

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

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

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

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

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

Newton Conover City Schools Vision for local AIG program: Newton-Conover City Schools believes that it is our responsibility to discover, nurture, and develop the potential of all students to be successful, lifelong learners, and responsible citizens. We must provide challenging curricula to all children. Services to Academically / Intellectually Gifted students are an integral part of this goal. Gifted learners are unique yet share certain characteristics with other children. Children who are academically / intellectually gifted may have social needs that make them feel different from other children of their same age and experience. The learning needs of these children are also different from other children. Gifted learners may learn at a faster rate, and they may have the ability to think with more complexity and abstraction.

Recognition of academically / intellectually gifted students must cross all cultural and economic strata. Students from culturally diverse or economically disadvantaged families, students with disabilities, and students who are highly gifted must have equal and equitable opportunities for screening and placement, early nurturing experiences, and appropriate, stimulating and challenging curriculum.

Services for gifted learners must be part of an overall educational program supporting excellence for all students. Students must have a continuum of services that address their diverse academic, intellectual, social, and emotional needs through appropriate differentiation of curriculum and instruction. The Newton-Conover City Schools' AIG Program offers a variety of settings and learning

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opportunities to enhance students' freedom to develop and to demonstrate gifted behaviors. Through challenging, rigorous, and relevant curricula, all students will graduate from high school globally competitive for work or postsecondary education, and prepared for life in the 21st century.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$867785.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Newton-Conover City School system has clear, comprehensive screening and identification procedures that are articulated and disseminated to school personnel and parents. The AIG Local Plan and Program Manual are accessible to all stakeholders online and as a print document. The referral and identification processes are equitable and fair for students at all grade levels, with the additional modifications as noted in 2013 - 2016 Focus Practices. The Task Force recognizes this initiative as a Maintained Practice.

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

Description: Newton-Conover City Schools has developed a comprehensive and thorough AIG Plan and Program Manual that is updated annually. The AIG Plan and Program Manual assist school level AIG Teams in the screening, referral, and identification of academically/intellectually gifted students. At the school level, AIG Review Teams make the final decision regarding identification and placement of a child into the AIG Program. School level AIG Teams work with the school guidance counselor and AIG Lead Teacher in the screening, referral, and identification processes. Parents, school personnel, students, and other stakeholders are allowed access to all placement protocol. See the uploaded Program Manual, Appendix, and forms for screening and identification protocol.

Planned Sources of Evidence:

- ~ AIG Plan and Program Manual
- ~ AIG Review Teams at each school
- ~ AIG Lead Teacher
- ~ Minutes of AIG Review Team meetings

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Newton-Conover City Schools' AIG Program utilizes multiple criteria for screening and identification to include student aptitude, achievement, grade performance, Behavior Scale checklists, and a Case Study. To place into the district's AIG Program, a student must meet four of the five indicators, to include traditional and non-traditional measures that are based on current theory and research.

The LEA and Task Force chose this practice as a focus in 2010, and have subsequently completed most of the goals set forth at that time, as indicated on the Interim Report. One significant goal remains a focus for this 2013 cycle, streamlining the Case Study. Establishing rubric for student work samples and additional concrete measures for the Case Study will remain a priority over the next three years.

Goals: The Newton-Conover AIG Program and school system have the following goals:

- ~ To determine specific work samples required for a case study (math and reading)
- ~ To establish rubric for scoring work samples and to determine qualifying scores
- ~ To consider Case Study indicators that might reveal giftedness in under-represented populations

Description: Newton-Conover City Schools and the AIG Program will improve this Practice in the following ways:

The NCCS' AIG Program Task Force or a small sub-committee will compose rubric and concrete indicators of giftedness to utilize in the Case Study for appropriately placing gifted students. As a means of addressing best practices in identifying under-represented populations, the Task Force or a sub-committee will also confer with EC, ELL, Title I and other personnel in determining Case Study indicators.

Planned Sources of Evidence:

- ~ Case Study component on the Identification protocol
- ~ AIG Review Team minutes
- ~ Screening Pool data
- ~ Collaboration between the AIG Lead Teacher and personnel representing under-represented populations
- ~ Research and discussions with districts similar in demographic composition

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: Newton-Conover City Schools initiates screening, referral, and identification procedures

on potentially gifted learners through the use of traditional and non-traditional measures. Based on current NCCS data, 4 percent of the district's population are Asian, 23 percent are Hispanic, 15 percent are African-American, 52 percent are Caucasian, and 5 percent are Multi-Racial. The AIG student population somewhat mirrors the demographic breakdown but remains a focus over the next three years. Only 1 percent of the current identified population are Asian, 7.4 percent are Hispanic, 7.1 percent are African-American, 80 percent are Caucasian, and 4.5 percent are Multi-Racial. With economically disadvantaged, highly gifted and twice-exceptional students coming from all cultural/ethnic groups, it remains imperative to concentrate efforts on following best practices for identifying these under-represented learners. By examining issues of equality while ensuring equity, the district will be better able to identify and serve these students. Pivotal in this endeavor is recognizing that economic disadvantages, language barriers, cultural differences, and other exceptionalities may impact school and test performance, potentially masking giftedness.

Goals: The Newton-Conover AIG Program and school system have the following goals:

- ~ To monitor and analyze sub-group data to understand LEA demographics
- ~ To intentionally communicate with sub-groups information regarding screening, referral, and identification
- ~ To partner with EC, ELL, Title I, and other groups in order to establish ways to recognize giftedness in under-represented populations

Description: Newton-Conover City Schools and the AIG Program will improve this Practice in the following ways:

The AIG program, together with other support personnel, will research and analyze best practices to identify giftedness and potential of giftedness in under-represented populations. The AIG Lead will confer with EC, ELL, Title I, and other personnel as a means of determining best practices in identifying giftedness in special student populations. This partnership within the district will strengthen communication and provide an avenue to examination of practices. The AIG Lead will research what other districts are implementing to locate and identify these special learners.

Planned Sources of Evidence: ~ AIG Review Team minutes

- ~ Screening Pool data
- ~ Collaboration between AIG Lead Teacher and personnel representing under-represented populations
- ~ Research and discussions with districts similar in demographic composition

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Consistency in implementing screening, referral, and identification is an essential component of a successful, valid AIG Program. Newton-Conover City Schools has made notable progress in this endeavor with the assistance of the AIG Lead teacher and EC Director overseeing and implementing much of the process. This oversight increases consistency among schools in screening students, administering tests when required, chairing the school AIG Teams, communicating gifted indicators, and refining the procedures used at each school site. Each year the Lead reviews and revises the AIG Procedures Manual to ensure best practices, district changes, and Task Force or school team recommendations. School-level personnel and community members believe equity, equality and excellence are essential elements of all programs, to include AIG. Due to the progress in this area, the Task Force designates this practice as Maintained.

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

Description: Newton-Conover City Schools and the AIG Program will maintain and strengthen this practice in the following ways:

The Director of the Exceptional Children's Program, AIG Lead Teacher, AIG Task Force, and school AIG Teams will continue to evaluate and monitor the referral, screening, and identification processes to ensure consistency, equity, and excellence in all procedures. The AIG Manual and AIG Local Plan will accurately reflect the protocol used in these processes. The AIG Lead and Task Force will continue to streamline procedures and processes in order to ensure clarity and consistency in implementation across the district. All of these procedures are made available to stakeholders online and will be published in the Parent Handbook, newsletters, and other NCCS communications relevant to AIG Program initiatives.

Planned Sources of Evidence:

- ~ AIG School Review Teams (minutes and rosters)
- ~ AIG Screening Pool and Identification protocol
- ~ AIG Local Plan
- ~ AIG Program Manual
- ~ NCCS Parent Handbook
- ~ AIG newsletters

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Newton-Conover Schools' AIG Program has established written policies and procedures for the referral, screening, identification, informed consent, reassessment, resolving of disagreements, and transfer from other NC LEA's or states/countries (see Manual and Appendix).

These procedures are evaluated each year and revised as needed in the Local Plan and Program Manual; therefore, the Task Force recognizes this practice as Maintained.

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

Description: Newton-Conover City Schools and the AIG Program will maintain and strengthen this practice in the following ways:

With the addition of the Transfer and Informed Consent policies and procedures to the 2010 Local Plan, the district's efforts to safeguard the rights of AIG students and families is complete. Consistency in implementing all procedures is essential at each school site and under all circumstances. The AIG Program will continue to monitor and adjust procedures as needed. The AIG Lead teacher provides the necessary oversight and consistency throughout the district.

Planned Sources of Evidence:

- ~ AIG Local Plan
- ~ AIG Program Manual
- ~ School AIG Review Team minutes
- ~ AIG Screening Pool
- ~ AIG Data

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In order to ensure consistency, equity, and uniformity in all district AIG procedures and services, the Local Plan and Program Manual are maintained and updated annually. All documentation is filed in individual student placement folders, containing original placement protocol, annual DEP's and end of year Performance Reviews. Copies of each document are also mailed to the parent/guardian of the identified student. All information is communicated and accessible to school personnel, parents/families, and community members. This initiative will remain a Maintained Practice.

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

Description: Newton-Conover City Schools and the AIG Program will maintain and strengthen this practice in the following ways:

Clear and accurate documentation and data are maintained on each referred, screened, and identified AIG student at each school site. This documentation contains evaluation/test data, Behavior Scale indicators, End of Grade/Course achievement data, grade performance, and aptitude score(s). An identified student has a Differentiated Education Plan (DEP) in place upon eligibility and

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placement into the program. This DEP reflects the service provided (learning environments, differentiation strategies, and enrichment options) to each AIG student in the area in which he/she is identified. DEP's are updated annually to reflect the academic and affective needs of the student and the curriculum and extra-curricular opportunities. At the end of each school year, the AIG Team in conjunction with the teachers of the AIG students, complete a Yearly Performance Review. This yearly review data includes EOG/EOC scores in the identified area, grade performance, recommended service options for the following year, and any relevant teacher comments. This documentation is placed in the AIG placement folder and a copy is mailed to parents/guardians.

