of options that give gifted learners opportunities and support. Currently, different schools participate in a variety of learning opportunities and community service options to help build partnerships. We will continue these opportunities for students as well as build relationships at the district level with local businesses, industries, civic groups and institutions of higher learning in an effort to broaden opportunities and services for our students.

Goals: During this plan cycle, Moore County Schools will

* Build relationships with community groups to include businesses, industries, civic groups, and institutions of higher learning.

Description: We want parents and communities involved in supporting our gifted learners. We work to have open collaboration with the community to gain support and to provide service. However, to build this partnership, our district must commit to making the needs of our gifted learners known. Reaching out to community groups will provide resources, mentors, and internships to students that have not been available before.

During this plan cycle, we will improve our community outreach efforts by:

- * Establishing relationships with community groups and foundations to provide information from the district level regarding AIG programming and services
- * Establishing relationships with institutions of higher learning in an effort to provide licensure opportunities for groups of teachers
- * Utilizing our district website to inform parents of resources and opportunities for gifted learners

Currently, AIG teachers and students work with community organizations to provide opportunities for our gifted learners. In the past, students have knitted caps for newborn babies and donated them to the local hospital. Another community program also gave students the opportunity to experience advertising. The local radio station requested the students create advertisements and the winners would be selected to present their advertisements on the radio.

In addition, we believe it is critical for AIG students to have real-world opportunities, work with various community organizations, and develop leadership skills. Several community organizations that our students have worked with include:

- * No Kill Shelter – Animal Society
- * Boys and Girls Club
- * First Health – Children's Ward
- * Ruth Pauley Lecture Series
- * Make a Wish
- * Words of Wisdom – Cancer Survivors

We continue to explore community organizations to establish partnerships in an effort to provide students multiple opportunities to improve the community. We utilize parents and other members of our community to provide lectures and serve as volunteers for activities with gifted students.

Planned Sources of Evidence: * District website

- * Communications with community groups
- * Survey results

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 AIG Program of Moore County Schools complies with state legislation and SBE policy for writing and implementing a three year plan for continuous improvement. This update will comply with the updated standards adopted by the State Board of Education in December 2011 as well as Article IXB legislation. The plan will be approved by the local board of education and then submitted to DPI for review.

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

Description: "All children are born with potential for growth in their abilities...From birth onward the growth of their abilities and talent depends entirely on the nurturing educational and developmental conditions that operate within their lives." (Feldhusen, Purdue University, 1995)

Moore County Schools is committed to providing "Moore Opportunities" for all children.

The AIG Plan defines the processes for screening and identifying students and describes the service options available to them. It also explains how they will be evaluated to better serve our gifted students.

Updates to the plan reflect information provided by parents/families, students, and teachers through surveys. Additionally, observation and anecdotal information has been used to assess the needs of our program. Changes to the plan demonstrate an intentional and purposeful plan for improvement.

Planned Sources of Evidence: * Signed verification by the Local School Board

* Submission to DPI

* Review Data

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Specialist for Advanced Studies along with the AIG teachers in K-8 schools will monitor the implementation of the Moore County Schools AIG Plan for 2013-2016 to ensure compliance with the State Board of Education and Article IXB legislation. These components will be implemented with consistency and fidelity. Moore County Schools maintains this practice in our efforts to support a comprehensive AIG program K-12.

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

Description: We are committed to meeting the educational needs of all students, including those with special abilities and talents. We believe that students with special gifts, talents, and high interests are found in all ethnic, geographic, and socioeconomic groups, and they represent a source of potential innovation, creativity, and leadership. Without appropriate educational opportunities, the superior talents and abilities of many of these students would remain undeveloped or underdeveloped. Therefore, we have a responsibility to provide an appropriate and challenging educational program, grounded in the recognition of individual differences and unique learning styles within an environment that encourages and nurtures inquiry, flexibility, and divergent thinking. Through effective collaboration, we must deliver a differentiated curriculum of greater challenge, more complexity and abstraction, through faster paced instruction aimed at academic excellence, thus maximizing the intellectual, emotional and social potential of our gifted students.

The components thoroughly explained in our AIG Plan to serve our gifted students include:

- * Talent Development
- * Screening
- * Identification
- * Placement
- * Service Options
- * Differentiated Curricula / Instructional Practices
- * Evaluation
- * Personnel and Professional Development
- * Parent Involvement
- * Procedures to Resolve Disagreements
- * System Approval

The Specialist for Advanced Studies will monitor the implementation to ensure consistency of the components in the AIG Plan.

