

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

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

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

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

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

Richmond County Schools Vision for local AIG program: Richmond County Schools Academically and Intellectually Gifted Program believes in creating an environment that acknowledges the needs of the gifted learner and prepares unique individuals to become scholars who perform well in a democratic society, as they journey into a future characterized by limitless options and lifelong learning.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$362000.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Richmond County Schools determined through teacher surveys the need to better disseminate and articulate information clearly and concisely to the stakeholders.

Currently, we do not have a well thought-out process to provide our community and stakeholders with relevant information about our policies and processes. This focused practice for 2013-2016 will provide us with a clear direction to support our policies, processes and procedures concisely communicated to stakeholders.

Goals: The AIG specialist, in conjunction with the coordinator, will develop a clear plan to disseminate information so that established processes and procedures are concisely communicated to stakeholders. We realize the information needs to be provided to the stakeholders through multiple means such as a website, newsletters, and brochures.

In addition to providing information in multiple formats, we plan to provide all teachers with screening, referral and identification information through a mandated meeting with a consistent PowerPoint used at all schools.

Description: We plan to create multiple media documents, printed and online, that clearly express our screening, referral, and identification process. These documents will be comprehensive and used in all of our schools for all of our stakeholders.

AIG specialists will provide a parent informational packet that will articulate the referral and identification process, as well as the differentiated service options that are implemented in Richmond County.

AIG specialists will inform all teachers about the screening, referral and identification process through a mandated meeting with an informational PowerPoint during the first six weeks of each academic year. In addition to this meeting, at the beginning of the year, we will disseminate newsletters and brochures to faculty and staff with AIG information.

Planned Sources of Evidence: Websites

Newsletters

Brochures

PowerPoint

Parent Information Packet

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: Currently, the Richmond County Schools AIG identification criteria include only ability and achievement scores. Current research suggests multiple criteria be used; therefore, we determined this will be a focused practice for the 2013-2016 year. Based on research, we realize our current AIG plan excludes a child based on one score. As a result of this, we will implement multiple criteria that will allow us to look at a comprehensive profile on a child for AIG identification.

Goals: We have developed a comprehensive profile for identification that now includes ability, achievement, referrals, portfolios, and teacher observations. We have also included flexibility to build on the student's strengths by using subtest and composite scores for ability and achievement tests. We also plan to examine and expand the available assessments used in the identification process to ensure we meet the needs of our diverse learners.

Description: Richmond County Schools has a limited availability of options to assess students. We plan to continue using the Naglieri Nonverbal Ability Test, Otis-Lennon School Ability Test, NC EOG/EOC, and Stanford 10 Achievement Test. The Iowa Achievement Test was previously administered to third grade students. In future practices, this test will be available to all grade levels. The Cognitive Abilities Test and Woodcock-Johnson Achievement Test will expand our evidence of standardized tests. We will also continue to explore other standardized tests in order to best meet the needs of our learners.

In efforts to have multiple criteria, we will gather evidence using a comprehensive profile for identification. Our comprehensive profile will include qualitative and quantitative data that is based upon a point system. This system will award two points for a test score of 97%-99% and one point for a test score of 89%-96%. Our qualitative data will receive one point for each criterion that exhibits exemplary ratings on our rubric.

Qualitative Data

Ability Tests- AIG specialists will administer one of the following ability tests for identification.

Composite and/or multiple subtest scores will be utilized to provide data for the comprehensive profile.

Naglieri Nonverbal Ability Test (NNAT/NNAT2)
Otis-Lennon School Ability Test (OLSAT)
Cognitive Abilities Test (CoGAT)
Cognitive Abilities Test (CoGAT) data

Composite scores are derived from a combination of the following subtests:

Verbal, quantitative, and nonverbal
Verbal and quantitative
Verbal and nonverbal
Quantitative and nonverbal
Individual subtest scores may also be utilized to determine student eligibility.

Verbal
Quantitative
Nonverbal

Otis-Lennon School Ability Test (OLSAT)

Composite scores are derived from a combination of the following subtests:

Verbal and nonverbal
Individual subtest scores may also be utilized to determine student eligibility.

Verbal
Nonverbal
Naglieri (NNAT/NNAT2)

Nonverbal ability score

Achievement Tests- AIG specialists will administer one of the following achievement tests for identification. Partial batteries, total achievement score or subject composite scores will be utilized to provide data for the comprehensive profile.