Planned Sources of Evidence: ~ Differentiated Education Plans (DEP's)

- ~ Minutes and rosters from the annual DEP meetings
- ~ Yearly Performance Review documents

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Newton-Conover City School system has focused staff development on differentiating instruction through the establishment and deployment of the Professional Learning Communities (PLC) model within the district. Through the PLC model, teachers have many opportunities to examine the curricula, students' achievement data, and research-based instructional practices with their colleagues, Instructional Coaches, and building administrators. Teachers use formative and summative assessment data to guide instructional decisions and to adapt the curriculum according to student abilities and interests. An ongoing effort is underway at the state and local levels to apply the NCSCOS to the successful teaching of AIG learners using DPI's AIG Instructional Resource Project framework. The AIG Task Force recognizes this initiative as a focus for the next three year Local Plan cycle.

Goals: The Newton-Conover AIG Program and school system have the following goals:

- ~ To enhance and support the AIG Lead Teacher's pull-out and consultative role of assisting teachers with adapting curricula to meet the needs of AIG students.
- ~ To continue to adapt the Common Core Curriculum and Standards to meet the social/emotional and academic enrichment needs of the AIG students.
- ~ To attend DPI institutes and webinars to enhance the adaptation and implementation of the NCSCOS to appropriate curriculum for gifted students.

Description: Newton-Conover City Schools and the AIG Program will improve this Practice in the following ways:

Through Professional Learning Community meetings, teachers receive professional development on differentiation strategies and resources to meet the needs of diverse learners in the classroom. Teachers plan for differentiated curriculum and instruction through PLC meetings, vertical and horizontal team meetings, and collaboration with the AIG Lead Teacher. Teachers are evaluated on providing differentiated instruction by use of the new Teacher Evaluation Instrument. Students receive differentiated curriculum through tiered assignments, curriculum compacting, instructional contracts, enrichment grouping, flexible grouping, enrollment in Advanced Placement and Honors classes, and dual enrollment programs. As a means of ensuring student academic growth, the AIG Lead Teacher will work closely with teachers to assist them with curriculum compacting, tiering, and modifications to meet the needs of students.

With the adoption of the new AIG Standards and the Common Core, districts are working to ensure all gifted education teachers develop and implement curriculum that fully addresses the needs of the gifted learner. DPI Institutes offer resources and support to assist gifted educators in this initiative. The Instructional Resources Project (IRP) is a work in progress. Newton-Conover City Schools, in conjunction with DPI, will continue its efforts to adapt the SCOS to address the needs of advanced ability students by extending, enriching, and accelerating. This will become a focus over the next three year Local Plan cycle.

Planned Sources of Evidence: ~ AIG - Instructional Resources Project (IRP) lessons

- ~ Advanced Placement/Honors classes
- ~ Curriculum compacting
- ~ Instructional contracts
- ~ Professional Learning Community meetings / agendas housed at individual schools
- ~ Enrichment groupings
- ~ Collaboration between AIG Lead Teacher and regular education teachers
- ~ Vertical and horizontal team meetings
- ~ Encore and Focus groups
- ~ Flexible grouping based on formative and quarterly assessment data
- ~ New Teacher Evaluation Instrument
- ~ Academic clubs and competitions
- ~ Enrollment in college courses
- ~ EXPLORE test given in middle school
- ~ Students participating in community service

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Newton-Conover City Schools provides instructional support in differentiating instruction through the PLC model across the district. The AIG Lead teacher assists teachers in adjusting instruction to meet the unique needs of gifted and high ability learners. The elementary AIG pull-out enrichment utilizes diverse and effective practices to address both the academic and social/emotional components of a gifted student's education. The school system and the AIG Program will continue to employ the most effective practices and strategies in order to meet students' ability, readiness, and interest levels. The Task Force recognizes this initiative as a Maintained Practice.

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

Description: Teachers in Newton-Conover City Schools are responsible for providing differentiated instruction on a daily basis. Through intervention and enrichment, all students receive instruction targeted at their readiness levels. Through the PLC meetings, teachers collaborate to analyze data and adjust instruction based on students' assessment results. The AIG Lead teacher and teachers

of gifted students collaborate on curriculum and strategies to use in the regular classroom. At the elementary level, students attend enrichment pull-out, during which the AIG Lead employs a broad range of curriculum choices that are aligned with state and national gifted standards. Research-based strategies such as critical thinking, higher order questioning, compacting, multi-media projects, problem-base learning, research projects, tiered assignments are utilized to allow students to delve into advanced, complex content. At the middle and high school level, AIG students select Honors and advanced classes, providing extensions and acceleration to meet their abilities and interests.

Planned Sources of Evidence: ~ Advanced Placement/Honors classes

- ~ Curriculum compacting
- ~ Contracting, tiering, problem-based learning activities and lessons
- ~ Professional Learning Community meetings / participation rosters housed at each school
- ~ Enrichment groups
- ~ Collaboration between AIG Lead Teacher and regular education teachers
- ~ Flexible grouping based on formative and quarterly assessment data
- ~ Differentiation strategies, learning environments, enrichment options
- ~ Extra-curricular academic opportunities

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Newton-Conover City Schools and the AIG Program are committed to utilizing the most current research-based resources and practices. AIG and instructional funds are used to purchase ancillary materials and supplies to support differentiation. The AIG Lending Library houses research-based gifted resources for teachers and students. These materials are available for check-out and use throughout the school year, with some materials purchased for continual classroom use. Teachers are surveyed to ascertain classroom needs and student interests, after which AIG funds are used in the purchase of these requests. On an ongoing basis, the AIG Lead Teacher networks and researches to determine current curriculum resources best suited for the identified students. The Task Force designates this initiative as Maintained.

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

Description: Augmenting curriculum and instruction is critical to AIG program success, not only to supplement the resources for gifted students in the regular classroom and for enrichment pull-out, but also to afford teachers the opportunity to expand their understanding and knowledge of this special population. The AIG Lead continues to purchase Lending Library materials to include the most current, research-based cognitive and affective activities/lessons for students, and gifted differentiation strategies and best practices for teachers. These resources are available throughout the school year.

Planned Sources of Evidence:

- ~ Implementation of content modifications as identified on students' Differentiated Education Plan (DEP)
- ~ Flexible grouping
- ~ Differentiated instruction based on formative and quarterly assessment data
- ~ Encore and Focus groups
- ~ Teacher Evaluation Instrument

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Newton-Conover City Schools is committed to infusing 21st century content and skills into curriculum for the gifted and high achieving students. Although this practice was a focus over the 2010- 13 Local Plan cycle, the Task Force believes this practice should remain a focus for the next three year cycle. Developing and implementing the ever-changing 21st century skills should be an ongoing process to reflect best practices in gifted education, for both cognitive and affective domains. Newton-Conover City Schools recognizes the importance of preparing students for post-secondary challenges and believes 21st century skills are key to meeting these challenges. The Instructional Technology Facilitator, Reading Specialist, Instructional Coaches, and other support personnel will provide additional support and assistance as our district addresses and fosters the development of these advanced skills. The AIG Lead and AIG teachers will continue to attend local and state professional development sessions that provide the most current practices to assist in the development of 21st century advanced content and skills. The Task Force recognizes this area as a focus over the next three years.

Goals: The Newton-Conover AIG Program and school system have the following goals:

- ~ To renew the focus on critical thinking, problem-solving, creativity and innovation, real-world learning, and applied life skills
- ~ To provide gifted students high-level content and opportunities to compete nationally and globally
- ~ To continue to collaborate with the Instructional Technology Facilitator to provide additional opportunities for professional development in 21st technology skills
- ~ To continue to expand student data notebooks and student-led conferencing
- ~ To continue participation in a variety of academic and enrichment competitions to facilitate collaboration as well as skills in leadership and self-direction

Description: Newton-Conover City Schools and the AIG Program will improve this Practice in the following ways:

High priority has been given to creating classrooms at all grade levels that incorporate critical thinking, problem solving, creativity and innovation, real-world learning, applied life skills and advanced technology. Interactive whiteboards, interactive student response systems, document cameras, wireless tablets, laptops, and iPads have been widely distributed into teacher classrooms and media centers. Teachers continue to participate in professional development opportunities (online and face-to-face) to increase their knowledge about topics such as blogs, wikis, podcasts, QR codes, etc. Students are encouraged to collaborate, develop civic and global awareness, and other 21st century skills through class work, clubs, competition teams, and presentations. Students are held accountable and responsible for their learning through student data notebooks and student-led conferencing. All of these opportunities will continue but will also expand as our district focuses on developing knowledgeable, life-long learners, prepared to meet 21st challenges.

Planned Sources of Evidence:

- ~ Student participation in various clubs and activities that support 21st century skills
- ~ Schedule of technology workshops and in-service training sessions
- ~ Student data notebooks
- ~ Student products
- ~ School websites
- ~ Schedule of student-led conferences
- ~ STEM tours
- ~ Teen Court
- ~ Positive Behavioral Interventions and Supports (PBIS)
- ~ Partnerships and internships with local businesses
- ~ Field trips that incorporate real-world, problem-based learning opportunities
- ~ Students participating in community service

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Newton-Conover City Schools and the AIG Program are committed to using ongoing and relevant assessment to drive and focus differentiated instruction. Schools use data to monitor, modify, and enrich the instruction in the regular education classrooms. The AIG Lead uses assessment data to determine modifications in curriculum and instruction for enrichment pull-out services and in establishing DEP's. Through Professional Learning Community meetings facilitated by Instructional Coaches, teachers are led through the process of disaggregating data. Coaches assist teachers as they create, group, and supplement instruction for enrichment and intervention. A variety of tools are used in monitoring student progress and in modifying instruction as needed (district quarterly assessments, literacy and math assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), etc. The AIG Lead uses nationally normed assessments, student, teacher,

parent inventories, Case Studies, and other indicators when making differentiation curriculum and instruction adjustments to meet students' academic and social/emotional needs. Due to the progress made on this initiative in district, the Task Force designates this practice as Maintained.