Planned Sources of Evidence: * AIG Meeting Minutes

- * Focus Groups
- * Survey Data

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In order to ensure comprehensive services are provided to gifted students, Moore County Schools must continue to monitor state funds and ensure that all funds provided are spent for gifted services. This practice is evident through budget reports through our local finance department.

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

Description: State Budget
Funding for gifted education is based on 4% of the average membership of the local school system.

Moore County Schools also provides local dollars to support the AIG program.

Each month a spending report is given to the Specialist for Advanced Studies from the finance department. The Specialist analyzes budget line items to ensure state monies are appropriately allocated to provide services for gifted students.

Planned Sources of Evidence: * Monthly Budget Statement on PRC 034

- * Spreadsheet on AIG Budget
- * Teacher Licensure and PRC 034 Funds
- * Purchase Orders and Receipts for Materials or services

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: In order to meet the needs of all gifted students, we must consistently analyze student performance data. Data reflecting growth of gifted students and drop-outs must be shared with appropriate school level officials to ensure rigorous, challenging and appropriate affective services are available for students.

Goals: During this plan cycle, Moore County Schools will
* Utilize student performance data to monitor the needs of gifted learners and ensure student growth.

Description: Principals are provided with an electronic data notebook designed by the local testing director. This notebook provides up-to-date information regarding student growth and performance. Additionally, student performance over time is accessed and reviewed by teachers and administrators using EVAAS which provides projections for student performance with a value-added measurement. During this plan cycle, we will develop a consistent process for discussing student growth needs and

trends using the data sources currently available as well as any possibilities through PowerSchool. Additionally, we will track trends of performance of gifted students using not only state assessments, but also performance on the Scholastic Reading Inventory (SRI), SAT, ACT, PLAN and EXPLORE to determine student needs.

The Specialist for Advanced Studies also works with the Administrator for Student Services to analyze drop-out trends of gifted students and suspension data. Looking at this data allows us to work on academic and social and emotional issues that need to be addressed for our gifted learners. To date, the drop-out rate of gifted students has been low in our district. However, monitoring the rate will allow us to seek out information from students who do follow this path and help us to better understand the services and options needed by all students in AIG.

The AIG Team will continue to discuss trends in the testing we complete as we see changes occur. We will use new End-of-Grade information to guide our practice in the coming three years.

Planned Sources of Evidence: * Disaggregation data on SRI, EOG and EOC from the Data Notebook

- * Growth data of learners
- * Suspension Reports
- * Drop-out Reports
- * Alternative School Placements
- * Student Surveys

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 Maintained Practice for 2013-2016.

Rationale: In the AIG Program, we wish to develop, identify, and serve gifted students compared with others of their age, experience, or environment for all populations. While we have made significant progress in this area with the previous plan, we will continue to focus our efforts on identifying and retaining under-represented groups.

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

Description: Each year, the Specialist for Advanced Studies will collect the demographic data of identified students in the gifted program from the schools. This data will allow us to monitor the implementation of the talent development programs and screening procedures. The specialist will more closely follow the trends of our under-represented populations in an effort to improve representation and identification.

Planned Sources of Evidence: * Screening Data

- * Nomination Rosters
- * Demographic Data
- * Retention Data

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: All personnel providing direct AIG services to gifted students must have AIG licensure. We maintain efforts to recruit and hire teachers for direct AIG Programs that are highly qualified.

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

Description:

- * Specialist for Advanced Studies – Supervises the implementation of the local plan for serving gifted students.
- * K-8 AIG Teachers – Provides resource and/or push in services to identified AIG students and consultative support to regular classroom teachers. Each AIG teacher will serve as the chair for the school's Needs Determination Team. The AIG teachers report to the school level administrator and the Specialist for Advanced Studies.
- * 9-12 High School Facilitator for AIG – Provides guidance and support to AIG identified students and their parents as well as Honors and Advanced Placement teachers and students. Each facilitator will complete AIG paperwork. The facilitator will create four-year plans that are monitored for the AIG students.

Planned Sources of Evidence: * Licensure Reports

- * Use of PRC 034 Funds

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: In an effort to ensure that all stakeholders have opportunities to monitor and provide feedback about the implementation of the 2013-2016 AIG Plan, an advisory group will be created that is reflective of the diversity of our various school populations.