North Carolina End-of-Grade (EOG)/ North Carolina End-of-Course (EOC)

Reading
Math
Science

Stanford 10 Achievement Test

Total achievement
Partial battery
Reading total
Math total

IOWA Test of Basic Skills (ITBS)

Total achievement
Reading total
Math total (with or without computation)

Woodcock-Johnson Achievement Test (WJNU)

Total achievement
Reading total
Math total

In developing the quantitative part of our comprehensive profile for identification, ability test scores are comprised of any combination of composite scores and/or any subtests scores. The achievement test data should reflect a total score in a subject area and/or total achievement.

Qualitative Data

Referral documents will be provided upon request to parents, teachers, community members, or students who are nominating another student or themselves. These referral documents will be evaluated based upon a rubric to determine if this evidence supports a need for identification. A maximum of one point will be awarded regardless of number of referrals.

Parent Referral

The parent referral provides an opportunity for a parent to nominate their child for gifted services. The parent referral will include written responses that provide evidence by citing specific examples, a checklist and a learning style inventory.

Teacher Referral

A teacher may refer a student based on collected evidence that supports gifted behaviors and a need for differentiated services. Teacher referrals may be submitted after the first six weeks of the academic year. Referrals consist of three components: a points-based checklist, a portfolio that contains samples of exemplary student work that indicates giftedness, and a brief summary that justifies and cites specific examples of gifted behaviors.

Peer Referral

A student may refer another student. The referring student will write an essay that specifically explains and provides examples of gifted behaviors and academic qualities that would justify their recommendation for gifted services. A peer referral packet will be provided upon request. This referral packet will require the peer to justify the referral.

Self-Referral

A student may refer his or her self for gifted services. The self-referral will include a checklist and written analysis that explains differentiated needs and cites specific examples.

Portfolio

Enclosed in a portfolio are samples that reflect a student's ability. A well-developed portfolio will be assessed using a rubric. One point will be awarded for exemplary scores on the comprehensive profile for identification.

The portfolio will include three evidences from various stakeholders that address the following:

- Advanced language
- Analytical thinking
- Motivation
- Leadership
- Humor
- Empathy
- Creativity

Observation Profile

The AIG specialist or classroom teacher may complete an observation profile addressing the Twelve Traits of Giftedness. One point will be awarded for exemplary profiles.

*Twelve Traits of Giftedness Profile from the National Research Center on the Gifted and Talented and Dr. Mary Ruth Coleman.

Planned Sources of Evidence: Parent Information Packets

- Criteria for screening
- Profile sheets - multiple criteria
- Standardized test

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: Headcount data reflects that Richmond County Schools is disproportionate with the identification of underrepresented populations. We currently do not track screening and referral data through official documentation. This will be a focused practice for the 2013-2016 school years.

Goals: Research strategies and materials would allow us to determine giftedness in our underrepresented gifted populations. We will also monitor and track screening and referral data to ensure that we are working to identify our underrepresented populations.

Description: We will create a screening document that will allow to us monitor our screening and referrals. This documentation will be reviewed each semester by the District AIG Coordinator. During a monthly AIG PLC, we will discuss the data and put steps in place to ensure that we are screening students in our underrepresented groups.

Planned Sources of Evidence: Creativity for Artistic Literary Writing
Extra-Curricular/Academic Involvement (Leadership)
First in Math
Explore Scores
Benchmark Scores
Report Cards
Screening Roster
EOG scores
Teacher/Staff Nomination

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: In an effort to develop consistency in our screening, referral and identification processes, we will focus on this practice in 2013–2016.

Goals: The development of an AIG specialist resource binder with clear procedures will be created to ensure that all processes are consistent at each school.

We will discuss in our monthly PLC meetings our processes. Evidence and documentation will be collected at these meetings.

Unannounced visits will be made to the schools to review our processes and determine the support

needed to ensure consistency.

Description: As we move to develop consistency in our processes, we will create a resource guideline binder that explains how we screen, promote referrals, and identify for gifted services. We will create an information session for all staff members that explains our processes. This will help develop consistent practice in our schools.

To ensure consistency, we will discuss processes in our monthly PLC meetings. This will allow all AIG specialists to discuss issues to ensure that we are following the same guidelines with screening, referrals, and identification practices.

It is critical to monitor what is expected. We will conduct unannounced visits to review documentation and gather evidence of consistent practices.