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

Description: Newton-Conover City Schools and the AIG Program use ongoing assessment to differentiate classroom curriculum and instruction for all students. Schools are proactive in using data to create flexible groups that will challenge and support student learning. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used in all K-2 classrooms to measure and assess acquisition of early literacy skills in students. These assessments are used to create flexible groups in the regular classroom for students who need enrichment or intervention. In the same way, K-3 teachers use the M-Class Math assessments to provide information on student's achievement on Math objectives. Reading 3D is used to assess student reading levels at grades K-5. Flexible grouping in reading is based on these results. The district administers quarterly assessments in math, reading, and science in grades 6-8, and bi-annual assessments for students at grades 3-5.

Teachers examine this data to strategically place students in flexible learning groups to help support and challenge students as needed and to differentiate instruction. Through discussions at PLC meetings, teachers are able to discuss ways to help meet the diverse needs of all learners represented in the classroom. These discussions lead to the creation of new material for students such as learning contracts and projects. Other sources of data used to help differentiate curriculum include Accelerated Reader and Math reports, informal assessments administered in the classroom, and Study Island reports and data.

The AIG enrichment pull-out math and reading curriculum and instruction for identified students, grades 4 and 5, is differentiated according to students' interest level, readiness, ability, and social/emotional needs. This aligned curriculum is appropriately challenging and interdisciplinary, enhancing and motivating gifted learners.

Planned Sources of Evidence: ~ DIBELS, READING 3-D, and M-Class Math assessments at the K-2 level

- ~ Study Island reports and data
- ~ Accelerated Reader and Math assessments, reports, and data
- ~ Use of formative and quarterly assessment data to determine differentiation of instruction in the regular classroom
- ~ Week by Week Math Essentials
- ~ Daily intervention/enrichment time
- ~ AIG Placement protocol
- ~ AIG inventories and survey data
- ~

Other Comments:

Practice F

Creates affective curricular and instructional practices which support the social and emotional needs

of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: Newton-Conover City Schools and the AIG Program provide AIG students with curricular and instructional practices that support their social and emotional needs. Students are given numerous opportunities at all grade levels to participate in clubs, competitions, and special services, allowing them to interact with the greater school community. Parents are invited to Parent Night and other AIG events that provide information about meeting students' affective needs. The AIG Lending Library contains a myriad of resources that highlight best curricular/instructional practices to address gifted students' characteristics, underachievement, twice-exceptional and highly gifted student traits. The AIG Lead collaborates with regional, state, and national educators in researching and developing support mechanisms for the gifted learner. At the elementary through high school levels, counselors are available to provide intervention when necessary. The AIG Lead, Review Teams, and counselors may confer on strategies of intervention or instructional modifications to adjust for affective concerns. The Task Force has identified this practice as Maintained due to the district's commitment to support the social and emotional needs of AIG students.

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

Description: The district is committed to creating and implementing effective curricular and instructional practices which support gifted learners' social/emotional needs. Gifted students have unique social and emotional needs that require support; otherwise the student's learning capacity, interest, motivation and growth are inhibited. School counselors work with gifted students as needs arise that might prevent total success, both academically and socially/emotionally. Group counseling may be used to help students build social skills. Students are encouraged to participate in extracurricular activities, clubs, and organizations to foster communication skills and problem solving strategies. Academic clubs, such as Beta, allow students leadership opportunities within the school setting. Competitive teams such as Battle of the Books and Science Olympiad enhance academic interests and provide mechanisms for student intervention and collaboration. All AIG and school events extend academic and/or affective growth. Parents and teachers receive support and best strategies for meeting students' needs.

Planned Sources of Evidence: ~ AIG Parent Night and other meetings

- ~ Curriculum Night events
- ~ Elementary enrichment groups
- ~ Academic competitions and clubs
- ~ Internships and community sponsorships
- ~ Governor's School and other academic residence camps
- ~ Individual and group counseling
- ~ Review Team and other AIG teacher meetings
- ~ Affective professional development (local, state, national levels)

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: Newton-Conover City Schools recognizes the importance of cultivating and developing potential of young (K-3) students. Young children grow and develop at different rates cognitively, physically, and socially. Some children enter school ready for tasks which require concentration and academic skill, while others enter school at a much lower readiness level. It is, however, possible to recognize at a young age, those children who consistently reach the academic benchmarks sooner than their peers, and who, at this time in their cognitive and academic development, need educational experiences which go beyond those normally offered in primary classrooms. Though K-3 students are not formally identified as gifted in Newton-Conover City Schools, the nurturing program recognizes young children who demonstrate the potential for exceptional academic performance in grades Kindergarten through 3rd grade. The district's AIG Lead Teach will continue to collaborate with regular education teachers regarding potentially gifted children by assisting them with differentiated units of study and enrichments groups. Cultivating and developing the potential of these young students will be a focus during the Local Plan cycle.

Goals: The Newton-Conover AIG Program and school system have the following goals:

- ~ To continue to expand the K-3 nurturing program
- ~ To recognize and nurture the academic gifts of young students, K-3, from all cultural groups and across all economic strata who have the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment
- ~ To collaborate with regular education teachers, grades K-3, by assisting with differentiated units of study and enrichment
- ~ To provide to students in grades 2-3 challenging instructional activities through higher order thinking skills and enrichment via nurturing pull-out services

Description: Newton-Conover City Schools and the AIG Program will improve this Practice in the following ways:

Newton-Conover City Schools continues to support early enrollment in kindergarten for those children who demonstrate an extraordinary level of academic ability and maturity. Criteria for consideration in early admission is listed in the AIG Program Manual, uploaded with this document. The AIG Program recognizes the importance of nurturing advanced students throughout their educational careers. Teachers of students in kindergarten through third grade are encouraged to identify and differentiate for those students who require advanced learning opportunities. The AIG Lead Teacher and other staff will provide support for teachers as they strive to provide appropriate challenge to these students.

Differentiated service options are available to students in grades K-3 (as established in the Program Manual, uploaded with this Local Plan.)

Planned Sources of Evidence:

- ~ Identification procedures

- ~ K-3 nurturing program components and description
- ~ Enrollment in 2-3 grade pull-out nurturing program
- ~ Flexible grouping in the regular classroom
- ~ Assessment data, kindergarten through 3rd grade
- ~ Differentiated instruction based on formative and quarterly assessment data
- ~ Collaboration between the AIG Lead and regular education teachers

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Newton-Conover City Schools ensures collaboration among AIG personnel and other professional staff to develop and implement differentiated curriculum and instruction. The Professional Learning Community model provides the vehicle and time for this collaboration. PLC meetings allow teachers, the AIG Lead, and other personnel the opportunity to analyze, develop, and implement appropriate curriculum and instruction, based on students' assessment and performance needs. Teachers have access to the AIG Lending Library and websites which provide resources on best practices and strategies to differentiate curriculum for high ability students. Due to this embedded district initiative, the AIG Task Force has identified it as a Maintained Practice.

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

Description: Instructional coaches at each school site facilitate discussion between teachers and other school personnel to help develop and implement differentiated curriculum throughout the grade levels. Teachers have access to a plethora of resources to help enhance the curriculum and to challenge the AIG learners in their classrooms. Through the school system website at www.nccs.k12.nc.us, teachers are able to access an AIG resource website which helps to differentiate the curriculum. Teachers participate in vertical and horizontal planning meetings to collaborate and to discuss ways to meet students' instructional needs. Common planning blocks provide teachers with a weekly time to collaborate and develop curriculum tools for instruction.

The AIG Lead Teacher is available to assist teachers in creating learning contracts, projects, and other resources to help meet the diverse needs of the AIG learner. Teachers of the gifted, the school AIG Review Teams, and the AIG Lead meet at the beginning of each school year to establish Differentiated Education Plans (DEP's) for each identified student and at the end of the year to complete Yearly Performance Reviews. Teachers of 2nd and 3rd grade students collaborate with the AIG Lead in evaluating students to determine those in need of nurturing services. While K-1 students do not receive pull-out services, teachers have the opportunity to confer with the AIG Lead on appropriately challenging activities/lessons for the high ability students. Middle and high school teachers adhere to school, local and state guidelines for teaching students on the Honors, AP, or IB level and may receive professional development in differentiating curriculum. Online opportunities

are also available through the Department of Public Instruction and AIG.

Planned Sources of Evidence: ~ Professional Learning Committee meetings / rosters of participation housed at each school

~ Vertical and Horizontal team meetings between teachers, AIG lead teachers, and other stakeholders

~ AIG resource website located at www.nccs.k12.nc.us

~ AIG Lending Library

~ Teachers' common planning time / school scheduling

~ Professional development opportunities, online and face-to-face (local, state, national)

~ AIG Lead Teacher job description

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Newton-Conover City School system and AIG Program recognize the importance of developing, implementing, and documenting services that match the identified needs of AIG students. The Differentiated Education Plan (DEP) is aligned with the adopted NC AIG Standards, adopted on July 2009 and revised September 2012. The DEP reflects the identification area(s) in Reading/Math, the learning environments, differentiation strategies, and enrichment options for each identified student, grades 4-12. This document is prepared by both the AIG Lead and the AIG regular classroom teacher, signed by the Review Team, and discussed with the parent at a DEP meeting on the elementary level. At the middle and high levels, parents are required to sign the DEP and return it, with the opportunity to meet when requested. The Yearly Performance Reviews, completed at the end of the school year, reflect test data, grade performance, and recommendations for continued services. This document is mailed home to all parents/guardians. All DEP's, Yearly Performance Reviews, and other pertinent communication are filed in the AIG student's placement folder which is secured in a locked cabinet at each school site. The Task Force recognizes this initiative as a Maintained Practice.