Goals: During this plan cycle, Moore County Schools will

- * Create an advisory board consisting of stakeholders involved in the education of gifted students in Moore County Schools

Description: To improve this standard during the 2013-2016 school years, we will:

- * Create a district wide Advanced Studies Program Team comprising of parents, teachers, students, and administrators reflecting the diversity of our population as well as members from each of our schools
- * Schedule quarterly meetings for the school year to monitor the first year of implementation of the new plan
- * Utilize this group as a primary conduit of information to the greater school and local community

Planned Sources of Evidence: * Roster of Team Members

- * Meeting Minutes

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: Our January 2013 survey was the first data collected systematically from parents, teachers, and students since the 2010-2013 Plan was written. To ensure that continuous improvement is made, regular feedback must be solicited from all stakeholder groups.

Goals: During this plan cycle, Moore County Schools will

- * Request feedback from stakeholders on at least an annual basis to inform further development of services for gifted students

Description: The Specialist for Advanced Studies will gather feedback from a variety of sources regarding the implementation of the AIG Plan. This feedback will be analyzed to determine how to make the AIG Program more effective.

Data to be collected may come from the following:

- * Annual surveys with teachers, students, and parents
- * Annual focus group meetings with teachers, students and parents

An annual survey was given to all students, parents, and teachers of students K-8 in January 2013.

We will extend surveys to high school students, teachers, and parents in the coming cycle.

Planned Sources of Evidence: * Annual Survey Data from Stakeholders

* Focus Group Meeting Minutes

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: In order to ensure continuous improvement of program planning, data must be collected and analyzed from various sources. To date, most information has been qualitative in nature and while changes may have been made accordingly, documentation of the data or decisions is not available. We must create a strategy for analyzing information collected as well as documenting needs for change. The AIG Plan will also need to reflect any changes accordingly.

Goals: During this plan cycle, Moore County Schools will

* Collect and analyze data to inform program planning

* Revise AIG Plan for 2013-2016 as appropriate based on data

Description: The purpose of program evaluation is to document what is being implemented in an effort to make informed decisions. We will utilize multiple data sources that are: feasible, significant, ethical, and non-value laden. These data may be obtained from: surveys, focus groups, interviews, observations, assessment data, identification data, and written documents. As data suggests, we will update our AIG Plan on an annual basis to reflect any necessary modifications.

Planned Sources of Evidence: * Revisions to the AIG Plan

* Data from Multiple Sources

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: A transparent system of accountability must be available to all stakeholders to further our goal of providing quality gifted programming. While our AIG Plan has been linked to our program webpage, any additional information has not been published. Providing pertinent and honest information to our public about the status of our program is necessary.

Goals: During this plan cycle, Moore County Schools will

* Publish reported data about the evaluation of the 2013-2016 AIG Plan

Description: We will publish any data provided about the evaluation of the AIG Plan on our Advanced Studies webpage to ensure that any stakeholder or member of the community-at-large has access to it. Paper copies will be provided when requested.

Planned Sources of Evidence: * Data published on Advanced Studies webpage

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: AIG personnel are the advocates for gifted students in our school system. Our leaders will work with stakeholders to meet the needs of our gifted learners as necessary. In order to maintain the practice of protecting the rights of Moore County AIG students, parents may follow the Review of Disagreement procedures to resolve concerns about services.

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

Description: See Standard I Practice F

Planned Sources of Evidence: * Review to Disagreement Procedures

* Documentation of Concerns

Other Comments:

Glossary (optional):

Appendix (optional):

2013 Parent Survey Letter.pdf (*Appendix - Standard 1:2:3:4:5:6*)
AIG Parent Survey English 12_2012.pdf (*Appendix - Standard 1:2:3:4:5:6*)
AIG Parent Survey Spanish 12_2012.doc (*Appendix - Standard 1:2:3:4:5:6*)
Parent Letter for Survey in Spanish.pdf (*Appendix - Standard 1:2:3:4:5:6*)
Parent Survey Summary2013.pdf (*Appendix - Standard 1:2:3:4:5:6*)
StudentSurveySummary2013.pdf (*Appendix - Standard 1:2:3:4:5:6*)
TeacherSurveySummary2013.pdf (*Appendix - Standard 1:2:3:4:5:6*)
Board Approval 2013-2106 Plan.pdf (*Local Board Approval Document*)