Planned Sources of Evidence: PLC Minutes

Guideline / Procedure Manual

Audit Reflections

Sign In Sheets

Meeting Agendas

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 Focused Practice for 2013-2016.

Rationale: Communicating policies that protect and inform our parents and students is critical. As we examine current practices, we recognize this area is in need of improvement. As a result, this will be a focused practice in 2013–2016.

Goals: To improve communication and protect the rights of our AIG students, we will create a Parent Information Packet that explains procedures for AIG identification.

We will screen all new students who enroll in Richmond County Schools. A clear process will be developed and articulated to ensure that transfer students are reviewed and screened for possible services.

Procedures for solving disagreements will be accessible to parents in multiple ways and annually provided to families at the DEP/IDEP meeting.

Description: We will develop and provide parents with a Parent Information Packet that explains procedures for testing, identification, and placement. This packet will be developed at the district level to ensure consistency.

We will work with all Homebase Data Managers to ensure screening for all new students to the school system. The AIG specialists will review data on all newly enrolled students at the beginning of each school year. Throughout the year when a new student enrolls, the AIG specialists will be notified of the enrollment through email. They will then screen the student for possible services. AIG specialists will also be given Homebase rights for the schools they serve.

Parents will be provided the Review to Disagreement procedures. This procedure will be provided on all AIG paperwork. At the DEP annual review with parents the Review to Disagree will be provided.

Planned Sources of Evidence: Screening Roster

Review to Disagree

Parent Information Packet

Website

Paperwork

Mass Screening Roster

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: Richmond County Schools currently has processes for maintaining information on AIG students. The AIG student documentation folders are kept at individual schools. Upon transition to another school, records are kept to track the folder. Each folder has consistent paperwork that explains the identification and services for that AIG student. This will be a practice that we maintain in 2013 – 2016.

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

Description: Paperwork was established to clearly communicate AIG identification and services. The AIG specialist maintains the AIG student documentation at their schools. Folders are kept current with annual DEPs that review services. Parents are provided with copies of all documents in the AIG folders.

Planned Sources of Evidence: AIG Folders

Annual DEP Meetings Dates

Paperwork

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: Richmond County Schools expects alignment to the NCSCOS. AIG specialists design differentiated instruction that enriches and extends Common Core and Essential Standards. However, we feel the need to continuously improve our units of study to ensure they are relevant and accommodate all gifted learners. Based on our survey data, Richmond County Schools teachers expressed a need for differentiated strategies that will be infused in their lessons to meet the diverse needs of the gifted students.

This is a focused practice for 2013 -16 to better equip all teachers with differentiation strategies and help with designing quality instructional practices aligned with our new standards to ensure rigorous and challenging experiences occur for our gifted learners.

Goals: One goal is to provide an array of professional development that allows all teachers to be exposed to a wide range of resources and differentiated strategies. Professional development on the characteristics of giftedness will be available to all teachers to assist in meeting the needs of our advanced learners.

Not only will we provide professional development for our classroom teachers, we will increase learning experiences for our AIG specialists. We plan to participate in any training that is provided for AIG specialists by the North Carolina Department of Public Instruction. We also plan to attend gifted conferences to network and gain insight from others on how to provide better instruction for our gifted learners.

Description: The AIG program works to collaborate within the whole school to design quality instruction based on the NCSCOS. As a result, the AIG specialists will provide training and support to our teachers that ensures rigorous, challenging, and enriching opportunities.

We will support teachers by:

Coaching

Currently, we use the collaborative coaching model to work with our classroom teachers. The AIG

specialist will use this model to provide instructional support for teachers to assist with meeting the needs of our gifted learners more sufficiently. This support can be in the form of co-teaching a lesson to model differentiated strategies, observation of a lesson done by the classroom teacher with follow-up to discuss how to strengthen the strategies utilized, or modeling a lesson in the teachers' classroom to allow the teacher to observe the strategies.

Mentoring

AIG specialist will also mentor classroom teachers to suggest differentiation strategies.

Summer Institutes/Endeavors

We will provide professional development on differentiation. Follow-up for this professional development will occur during PLC meetings throughout the school year.

Afterschool /PLC work

We will work in PLC meetings to show how to integrate the Common Core and NC Essential Standards using differentiated strategies.