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

Description: The AIG Program has develops and maintains all legal documentation of screening, placement, and appropriate services for each identified student. Services are aligned with NC Standards and local improvement plans and initiatives. The AIG Local Plan and Program and Procedures Manual outline the protocol, forms, and procedures. All placement documentation, DEP's, and Yearly Performance Reviews are filed in the student's placement folder as well as shared with parents through meetings or mailings. The Local Plan and Manual are available online and as hard copy for all stakeholders, including school personnel, administrators, Review Teams, community

members and parents.

Planned Sources of Evidence: ~ AIG Task Force and Review Team meetings

- ~ AIG Parent Night
- ~ AIG newsletter
- ~ AIG school system website
- ~ DEP meetings
- ~ Screening Pool and Placement documentation
- ~ AIG Local Plan and Procedures Manual

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Lead position was established in 2008 and continues to be a vital part of the NCCS' AIG Program. The Lead ensures consistency in the implementation of the Local Plan, to include all procedures and services. At the elementary level, the AIG Lead provides enrichment pull-out services to identified students as well as nurturing enrichment to students selected in grades 2 - 3. In addition, the Lead supports classroom teachers in differentiating curriculum and instruction as needed.

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

Description: The AIG Lead Teacher position is fully funded from Newton-Conover City Schools' state AIG budget allotment. The AIG Lead Teacher guides the AIG Task Force and elementary, middle, and high school-level AIG Review Teams which determine placement and services for students. The AIG Lead Teacher position provides pull-out services to AIG students at the elementary level as well as elementary students in grades 2-3 who have been referred by their teachers for nurturing enrichment and challenging curriculum and instruction. The AIG Lead Teacher communicates with parents of students that receive elementary services via newsletter, email, and meetings. At the beginning of each school year, Parent Night events are held for parents of students who have recently qualified for AIG services. The AIG Lead Teacher meets with parents of all students who receive AIG services in Newton Conover City Schools to communicate the services that are offered and to discuss services that will meet the students' needs. The AIG Lead Teacher maintains the district's AIG resource lending library and assists teachers in finding resources to match their students' needs. The AIG Lead Teacher collaborates with classroom teachers at the elementary, middle, and high schools on an as-needed basis to assist with differentiating curriculum and instruction. The AIG Lead Teacher creates tools for differentiation (i.e. choice boards) to match curriculum standards and classroom topics of study for teachers at all levels as requested. The AIG Lead Teacher and AIG Director oversee the district AIG Child Count and assist with allocating budget resources.

Planned Sources of Evidence:

- ~ AIG Lead Teacher job description
- ~ AIG Lead Teacher schedule and AIG budget

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Newton-Conover City Schools employs teachers interested in pursuing or who have completed AIG licensure, professional development in differentiation, National Board certification, AP/IB endorsement, and other training necessary to ensure the academic, intellectual, and social/emotional needs of gifted learners are provided in the regular classroom and via enrichment pull-out. All classroom teachers in the district are supported by the AIG Lead Teacher in meeting these needs. The school system will continue to employ an AIG Lead and support teachers who instruct AIG and high ability students. The Task Force selected this initiative as a Maintained Practice.

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

Description: Through Professional Learning Community meetings, teachers engage in discussions and staff development to meet the needs of diverse learners. The AIG Lead Teacher participates in professional development and meetings focused on meeting the needs of gifted students in the classroom. The AIG Lead Teacher also offers assistance and materials to teachers to meet the needs of gifted students in the regular classroom. The district encourages teachers to participate in additional professional development opportunities. Administrators use the Teacher Evaluation Instrument to recognize teachers who address the specific needs of gifted students in the regular classroom.

Planned Sources of Evidence:

- ~ AIG Lead Teacher job description
- ~ List of AIG licensed teachers
- ~ Roster of PLC meetings and Differentiation training
- ~ Teacher Evaluation Instrument

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: With professional preparation, teachers and staff are more cognizant of the academic and affective needs of gifted students, have more strategies to meet those needs, and provide more avenues to success for these students. Newton-Conover City Schools has been effective in the implementation of differentiation training for all classroom teachers over the past years; however, new

teachers to the district may require professional development opportunities in order to provide adequate services to gifted and high achieving students. All personnel would benefit from professional development on the current best practices in gifted education; therefore, the Task Force chose this as Focus Practice over the next 3 year Plan cycle.

Goals: The Newton-Conover AIG Program and school system have the following goals:

- ~ To promote AP training for high school teachers
- ~ To promote AIG certification for all teachers, in particular those who work with AIG students
- ~ To increase teacher attendance at NCAGT conferences
- ~ To study the feasibility of offering online local AIG endorsement
- ~ To continue to provide professional development opportunities in differentiation

Description: Newton-Conover City Schools and the AIG Program will improve this Practice in the following ways:

The district will continue to provide to all staff the best practices in differentiation, as well as examine ways of providing cost effective training in gifted education. In this examination, the district will consider providing stipends for teachers to complete an Add-on license in AIG, to attend an AIG conference, and/or to complete Advanced Placement training. In addition to these opportunities, the AIG Lead Teacher will study the interest in AIG local endorsement. The AIG Lead will continue to support teachers of AIG students through consultation and pull-out instruction.

Planned Sources of Evidence: ~ Documentation of professional development opportunities and requirements

~ Database of highly qualified, AIG licensed, and AP certified teachers and personnel

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: Although AIG students in Newton-Conover City Schools are instructed by teachers with AIG certification and/or specific training in differentiation strategies for gifted students, this practice will remain a focus this three year cycle. It is important that the district continue to provide professional development in the area of differentiation and gifted best practices to new teachers. Newton-Conover City Schools is commended for maintaining Highly Qualified and National Board certified teachers who meet district professional development requirements. The LEA will continue to support teacher training in order to ensure AIG students receive instruction to meet their academic and social/emotional needs.

Goals: The Newton-Conover AIG Program and school system have the following goals:

- ~ To continue offering strategies and best practices in differentiation
- ~ To study the interest in and feasibility of offering online coursework in gifted education as a local endorsement
- ~ To encourage all teachers to complete online licensure coursework in AIG
- ~ To ensure that administrators place identified students in appropriate classes assigned to teachers who have met the district's requirements

Description: Newton-Conover City Schools and the AIG Program will improve this practice in the following ways:

AIG students are currently placed in classrooms with teachers who have been trained to meet the needs of those students. Middle and high school AIG students have the opportunity to enroll in advanced and honors courses that are taught by teachers with AIG certification or required differentiation study. At the elementary level, the AIG Lead Teacher provides instruction to AIG students. Elementary AIG students are often assigned to classrooms with AIG certified teachers as well. Through weekly Professional Learning Community meetings, teachers participate in professional development on differentiation strategies. The AIG Lead Teacher also maintains the district's AIG Lending Library which contains resources classroom teachers can use to meet the diverse needs of gifted students in their classrooms.

In order to ensure that gifted students are receiving appropriate service, the district will renew an interest in professional development for teachers of AIG and high achieving students. At the same time, the AIG Lead will continue to support teachers with materials, strategies, and consultation.

Planned Sources of Evidence:

- ~ AIG Lead Teacher job description
- ~ List of Highly Qualified teachers and AIG licensed teachers
- ~ Guidance counselors
- ~ Professional Learning Community meetings /rosters of participation
- ~ Rosters from Professional Development workshops

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: Newton-Conover City Schools fully implements the Strategic and School Improvement Plans to guide professional development opportunities that are offered to educators within the district. All professional development must be aligned to the Strategic and School Improvement goals. Teachers are afforded meaningful, quality professional development that is ongoing and effective. State and national teaching standards are evident in all district practices, to include those in gifted education. The AIG Program and school system continue to offer aligned PD opportunities such as Junior Great Books training and differentiation workshops. This Maintained Practice is ongoing in

order to meet 21st Century expectations/goals and the unique academic, intellectual, and affective needs of gifted learners.

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

Description: The majority of professional development in the district takes place through weekly Professional Learning Community meetings. Most topics and plans for PLC meetings are initiated at the district level and implemented consistently across the district. Some topics for PLC meetings are in response to school-level needs, but in particular, to student needs. The AIG Lead will attend PLC meetings at schools when possible in order to offer support to staff and to provide alignment with other district initiatives. Specific AIG training opportunities may be offered to personnel as needed (i.e. Junior Great Books, Socratic Seminars). All professional development that takes place through PLC meetings is directly tied to the District Strategic Plan and respective School Improvement Plans, to include the AIG Program goals/objectives. The schools' Instructional Coaches provide much of the professional development that is offered to teachers in our district. The AIG Lead is available to provide professional development to individual teachers, schools, or the district as needed in the area of identifying and serving gifted learners through best practices and strategies.

The AIG Lead attends and encourages attendance at regional and state AIG conferences/meetings in order to ensure alignment and compliance. In addition, the Lead remains current in research, disseminating information at Parent Nights, Review Team meetings, in newsletters and online websites. The Associate Superintendent promotes and provides current state and national research/updates on a weekly basis, to include best practices in gifted education. Newton-Conover City Schools collaborates with numerous school districts throughout the region and state in an effort to provide effective programming and services.

Planned Sources of Evidence:

- ~ Professional Learning Community meetings
- ~ Technology trainings/rosters of participation
- ~ SEA System reports
- ~ District Strategic Plan
- ~ School Improvement Plans
- ~ "Curriculum Connection"
- ~ AIG Program Standards and Common Core
- ~ National AIG Standards

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: Newton-Conover City Schools works diligently to ensure that teachers are afforded meaningful, quality professional development that is ongoing and effective. These opportunities are

aligned with the district's Strategic and School Improvement Plans as well as individual needs of its personnel and student population. State and national teaching standards are evident in all district practices, to include those in gifted education. The emphasis on providing 21st century skills and content is reflected in the regular and gifted curriculum, PLC meetings, and professional development offerings; development and implementation of these skills and content is ongoing and evolving.

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

Description: The district's professional development offerings and opportunities are aligned with state and national teaching standards and best practices in gifted education. The AIG Lead attends and encourages attendance at regional and state AIG conferences/meetings in order to ensure alignment. In addition, the Lead remains current in research and study of meaningful, engaging professional development utilizing the standards on the local, state, and national levels. The Associate Superintendent promotes and provides current state and national research/updates to include gifted education on a weekly basis, disseminated via email. Newton-Conover City Schools collaborates with numerous school districts throughout the region and state in an effort to

Teachers' Individual Growth Plans reflect North Carolina's professional teaching standards based on results from teacher evaluation and self-reflection. Those standards drive and determine the professional development offered throughout the school year. The district Technology Plan, teacher technology assessments, and surveys guide technology professional development for teachers. Technology trainings focus on giving teachers the skills and knowledge for meeting the needs of 21st century learners. Weekly Professional Learning Community meetings give teachers the opportunity to collaborate with colleagues, to develop and share best practices/strategies,

Planned Sources of Evidence: ~ Professional Learning Community meetings

- ~ Technology trainings / rosters of participation
- ~ SEA System Reports, District Strategic Plan
- ~ School Improvement Plans
- ~ Individual Growth Plans
- ~ "Curriculum Connection"
- ~ AIG Standards and Common Core
- ~ National AIG Standards

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: All personnel, including AIG teachers, participate in weekly PLC meetings at which time district and school initiatives, strategies, and professional development are communicated and discussed. Through this effective mechanism, teachers plan and refine their learning for implementation in their classrooms. Teachers of gifted learners are afforded the opportunity to

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explore practices and strategies that will fit the cognitive and affective needs of that special population. AIG students require a unique, comprehensive curriculum that extends and supplements the regular classroom offerings; therefore, teachers of the gifted require intentional instruction in the development and implementation of an advanced curriculum that can enhance student achievement. The Task Force believes the district's professional development plan is evident and effective, denoting 3:G as a Maintained and ongoing practice.

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

Description: Through the continuation of the Professional Learning Community (PLC) model in the district and the important role of the Instructional Coaches, Newton-Conover City Schools maintains an effective, highly successful mechanism for personnel to collaborate, plan, learn, and refine their instructional strategies for classroom instruction. AIG teachers recognize this opportunity as a time to seek assistance or share expertise in meeting gifted learners' academic and affective needs. The AIG Lead provides additional professional development opportunities outside of the PLC setting, affording AIG teachers other avenues of support.

Planned Sources of Evidence:

- ~ PLC rosters and notes
- ~ AIG meeting minutes and agendas
- ~ District Strategic and School Improvement Plans
- ~ SEA System reports
- ~ Individual Teacher Growth Plans

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Newton-Conover City Schools provides a continuum of services that are comprehensive across all grade levels, kindergarten through twelfth grade. A variety of service options (within grade, beyond grade, across teams, accelerated, specialized, and dual enrollment) are available to meet individual students' academic and social/emotional needs. Differentiated Education Plans reflect the appropriate learning environment, strategies, and enrichment options available to each identified student. The district's AIG Program services meet the diverse needs of its gifted and high ability learners through enrichment pull-out of identified and early nurturing students, consultation with regular education teachers, collaboration with counselors and other support personnel, and partnerships with all stakeholders. The AIG Program services collect stakeholder feedback and analyze student data in order to monitor and adjust services.

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

Description: The AIG Program and services are continually assessed and evaluated to make certain diverse learning needs of students are met. AIG Review Teams determine the learning environment that is most appropriate to meet the AIG students' needs. At the elementary level, AIG students may be served through in-class flexible grouping, subject grouping, and cluster grouping within their assigned grade level. Beyond grade options for elementary AIG students are available which include flexible grouping, cross grade grouping, and grade acceleration. At the middle school level, AIG students may be served across teams through in-class flexible grouping, cross team grouping, cluster grouping, and subject acceleration. Beyond grade options are available to middle school AIG students through cross grade grouping, grade acceleration, dual enrollment, and special settings. At the high school level, AIG students have opportunities to participate in accelerated services such as Honors courses, Advanced Placement courses, advanced electives, and specialized settings such as dual enrollment.

Planned Sources of Evidence:

- ~ AIG Plan and Program Manual
- ~ AIG Review Team Minutes at each school
- ~ K-12 Services Available
- ~ AIG Lead Teacher/Enrichment and Nurturing Service Delivery
- ~ Differentiated Education Plans

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Newton-Conover AIG Program has established and implemented aligned programming and services in the areas of identification, goals, and resources of the district. Differentiated Education Plans are developed for each identified student, matching needs with services. Schools across the district have access to shared resources and materials through Google documents and other electronic communications. The AIG Task Force and school Review Teams work to ensure all components are aligned, effective, and comprehensive; therefore, this practice will remain as Maintained status.

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

Description: The district AIG Task Force consists of a variety of teachers, administrators, counselors, and parents representing all grade levels. Together with the EC Director and AIG Lead Teacher, the Task Force, AIG Teams, and AIG teachers at all sites ensure that the programs and services provided to gifted students are appropriate for the areas of identification available. Aligning AIG services to the individual needs of students is overseen by the AIG Review Teams at each school. The AIG Lead Teacher works with teachers to ensure that students are receiving services that are appropriate to their area of identification and to their affective needs. The AIG Lead collaborates with parents in establishing and reviewing Differentiation Plans annually or as service needs change throughout the school year.

Planned Sources of Evidence:

- ~ AIG Program Manual
- ~ AIG Review Team minutes
- ~ Differentiated Education Plans
- ~ Lending Library of Resources

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Newton-Conover City Schools' AIG Program services remain an integral part of the district's total instructional program in policy and practice. Professional Learning Communities, the AIG Task Force, AIG Review Teams and other stakeholders evaluate and adjust services according to demographic changes, administrative procedures, student needs, and other factors that impact

programming and services. Collaboration among all stakeholders ensures program effectiveness in the LEA. The EC Director and AIG Lead work closely with administrators to strengthen and identify opportunities for growth in all aspects of the AIG Program. The Central Office and schools include the program in professional development decisions, course development, and other comprehensive decision-making.

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

Description: District leadership has established Professional Learning Communities at each school, allowing teachers time to discuss, share, and plan delivery of their instruction as well as allowing time for collaboration between the AIG Lead Teacher and classroom teachers. Professional Learning Communities are also utilized to train teachers in differentiation strategies and enrichment.

AIG and nurturing students participating in enrichment groups are exposed to materials that are connected to the instructional program delivered in the regular classroom. This link is ensured through continual contact between classroom teachers and the AIG Lead Teacher.

Planned Sources of Evidence:

- ~ PLC agendas
- ~ AIG Task Force minutes
- ~ Differentiated Education Plans

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Communication is a key component in ensuring effective AIG screening, identification, service delivery, and collaboration with all stakeholders and support staff. This practice will become a focus over the three year cycle as our LEA and AIG program concentrate efforts on improving communication of the comprehensive gifted programming within the total school community.

Goals: The Newton-Conover AIG Program and school system have the following goals:

- ~ To provide newsletters to teachers and support staff
- ~ To appoint an AIG teacher to each school to mediate between teachers and the AIG Lead
- ~ To hold annual or bi-annual AIG Task Force meetings
- ~ To update the AIG website and continue to post important information on the NCCS website for review by all stakeholders

Description: Newton-Conover City Schools and the AIG Program will improve this practice in the following ways:

The AIG Program will improve communication with all stakeholders over the three year period by initiating additional Task Force meetings, publishing newsletters, submitting information to both the AIG and NCCS websites, sharing differentiation and gifted best practices with school staff, periodically attending PLC meetings, and collaborating with regular classroom teachers. Correspondence is essential in establishing Differentiation Education Plans (DEP's) and enrichment that meet individual student needs.

Planned Sources of Evidence:

- ~ AIG and school newsletters
- ~ Website information, articles, best practices
- ~ Task Force meeting agendas and rosters
- ~ Emails, copies of letters and other correspondence with all stakeholders
- ~ PLC meeting rosters and/or minutes

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Communication within and among schools has improved through the district implementation of Professional Learning Communities facilitated by Instructional Coaches across the LEA. The AIG Lead, school counselors and administrators, and other key personnel provide an effective transition, especially at grades 6 and 9, as students require additional support. The AIG Yearly Performance Review completed for each student at the end of the school year by the AIG Lead, School Review Team, and the regular classroom teachers identify recommendations and options for the continuation of service. A change in placement from an Active status to an Inactive status may be recommended when a student exhibits consistently low grade performance. Students placed on Inactive will receive academic counseling to remedy underachievement. The AIG Task Force designates Standard 4: E as a Maintained Practice.

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

Description: Through the Professional Learning Communities, AIG Task Force, Review Team, teacher and parent meetings, the continuation of gifted services are clearly communicated and outlined. Support personnel at each school site extend opportunities and assistance to parents and students at key transition points, providing consistency in service delivery. The district's middle and high schools have established criteria for placement in Honors and Advanced Placement classes as outlined by the Department of Public Instruction. Counselors and the AIG Lead provide guidance on course selection.

Planned Sources of Evidence:

- ~ AIG Program Manual
- ~ Yearly Performance Reviews

- ~ AIG Team Review meeting minutes
- ~ Criteria for course placement

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Newton-Conover City Schools' AIG Program encourages collaboration among all stakeholders in an effort to provide effective, meaningful, and appropriate differentiated programming and services. Professional Learning Communities afford personnel weekly opportunities to share, discuss, and improve gifted services to meet the diverse needs of these unique learners. The AIG Lead provides consultation with the regular education teacher and other support personnel as needed. Annual parent meetings, correspondence, conferences, and Team meetings ensure collaboration and involvement. The AIG Task Force has identified this practice as one to maintain over the next three year Local Plan cycle.

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

Description: The Professional Learning Community model established by district administration has provided many opportunities for collaboration among all instructional staff. Weekly PLC meetings, district horizontal and vertical planning, common planning periods, and faculty meetings allow time for collaboration in providing differentiated programming and services. Parents of gifted students are involved through Parent Night presentations / events, enrichment newsletters, website information, Differentiated Education Plans, and service on district level committees.