Shared Curriculum Support/Resources

The AIG specialists will assist classroom teachers with unit plans that infuse differentiated strategies. The specialists will provide rigorous complex resources in all content areas that the classroom teacher can use to provide challenging learning opportunities.

Planned Sources of Evidence: Lesson planning aligned to the NCSCOS

Units of Study

Summer Enrichment

PowerPoints

Observations

AIG Specialists Training Certificates

PLC Minutes

Professional Development Calendar

AIG Specialists Schedules

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Richmond County Schools is conscientious about meeting the needs of our diverse gifted learners. We utilize multiple inventories that incorporate interests, multiple intelligences, Habits of Mind, learning styles to develop profiles of our gifted learners. AIG specialists attends to the needs of the gifted learners and advocate for them to receive differentiated rigorous tasks in classes. Survey results completed by the gifted students indicated that they strongly agreed with the statement that, "The AIG specialist is aware and encourage their diverse learning modalities with our curriculum units." As a result, this is a maintained practice. Through these endeavors, we are able to better

understand the diverse needs of our students and will utilize instructional practices that augment their interest learning styles and abilities.

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

Description: The AIG program uses a variety of research-based instructional practices to meet the needs of our diverse gifted learners. We align all instruction to the NCSCOS and ensure that differentiated experiences occur in our gifted and regular classrooms. We design instruction for our gifted learners through conceptual based units. In these units we also use a variety of instructional practices that meet the needs of our learners, such as, tasks that utilize multiple intelligences, problem based learning, Paideia seminars/Junior Great Books. Unit design allows for learner choice and real world experiences. The AIG specialists facilitate the learning opportunities gifted learners are provided in the AIG classroom.

Planned Sources of Evidence: -Lesson plans that utilize a variety of instruction practices
-Student profiles identifying multiple intelligences and learning styles
-Supplementary instructional resources
- Assessment rubrics
- Student surveys

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Richmond County Schools believes that using research-based resources ensures that our AIG Program continues to provide rigor and relevance to our gifted learners. A conscientious effort has been made to guarantee that research-based materials are aligned to the standards, ensuring that this maintained practice is being implemented in all schools, so that we support the instruction for our gifted learners.

In this maintained practice we aligned our research-based practices with the Common Core Standards to ensure rigorous experiences for learners.

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

Description: The AIG specialists utilize a variety of research-based resources to guide instruction that aligns with the Common Core Standards. AIG specialists use a multitude of resources in planning units of instruction and lessons for our gifted population. AIG specialists meet in their PLC at least twice a month to research and share resources. This ensures consistency in the content of our conceptual units.

Planned Sources of Evidence: AIG Specialists unit plans

PLC Minutes

Materials from Jacob's Ladder

William & Mary Units of Study

Conceptual Units

Classroom Walk-Throughs to determine the level of implementation of the units

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: Richmond County Schools will continue to focus on 21st century content and skills. We have currently had professional development sessions on integrating these skills into our lessons. At this time real-world applications, critical thinking, creative thinking, and problem solving are incorporated into instructional units; however, Richmond County Schools recognizes a need for improvement and growth. We will focus on this practice by developing opportunities to integrate more global awareness, civic and economic literacies, as well as research and digital literacies to ensure that our gifted learners are equipped for the 21st Century.

Goals: One goal to develop and strengthen this practice is to continue to provide professional development. This professional development will specifically address integrating these skills into lessons using complex content.

In addition to the professional development, we will expect these skills to be evident in lesson plans. AIG specialists will work in their PLC to design work for our gifted learners that integrate the 21st century skills with complex content.

As we continue to develop this practice, we will also explore opportunities for students to utilize these skills in real-world applications.

Description: AIG specialists will have monthly professional development on 21st century skills. The professional development will focus on areas that have been previously underdeveloped in our units like global awareness.

The AIG specialists will infuse 21st century content and skills at an advanced level in unit and lesson plans. A variety of complex resources will be explored to allow students opportunities to develop 21st century skills. The work in PLC groups will provide the specialists with opportunities to strengthen

lessons on these skills. We will share student work and conduct classroom visits to ensure the implementation of these skills.

Planned Sources of Evidence: Conceptual Units

Science Olympiad

Summer Enrichment Programs

Media Literacy

Problem Based Learning

Partnerships with Discovery Place Kids

Lesson plans

Agendas and rosters from teacher professional development

Classroom observational data

Student work samples

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Richmond County Schools will continue to use formative and summative assessments as a means to differentiate instruction for all gifted learners. This practice is maintained for 2013-2016. All teachers in our system were required to participate in the NCFALCON modules on formative assessment. The administrative staff conducted walk-throughs to guarantee implementation of formative assessment practices. We will continue to provide rigorous and challenging experiences for our gifted students through the use of formative and summative assessments.

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

Description: Formative and summative assessments allow teachers to constantly check for understanding in order to guide instruction and modify assignments as needed. The district is currently working on distributed summarization, which is an effective formative assessment strategy. Teachers are expected to differentiate based on formative assessment data.

AIG specialists will work with classroom teachers on creating pre-assessments of academic skills and then assisting them with data analysis to inform curriculum decisions. By working with the classroom teachers, AIG specialists will provide support for gifted learners by determining their needs and diagnosing acceleration opportunities.

Planned Sources of Evidence: Lesson plans that use a variety of formative assessments

Pre-assessments for conceptual units

Post-assessment for conceptual units

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: This practice is focused for 2013-2016. Richmond County Schools currently emphasizes the academic realm of the gifted child with little attention to the social and emotional needs of our gifted learners. PLC minutes demonstrated that a majority of PLC time is devoted to fulfilling the academic needs of learners. We realize that we must educate the whole child and need to support classroom teachers in developing integrated lessons that support social and emotional development in our district.

Goals: To support the social and emotional needs of our gifted learners, we must understand what these needs are and how to develop strategies to support them. The AIG specialists will develop seminars on social and emotional issues that often confront our gifted learners. They will conduct these seminars before, during and after school. Gifted learners will be able to sign up for these classes based on their needs.

In addition to the seminars, the AIG specialists will incorporate strategies in conceptual units that allow learners to define and identify their social and emotional needs.

Description: In conjunction with the guidance department, Gifted Specialists will design learning opportunities for individuals with gifts and talents that promote self-awareness, positive peer relationships, and intellectual experiences, leadership, and talent development. These opportunities will support the gifted learners' social and emotional development.

Planned Sources of Evidence: Movie analysis with critique, Children's book character analysis
Conceptual Units
Seminar Announcements
Seminar Schedules
Sign in Sheets for Seminars

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: Richmond County Schools strives to enrich the potential of K-3 students with purposeful and intentional strategies to prepare them for the 21st century. We currently develop potential in our K–3 learners in a variety of ways. During focused group meetings, we received support from administration and classroom teachers on developing potential experiences that we are currently using. Many teachers expressed they wanted more nurturing opportunities for students. To assist us with better programming and nurturing talents, we determined that this would continue to be a focused practice in 2013 – 2016.

Goals: One goal is to implement Enrichment Seminars in grades K-2 that develop talents through enhancing the students' strengths, critical thinking and problem solving skills.

Whole class nurturing lessons and learning opportunities will be available to all K-3 students in our district.

These program options will assist us in nurturing potential in our K-3 students.

Description: The Enrichment Seminar classes will consist of pull-out classes. K – 2 learners with outstanding potential in math and/or reading will attend. The selection to attend a session is based on formative assessments by the classroom teacher, the AIG specialist observations from the whole class nurturing, and data that reflects an above grade reading or math need.

The AIG Specialist will implement whole class nurturing lessons for kindergarten through third utilizing Habits of Mind and thinking skill materials. Our goal is to provide students with purposeful, intentional, and differentiated instruction. The K-3 learners will experience a variety of resources and opportunities to guide their ambitions and develop their potential.

Classroom teachers will also benefit from these whole class nurturing lessons. They get to observe research-based practices utilized by the AIG specialists. This initiative is a great way to develop collaboration with the classroom teacher and to share differentiated strategies.

Planned Sources of Evidence: Lesson Plans integrating Habits of Mind and thinking skills
Enrichment Seminar plans
AIG Specialist Schedules
Teacher sign-up for Nurturing Lessons

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: Richmond County Schools AIG Program believes in interaction among AIG specialists, general education teachers, and all professional support staff as a means to work toward a common goal to meet the needs of gifted population. Gifted learners benefit from collaboration among all personnel related to AIG students when the partnership is intentional and the responsibility is shared. Due to Richmond County Schools strong commitment to PLC collaboration and the data from our surveys reflecting the need to provide gifted learners with complex, rigorous, differentiated instruction; this practice will be a focus for us in 2013–2016.