Planned Sources of Evidence: ~ PLC agendas

- ~ Faculty meeting notes
- ~ AIG Task Force and Review Team minutes
- ~ Differentiated Education Plans
- ~ Parent Night presentations
- ~ Enrichment Newsletters
- ~ District AIG Website
- ~ Rosters of parent participation on school and district level committees

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Newton-Conover School system provides AIG students with curricular and instructional practices which support their affective needs. Students have the opportunity to participate in numerous clubs, competitions, and special services that afford interaction with the greater school community. Parents are invited to parent nights which provide information about AIG services, strategies for working on social/emotional components, typical gifted characteristics, and other resources to address the academic and social/emotional student needs. AIG Review Teams address concerns and needs at the time of placement, DEP signing, end of year Performance Review, and as needed throughout the school year. Due to the numerous services made available to AIG students and parents through this collaboration, the AIG Task Force categorizes this practice as maintained.

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

Description: The district is committed to creating effective curricular and instructional practices which support the social and emotional needs of AIG students. The district is aware that AIG students not only struggle with academic needs but also with social and emotional needs that need to be addressed. School counselors are utilized to work with AIG students as needs arise that might keep them from academic success in the regular classroom. Group counseling is also used to help students build on social skills and emotional needs. Students are encouraged to participate in extracurricular clubs and organizations to help them with applying communication skills and problem solving strategies. This allows AIG students to share their talents and expertise with the greater school community. Clubs, such as Beta Club, allow students to take leadership roles within the school setting. Students are given opportunities to participate in competitive teams such as Battle of the Books and Science Olympiad. Parents are informed through Parent Nights and enrichment newsletters of best strategies and support mechanisms that will encourage students' academic growth as well as help in meeting their social and emotional needs. When a student exhibits low performance in the regular or pull-out setting, intervention may be required to address and resolve the academic or social/emotional problems. Periodically, a student may be placed on Inactive Status at which time the AIG Lead holds a meeting with the parent(s) and perhaps regular classroom teachers to develop a plan of intervention.

Planned Sources of Evidence:

- ~ School level AIG Review Teams
- ~ AIG Newsletters
- ~ AIG Parent Nights
- ~ School Curriculum Nights
- ~ Academic clubs of interest
- ~ AIG Lead Teacher job description
- ~ NCCS Guidance Counselor job description

Other Comments:

Practice H

Articulates and implements a process for accelerative instructional and placement options when an

appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

This practice is a Maintained Practice for 2013-2016.

Rationale: As students demonstrate mastery of subject material or aptitude indicative of accelerative instruction, the Newton-Conover School system and AIG Program provide procedures for subject or grade acceleration, cross grade or subject grouping, or in-class flexible grouping. Students must be able to demonstrate the established criteria necessary to ensure best placement academically and socially/emotionally. Early enrollment into kindergarten is one option for those children entering school who meet entrance criteria for early admission. The AIG Local Plan and Procedures Manual outline specific criteria for acceleration and early admission. This practice is designated as Maintained for procedure and implementation.

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

Description: Students who are recommended for grade acceleration by either teachers or parents must meet the specific criteria outlined in the Differentiated Service Options and Criteria. A Gifted Behavior Scale must be completed by appropriate content area teachers and a high score must be achieved. Performances on standardized achievement tests must be in the 99th percentile and yearly subject performance must be at a 98 average or better. Students must demonstrate appropriate social and emotional development and also be recommended for grade acceleration based on the Iowa Acceleration Scale.

Parents of children who have reached their fourth birthday by April 16th may request to have their child enter kindergarten early by submitting certain information to the principal of the school and the AIG Review Team who will consider the request. Parents are responsible for obtaining test results and presenting this information to the school system for consideration. Criteria considered includes aptitude (98th percentile or higher) and achievement (98th percentile higher) results, work samples demonstrating well-above-average performance, two letters of recommendation from preschool teachers, child care provider, pediatrician, or others, and a principal interview of the child and parents.

Planned Sources of Evidence:

- ~ Subject Acceleration criteria
- ~ Early entrance to kindergarten criteria
- ~ Grade Acceleration criteria
- ~ AIG Plan and Program Manual
- ~ Iowa Algebra Aptitude Test data

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: Meeting the needs of underrepresented populations has become an area of focus over the past few years, especially as demographics change. As the AIG Task Force and other support personnel study best practices for screening and identifying students from these underrepresented populations, it is imperative that once identified, services must fit the needs of these students. As is true with all gifted students, one size does not fit all. The development and implementation of intentional and appropriate service delivery will be a focus over the next three year cycle.

Goals: The Newton-Conover AIG Program and school system have the following goals:

- ~ To examine AIG screening and identification criteria, to include a more specific case study, to utilize in screening for giftedness
- ~ To train and/or collaborate with ESL, EC, Reading Specialists, Coaches, and other other special area personnel in identifying underrepresented populations
- ~ To analyze sub-group data and classroom performance
- ~ To develop curriculum that meets the cognitive and affective needs of special populations

Description: Newton-Conover City Schools and the AIG Program will improve this practice in the following ways:

The AIG Lead teacher will work closely with other personnel to determine best screening criteria and services for special populations. Giftedness may be masked due to economic disadvantages, language barriers, learning disabilities, cultural differences, and highly gifted traits. In these specific populations, standardized test scores may not reflect valid cognition levels or indicate giftedness. Newton-Conover City Schools and the AIG Program will examine other identification indicators to utilize in conjunction with current screening and placement criteria. Developing curriculum and providing appropriate services remains key to establishing an effective AIG Program.

Planned Sources of Evidence: ~ AIG Screening Pool

- ~ AIG placement data
- ~ Notes from meetings with support personnel
- ~ Addition of case study criteria to AIG Manual
- ~ Addition of curriculum that meets interests and academic, social/emotional needs of special populations

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: AIG students in the Newton-Conover School system are provided many opportunities to pursue their interests and talents through various extra-curricular programs and competitions. Students are encouraged to participate in these activities in order to further their interests and showcase their talents. The AIG Task Force designates 4:J as a Maintained Practice but encourages the addition of 21st century extra-curricular opportunities that will enhance gifted students' learning.

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

Description: The Newton-Conover school system encourages students to participate in various extra-curricular programs and events that enhance and further develop the needs and interests of the AIG learner. Students K-12 are given the opportunity to participate in a regional Math Fair. Through weekly enrichment groups, students are challenged with Math Olympiad problem solving. This data is tracked through the school year for individual students. Academic clubs such as Battle of the Books and Science Olympiad encourage students to pursue competitions in areas in which they excel or enjoy. Students participate in district-wide competitions as well as regional and state events. Each of the elementary schools and middle school participate in the school, district, and regional spelling bees. Through activities such as sports teams and clubs, students are able to use their talents and leadership skills to participate in the greater school community. The Duke University Talent Identification Program targets students who are in the 95th percentile on state assessments and provides them with early information about colleges, special camps and other opportunities. High achieving students are encouraged to apply for admission to Governor's School and other academic residential camps.

Planned Sources of Evidence:

- ~ Science Olympiad
- ~ Battle of the Books
- ~ Robotics
- ~ Math Fair
- ~ Math Olympiad
- ~ Math Counts
- ~ Chess Club
- ~ Duke University TIP program
- ~ Spelling Bee
- ~ Academic and sports club participation
- ~ Governor's School
- ~ Summer enrichment opportunities through local, state, and national organizations

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: The AIG lead teacher works to communicate AIG services and programs with parents and the community. By partnering with families and community members, the Lead can more effectively solicit support for programming components. Sharing identification procedures and protocol, the Local Plan, and all policies relating to gifted education, will provide an avenue for input and feedback to ensure improvement. Annual DEP meetings, although important, do not completely ensure or safeguard the needs of AIG students; therefore, the program will focus on improving partnerships and increasing communication through the AIG website, newsletters, Parent Nights, and parent conferences.

Goals: The Newton-Conover AIG Program and school system have the following goals:

- ~ To establish partnerships with community members to discuss services/internships/opportunities that meet the needs of AIG students
- ~ To increase district and school-level communication with parents of AIG students
- ~ To utilize Connect-Ed messages to update parents of scheduled meetings
- ~ To coordinate with parents to ensure that appropriate services are matched with students' academic and affective needs

Description: The Newton-Conover City Schools and the AIG Program will improve this practice in the following ways:

The AIG Program and the Lead teacher will focus efforts on ensuring parents and community members are informed of AIG services through meetings, websites, newsletters, annual DEP meetings, and other types of partnership platforms.

Planned Sources of Evidence:

- ~ AIG Lead Teacher job description
- ~ Differentiated Education Plans
- ~ Annual review of DEPs
- ~ School-level AIG Review Teams
- ~ AIG newsletters
- ~ Parent conferences and meetings
- ~ School Wide Assistance Teams
- ~ AIG web page
- ~ Partnerships with businesses, community organizations

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The communication of AIG Program policies, procedures, and services is essential in ensuring success. Newton-Conover City Schools and the AIG Program believe soliciting feedback, sharing this input, and communicating data to all stakeholders ensure program oversight and improvement. The AIG Local Plan and Procedures Manual are easily accessible online or as hard copy at school sites. The Task Force, Review Team, and parent meetings afford opportunities to share all program components; therefore, 5:B is categorized as a Maintained Practice.

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

Description: At the beginning of each school year, the AIG Lead Teacher holds Parent Nights for parents/families of AIG students. At that meeting, the AIG Lead Teacher will share with parents relevant information from the district AIG Program Manual. Parents will have the opportunity to ask questions and receive clarification on identification, services, and academic and social/emotional concerns. The AIG Lead Teacher will also share the AIG Plan with school-level staff members who work with AIG students to ensure that all involved stakeholders consistently implement the AIG Plan and Procedures. The AIG websites are regularly updated and will include links to the revised AIG Program Manual. Newsletters and correspondence to students, parents, and school personnel will remain an important communication tool.

Planned Sources of Evidence:

- ~ AIG Plan and Program Manual
- ~ AIG Task Force minutes
- ~ School level AIG Review Teams
- ~ AIG Lead Teacher job description
- ~ AIG Parent Meetings
- ~ AIG newsletter and other correspondence
- ~ AIG web site
- ~ Differentiated Education Plans

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: The Newton-Conover School system desires to enhance opportunities for parent and community involvement in all aspects of gifted education. As a means of improving this focus, the Task Force and AIG Lead will initiate and implement meaningful ways to involve stakeholders.

Goals: The Newton-Conover AIG Program and school system have the following goals:

- ~ To expand the AIG Task Force to include representation of diverse populations of parents/families and community members
- ~ To continue the AIG web page to keep students and parents informed
- ~ To initiate and support extra-curricular activities for AIG students, families, and the community
- ~ To provide an evening for AIG students, parents, and community members to share activities and information
- ~ To survey stakeholders for their input on all components of gifted programming

Description: Newton-Conover City Schools and the AIG Program will improve this practice in the following ways:

The Newton-Conover City Schools AIG Task Force consists of representation from staff members at all school and district levels. The members of the AIG Task Force represent the diversity in our district staff, students, and families; however, there are only a few parents or community members currently serving on the Task Force. This initiative will be a significant focus over this Local Plan cycle.

The AIG Lead will provide newsletters to inform stakeholders of current research, activities, and programs for gifted students to attend. The district will provide extra-curricular activities such as Science Olympiads, CyberKids Robotics, Math Olympiad, Quiz Bowl, Battle of the Books, and other clubs for gifted students. Parents and community members may play important roles in these and other extra-curricular events.

Planned Sources of Evidence:

- ~ AIG Newsletters
- ~ Community partnerships that provide access to program initiatives
- ~ Log of extra-curricular clubs, activities, and interests
- ~ AIG Task Force roster of meetings and minutes
- ~ Survey feedback and input
- ~ District and AIG web pages

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: The Newton-Conover AIG Program believes extra-curricular, summer, and in-school

opportunities enrich and enhance gifted students' academic and social/emotional growth. Often parents and students are not aware of these opportunities, especially when they are not communicated in native languages. ESL personnel, interpreters, and other support staff are available to inform parents/families and the community of student opportunities. Due to progress in this area over the past years, the Task Force designated this initiative as a Maintained Practice.

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

Description: Although additional progress must be made in addressing cultural, ethnic, socio/economic barriers, especially for native language speakers, Newton-Conover City Schools employs numerous opportunities for parents/families and students from diverse populations to participate in special events such as Parent and Curriculum Nights and cultural events. As demographics continue to change, this practice will require ongoing attention. The AIG Lead and EC Department Director recognize the importance of providing equal and equitable opportunities for all students, with communication ranking at the top of these needs.

Planned Sources of Evidence:

- ~ Cultural Nights/Events
- ~ Collaboration with ESL, ELL, and other support personnel
- ~ Interpretation and communication correspondence
- ~ AIG DEP meetings

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Partnerships build an investment in outcomes and provide a foundation for communication and support. Building partnerships with all stakeholders in the community will ensure a focus on AIG program strengths and opportunities for growth. As a means of promoting academic and social/emotional growth of gifted and high achieving students, partners in education can provide significant support, assistance, feedback, and expertise to bolster program goals and initiatives.

Goals: The Newton-Conover AIG Program and school system have the following goals:

- ~ To partner with higher education to provide advanced courses for AIG students
- ~ To invite local businesses and industries to participate in the AIG student and parent nights
- ~ To promote sponsorships for extra-curricular activities and programs
- ~ To dialogue with Catawba County Partners in Education and the Newton-Conover Education Foundation to improve common goals of the AIG program
- ~ To enhance the AIG and district website
- ~ To offer district meetings to educate all stakeholders regarding the AIG program

~ To invite participation in the AIG Task Force to reflect the diversity of the AIG parents/families in the community

Description: Newton-Conover City Schools and the AIG Program will improve this practice in the following ways:

The district will work with local higher education institutions to provide research, programs, courses, and other special activities for AIG students. Local businesses and other stakeholders in the community will be invited and encouraged to participate in informational meetings and parent nights. The first annual city of Newton Appearance Commission Poster/Essay contest will begin in 2013-24 as a means of involving students in community initiatives such as beautification. These partners in education will be encouraged to sponsor and/or support programs such as CyberKids Robotics, Science Olympiad, Math Olympiad, Battle of the Books, and numerous other gifted activities. All stakeholders will be provided opportunities for input and dialogue.

Planned Sources of Evidence:

- ~ Logs or Sign-ins from Parent Nights
- ~ Sponsorship letters and forms from local businesses and community stakeholders
- ~ Pictures and artifacts from AIG Parent Nights
- ~ Invitations to information meetings
- ~ Rosters of AIG Task Force meetings
- ~ AIG district website
- ~ Artifacts from local business opportunities, activities, contests, etc.
- ~ Internship artifacts

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 Newton-Conover AIG Program has written the 2013-2016 Local Plan in accordance with state legislation and SBE policy. It will be approved by the local Board of Education and submitted to the State Board of Education/DPI on or before the required submission date. Per legislation, an AIG Task Force solicited feedback from stakeholders and utilized this feedback in the revising of this Local Plan. The 6 Standards and all practices have been addressed fully, with an additional AIG Procedures Manual and Appendix uploaded to the APEX site. This practice remains a Maintained Practice, with ongoing evaluation and revision as needed. Any amendments to the Newton-Conover City Schools' AIG Local Plan prior to the writing of the 2016 Plan will require Board of Education approval. Procedures and forms are updated annually and/or as needed with Task Force but no Board approval.

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

Description: Per stipulations in Article 9B legislation, Newton-Conover City Schools and the AIG Program have established an AIG Task Force committed to the development and revision of the 2013 Local Plan. The AIG Task Force membership represents a variety of teachers at every level including administrators and counselors from across the district. During the 2012- 13 school year, the Task Force surveyed stakeholders, utilized this feedback in determining Focus and Maintained Practices, brainstormed for Focus Practice goals/objectives to address over the next three (3) year cycle, and drafted a Plan document aligned with the school system's Strategic and Improvement Plans. Over the duration of this 2013-16 Local Plan, the Task Force has and will continue to evaluate identification criteria, instructional service options for identified students, and other required facets of the district AIG Plan.

Planned Sources of Evidence:

- ~ AIG Plan and Program Manual
- ~ AIG Task Force meeting roster and notes
- ~ School Level AIG Review Team meeting notes
- ~ Local Board of Education approval form, signed and dated

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: Implementation of the Newton-Conover City Schools' AIG Program is monitored and evaluated to ensure compliance with legislation. The EC Director, AIG Lead Teacher, and AIG Task Force continually and consistently monitor and assess the implementation of identification, services, and all components of the program. The AIG Lead directly monitors and adjusts program implementation due to involvement with school-level AIG Review Teams, counselors, teachers of AIG students, and enrichment pull-out services at the elementary level. The district's Task Force designates 6:B as a Maintained Practice.

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

Description: The EC Director and AIG Lead Teacher are in regular communication with the NCDPI AIG Department to ensure that the Newton-Conover City Schools' AIG Program is aligned with current legislation and state policies. Safeguarding the rights of students and parents/families, the district Local Plan has Due Process procedures in place (see Program Manual). All pertinent information regarding legislation and policies are communicated to the AIG Task Force and used to evaluate implementation and alignment of the Newton-Conover City Schools AIG Program. The district AIG Program has been reviewed annually by the AIG Task Force. As the AIG Program and Task Force address focus practice data collection and analysis over the next three (3) years, the monitoring and evaluation processes will improve. The Task Force and stakeholders' self-assessments were invaluable in the evaluation and revision of this Local AIG Plan, ensuring alignment with state AIG Program Standards.

Planned Sources of Evidence:

- ~ AIG Lead Teacher job description
- ~ Survey feedback from students, parents, teachers, administrators, and other stakeholders
- ~ AIG Task Force meeting minutes
- ~ School-level AIG Review Teams
- ~ Due Process procedures

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The EC Director of Newton-Conover City Schools carefully monitors the use of state funds allocated for the local AIG Program. Per state guidelines and policy, all AIG funds are utilized for gifted programming and services.

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

Description: The EC Director of Newton-Conover City Schools ensures the appropriate use of state funds through monthly reports and careful monitoring. These funds are primarily used for the salary and benefits of AIG licensed teachers including the system-wide AIG Lead Teacher, professional development activities such as sending a representative to the North Carolina Association for the Gifted Conference, updating the AIG Lending Libraries at both the district and school level, and purchasing other needed instructional materials to support the education of gifted students in Newton Conover City Schools.

Planned Sources of Evidence:

- ~ AIG Budget Line Item Reports
- ~ School system Financial Reports and Audits
- ~ NCCS AIG Child Count

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: Program accountability and evaluation is crucial to program success and improvement. Involving key stakeholders throughout the process is also vital. The Newton-Conover AIG Program and school system believe utilizing formative and summative data while considering the unique gifted traits of each student are valid tools in determining giftedness and growth. In order to better identify, serve, and maintain curriculum that meets students' academic and affective needs, the AIG Lead and other support personnel must work together to analyze and share performance and drop-out data. The Task Force recognizes this initiative as a Focus Practice for this Plan cycle.

Goals: The Newton-Conover AIG Program and school system have the following goals:

- ~ To monitor and review AIG student performance data in relation to drop-out rates
- ~ To analyze AIG performance data quarterly to determine strengths and weaknesses
- ~ To develop a systematic approach to improve weaknesses determined by data
- ~ To share AIG student data quarterly at the school and district level

Description: Newton-Conover City Schools and the AIG Program will improve this practice in the following ways:

AIG students are held to high standards and the teachers must analyze their performance quarterly to determine areas of strength and weakness. This process is completed through the Professional Learning Community meetings at which time teachers as well as other personnel meet to discuss ways to improve weaknesses. A systematic approach is developed to meet the AIG students' needs. This information is shared with all stakeholders where action is taken when deemed necessary. The

AIG Lead will focus on analyzing AIG student data to ensure appropriate programming and services, aligned with local and state improvement initiatives.