Goals: Richmond County Schools will have shared decision making between the classroom teacher and the AIG specialists about the development and implementation of differentiated curriculum and instruction. In order for this partnership to occur, all stakeholders must collaborate. AIG specialists will use a variety of strategies (PLC, Survey Cards, Afterschool Meetings, Response to Needs Team Meeting) to ensure that collaboration occurs in order to better meet the instructional needs of our gifted learners.

Description: All personnel are to be engaged in shared decision-making in an effort to develop and implement differentiated units of instruction for gifted learners. These regularly scheduled collaborative planning experiences between the AIG specialist and the classroom teacher will positively impact gifted learners.

One way to collaborate is during the scheduled PLC meeting. All of our schools have scheduled PLC days and times. When the schedule permits, the AIG specialist will attend the grade or content PLC. This attendance will provide consistent communication to better plan instruction for our gifted learners. The AIG specialist will be able to assist with data analysis and share differentiation strategies based on the evidence.

If the AIG specialist is not able to attend a specific PLC, the classroom teachers will be encouraged to submit a survey card that provides information about curriculum and instruction, data collected on formative and summative assessments, and request any complex resources or strategies that the AIG Specialist could assist with during the designated time of the unit. We realize that follow-up must occur after school for this endeavor to be successful.

The AIG specialist will also conduct after school meetings to collaborate about students. They will use their Response to Needs team and any other personnel needed to engage in shared decision making. This team will consist of the AIG specialist as the Chair, an administrator, guidance counselor, and a teacher from each grade level. Additional people will be invited as deemed necessary to make decisions and provide insights that are in the best interests of our gifted learners.

These strategies will ensure collaboration and develop consistency in our program.

Planned Sources of Evidence: Professional Learning Communities Minutes

Teacher surveys

Steering committees

AIG Specialist schedule

Newsletters

Survey card

Response to Needs team meeting agendas and log

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: Richmond County Schools determined that the development and documentation that provides evidence of students' differentiated curriculum and instructional services is a focused practice. As our K-12 AIG Program grows, it is clear that there is an obvious need to confirm annually that each gifted learner is receiving differentiated instruction. Additionally, the AIG Program is also focused on ensuring that parents/families are aware of how their child is being served and in what services they are receiving.

Goals: Our goal is to provide K-12 services that are reviewed annually. The services that a gifted learner is accessing should be documented in a Differentiated Education Plan (DEP).

Description: Richmond County Schools currently is in the process of revamping our documentation. The revision of this document supports any updates, such as additions and revisions of the current services that are provided for our gifted learners. We are also developing a formal procedure that all AIG specialists will follow for how student's documentation will be transferred as they transition schools. Lastly, we are implementing a variety of strategies, in addition to students Differentiated Education Plans, to keep parents/families connected and aware of their child's instructional services.

Planned Sources of Evidence: AIG student folder

AIG Paperwork (DEP, Decision Chart, etc.)

Informative Letters created by the students that summarizes their learning

Annual reviews with parents/families concerning students Differentiated Education Plan (DEP)

Parent and Student Surveys

Focus Group Meetings

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: Richmond County Schools employs an AIG-licensed coordinator to ensure success of the AIG program. This maintained practice for 2013-2016 provides leadership to guide and monitor the local plan. The lead coordinator will continue to implement and revise the local plan and work to support AIG specialists. Highly qualified professionals are an intricate part of developing and monitoring the local program.

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

Description: The AIG program is directed by an AIG licensed educator. The lead coordinator has the role to collaborate with AIG specialists, stakeholders, and Central Office staff to revise and monitor the program. The coordinator of the program is an advocate for AIG students and strives to ensure that all of their academic, intellectual, social, and emotional needs are met.

The coordinator responsible for the gifted program has many responsibilities. The coordinator must monitor all areas of the plan to ensure that implementation is consistently followed by the AIG specialists. A monitoring checklist will be used to determine how well the plan is being implemented.

The coordinator will do internal audits on the student folders to determine if documentation is being correctly completed and reviewed annually. This audit will occur prior to the submission of the AIG headcount.

The coordinator will require monthly updates on the identification process. The AIG specialists are expected to provide updates and guarantee consistency with respect to identification processes.