Planned Sources of Evidence:

- ~ AIG student performance data
- ~ PLC meetings and agendas
- ~ Data sent to stakeholders

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Under-represented populations in Newton-Conover continue to show a gap in qualifying for gifted services. Although demographic information is maintained in the AIG database as well as in NCWise, the AIG Program needs to increase awareness, efforts, and documentation of these groups of students. By designating this practice as a focus, greater emphasis will be placed on monitoring the identification and retention of students from diverse cultures, ethnicity and disadvantaged economic strata, who are English language learners, highly gifted or twice-exceptional.

Goals: The Newton-Conover AIG Program and school system have the following goals:

- ~ To set up a comprehensive and long term data collection in the identification and retention of these specific populations
- ~ To examine demographic enrollment and retention data in Advanced Placement, IB, and Honors courses.

Description: Newton-Conover City Schools and the AIG Program will improve this practice in the following ways:

The LEA will create a google document to house all AIG student data. This will include basic demographics, retention data, and data to show AP, IB, and Honors courses taken for the AIG population. Each principal or designee will compose and enter all data related to AIG students on a quarterly basis. The AIG team at each school will meet to review all possible candidates for screening and AIG placement. The determination of placement will be made based on the Local Plan placement criteria. The team will consider all candidates, closely monitoring the under-represented populations.

Planned Sources of Evidence:

- ~ Google document containing data
- ~ Screening Pool
- ~ List of under-represented students (nominations) to monitor for future screening and identification

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Newton-Conover City Schools' Human Resources department maintains an accurate report of credentials of all personnel serving AIG students, K-12. These credentials are current and reflect AIG licensure, highly qualified status, AP/IB certification and other professional development that addresses gifted learners' academic and social/emotional needs. This practice will be maintained.

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

Description: The credentials of teachers who are serving gifted students are monitored by the district's Personnel Director, Licensure Specialist, EC Director, AIG Lead Teacher, and school administrators to ensure that identified students are receiving instruction by teachers who meet qualifications to work directly with AIG students.

Planned Sources of Evidence:

- ~ District Highly Qualified Staff Reports
- ~ Oversight by EC Program Director and AIG Lead
- ~ Human Resources database of licensure, professional development, personnel status

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Newton-Conover City Schools has established an AIG Task Force comprised of parents, teachers, administrators, counselors, and other support staff to guide the evaluation, monitoring, implementation, and revision of all program components. This advisory group recognizes the importance of an evaluative procedure in order to ensure fidelity, program growth and continual improvement. The Task Force selected this initiative as a Maintained Practice.

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

Description: Newton-Conover City Schools has established a district-wide AIG Task Force which

collaborates on issues concerning gifted education such as revising the district AIG Plan, aligning gifted services with program goals, and overall improvement of gifted education in our district. In the past, the Task Force has met primarily during the year of the Local Plan revision. In order to effectively carry out the goals of this current AIG plan, the Task Force will meet annually or bi-annually.

Planned Sources of Evidence:

- ~ AIG Task Force minutes
- ~ AIG Task Force membership data and log

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Newton-Conover City Schools and the AIG Program recognize and appreciate the importance of regular feedback from all program stakeholders. Communication and input are vital to program growth and improvement. Although feedback from students, teachers, and parents is ongoing and continuous, the district encourages consistent evaluative procedures be put in place for community members. This practice is identified as Maintained with opportunity for growth.

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

Description: The AIG Lead composed and disseminated stakeholder surveys which were collected for review by the Task Force. Task Force members reviewed and shared survey results. Information gathered from all surveys was used to guide the self-assessment, selection of Focus Practices, and ultimately revisions of the 2013-16 AIG Local Plan and Procedures.

Planned Sources of Evidence:

- ~ Student, parent, teacher, administrator surveys
- ~ Survey results
- ~ AIG Task Force minutes
- ~ AIG Plan and Program Manual

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Lead and Task Force have reviewed various sources of program information and feedback in the revision of this 2013-16 Local Plan. The valuable input from surveys of stakeholders, AIG Review Team meetings, PLC reviews of student data, AIG Lead student performance reviews, and informal teacher discussions of areas for program improvement are but a few of the multiple sources utilized in the district's AIG Program revision. State and national standards, research-based best practices and strategies, and regional AIG conferences/webinars/correspondence are additional sources for continuous program improvement of the Newton-Conover City Schools' AIG Program. Practice 6:I is identified as a Maintained Practice.

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

Description: The AIG Lead Teacher participates in local, regional, state, and national professional learning opportunities, gathering formal and informal feedback from gifted experts regarding AIG procedures and services. The stakeholder surveys disseminated in October 2012 provided valuable program strengths and needs. The AIG Task Force reviewed and analyzed survey data as one feedback source in the revision of the 2013-16 AIG Local Plan and Procedures Manual. Research-based best practices and strategies, regional webinars and meetings, and state institutes are additional sources used in ensuring program improvement in the Newton-Conover AIG Program.

Planned Sources of Evidence:

- ~ AIG Program Self-Assessment
- ~ AIG Task Force Minutes and decisions
- ~ Professional Learning Community meetings
- ~ District 7 Regional meetings
- ~ NCAGT conferences
- ~ DPI Webinars
- ~ DPI Institutes
- ~ Principals and Directors Meetings and input
- ~ AIG Lead Teacher
- ~ Surveys and survey results
- ~ DEP Meetings
- ~ Parent Nights
- ~ Parent conferences
- Vertical and horizontal team meetings

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: Collecting data and soliciting stakeholder feedback are critical elements of an evaluative process. Disseminating and communicating this data/feedback is just as essential in ensuring program growth and improvement. Newton-Conover City Schools and the AIG Program recognize the need for a continued effort in the collection and dissemination of AIG data; therefore, the Task

Force selected this practice as a primary focus over this Local Plan three year cycle.

Goals: The Newton-Conover AIG Program and school system have the following goals:

- ~ To publish district AIG data to NC Report Card
- ~ To publish in the Parent Handbook all data related to AIG students including honors courses, IB, and AP
- ~ To publish AIG statistics on the AIG district webpage
- ~ To publish AIG survey feedback, Task Force initiatives, and data in the AIG newsletter

Description: Newton-Conover City Schools and the AIG Program will improve this practice in the following ways:

In order to ensure that the public has a knowledge of the AIG Program and population statistics from the district, all data will be published in the Parent Handbook, NC Report Card, webpage, and newsletter(s). This information/data may also be communicated at PLC's, DEP parent meetings, faculty meetings, and other AIG related events.

Planned Sources of Evidence:

- ~ Parent Handbook
- ~ NC Report Card
- ~ District webpage and individual school webpages
- ~ AIG Newsletter
- ~ Minutes of AIG related meetings

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: Due Process rights and procedures are clear, outlined step by step, and accessible to stakeholders. These rights are communicated to parents verbally and in writing when requested. All components of the district's Local Plan are approved by the local Board of Education and submitted to the NC Board for comments and recommendations. As stipulated in Article 9B, the Local Plan guides all programming and services for gifted students in the LEA. The Newton-Conover City Schools' AIG Program believes in protecting the rights of all students, including AIG students, through appropriate, fair, and equitable policies, procedures, and practices. The Task Force designates 6:K as a Maintained Practice.

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

Description: The district's AIG Local Plan describes the roles and responsibilities of the personnel involved in the AIG Program. Identification procedures, service delivery, and other pertinent components of programming are stipulated and approved by the local Board of Education.

8/8/2013

Stakeholders can easily access the Local Plan online at the NCCS website as well as the disagreement protocol of procedures for resolving a disagreement. These procedures are outlined in the Procedure to Resolve Disagreements found in the AIG Program Manual, 2013-16. The appeals process begins at the school level, and if not resolved, proceeds to the next level(s) of intervention.

Planned Sources of Evidence:

- ~ AIG Local Plan and Program Manual
- ~ Procedure to Resolve Disagreements

Other Comments:

Glossary (optional):

Appendix (optional):

Article 25 Kindergarten Admittance.pdf (*Appendix*)
Article_9B.pdf (*Appendix*)
Lending Library.xls (*Appendix*)
Plan_and_Program_Manual_2013 2016.doc (*Appendix*)
ncaigprogramstandards_Dec2012.pdf (*Appendix*)
BOE Local Plan Approval 001.jpg (*Local Board Approval Document*)
AG01 Individ. Student ID Record K-2.doc (*Other Forms*)
AG02 Individ. Student ID Record 3-8.doc (*Other Forms*)
AG03 Request for Add'l Info.doc (*Other Forms*)
AG04 Permission to eval02.doc (*Other Forms*)
AG05 Invitation to Conf.doc (*Other Forms*)
AG06 DEP 4-8.xls (*Other Forms*)
AG07 DEP Letter 4-8.doc (*Other Forms*)
AG08 DEP9-12-nonreturn.doc (*Other Forms*)
AG08 DEP9-12.doc (*Other Forms*)
AG09 Parent Inventory.doc (*Other Forms*)
AG10 StudentSelfDescription.doc (*Other Forms*)
AG11 IDEP K-12.doc (*Other Forms*)
AG12b Yearly Perf Review 3-8.doc (*Other Forms*)
AG14 School Record on Decision Making.xls (*Other Forms*)
AG17 Identification notification.doc (*Other Forms*)
AG18 DNQ2.doc (*Other Forms*)
AG19 Additional area of identification.doc (*Other Forms*)
AG20 Gifted Behavior Scale.doc (*Other Forms*)
Elem. Parent survey.docx (*Other Forms*)
Middle survey - Student.docx (*Other Forms*)
Parent Survey.docx (*Other Forms*)