Professional development will be required for the AIG specialists. The AIG coordinator and specialist will attend trainings provided by the North Carolina Department of Education and conferences that provide instruction on gifted learners. In addition to the professional development provided for the specialist, professional development will be planned for all personnel to allow them to strengthen their knowledge of gifted learners. The coordinator will also support all district initiatives and ensure that the AIG specialists are involved.

Collaboration between the district coordinator and all stakeholders is critical. The coordinator must communicate and articulate information pertaining to gifted learners. The coordinator should also participate in the regional meetings and other meetings to stay informed about information pertinent

to support Gifted Education.

Planned Sources of Evidence: Local AIG Plan

Steering Committee Meetings

Focus Group Meetings

Staff Development for gifted specialists

Monitoring Checklist

Monthly PLC minutes

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: Richmond County Schools' AIG specialists currently engage in tasks that support the academic and intellectual needs of gifted learners. Focus groups recognized many accomplishments for our work in the academic and intellectual areas. . As a result, we made this a maintained practice for 2013-2016. We do, however, recognize a clear need to address the social and emotional needs of our gifted learners. AIG specialists are in the process of researching and finding ways and strategies to bring awareness to gifted students who have social and/or emotional needs.

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

Description: AIG specialists are required to implement the AIG program standards based on our current plan. The expectation is to create rigorous engaging learning experiences for our gifted population. With this role, the focus must be on program and classroom responsibilities, while gathering evidence that the AIG plan is being implemented to fidelity.

Program Responsibilities

One program responsibility is to maintain accurate records of all AIG students. This requires the specialist to collect evidence during the screening and identification process. AIG specialists are often expected to score ability and achievement tests and accurately review the testing data with parents / guardians. All records on AIG students should have annual current DEP (Differentiated Education Plans) on file.

Not only must AIG specialists maintain accurate records, they must screen students for gifted services. They must examine any data that exists on a student and determine through collaboration with other stakeholders if additional information or testing is needed. To help with the screening process, each AIG specialist will chair a Response to Needs team at each of their schools to assist with determining the needs of students.

AIG specialists will also accept referrals on students. They will collaborate with stakeholders to gather pertinent information once a referral has been made to determine the best outcome for the student.

The AIG headcount is a responsibility that will require collaboration with the data managers. AIG headcounts will be done annually for the North Carolina Department of Public Instruction. The AIG specialist must guarantee that the headcount is accurate and reflects AIG students that receive services.

AIG specialists should advocate for the gifted students and the program. This advocacy requires collaboration with administrators, teachers, parents, and community members about the AIG program. Developing and delivering appropriate professional development, while also providing and promoting gifted resources to our learning community, requires the specialist to provide resources to teachers that support all needs of our gifted learners, including social and emotional as well as academic.

Another responsibility requires AIG specialist to work with the AIG coordinator. The specialist must attend monthly PLC sessions that focus on implementation of the AIG plan as well as develop curriculum units. This work will require discussion of current practices in the area of gifted education and research ways to address the social and emotional needs of our gifted learners.

Classroom Responsibilities

AIG specialists are responsible for quality conceptual units that encourage academic and intellectual growth. Gifted teachers provide pull-out and encore classes as a means to serve students. In these classes, we practice research-based units that focus on critical and analytical thinking. In creating 21st century learners, students are given opportunities to use technology in creative ways. AIG fosters an appealing environment that allows students to thrive while engaging in challenging content.

In hopes of expanding our services and covering all realms of gifted learners, AIG specialists incorporate lessons that address the social and emotional needs of gifted learners. In addition to addressing these socio-emotional areas, we administer student interest surveys so that students can express their individual needs. We also plan to offer seminars that will focus on the specific needs of students and provide strategies and problem-solving activities to develop social and emotional well-being.

Planned Sources of Evidence: Screening Rosters

Folder Reviews

Test Data

PLC Minutes and Agendas

Professional Development Rosters

Headcount Verification forms

Parent Meetings

Conceptual Units

Seminar Schedules

Research and discussion on Social and Emotional needs of gifted learners

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: Richmond County Schools Gifted Education Program relies on specific and appropriate professional development requirements for AIG specialists, general education teachers, and all professional support staff as a means to work toward the common goal of meeting the needs of its gifted population. Focusing on collaboration among all personnel related to AIG students is to the gifted learner's advantage when the partnership is intentional and the responsibility is shared. It was clear by the responses in our teacher surveys that teachers do not know specific information about our AIG program and need to develop differentiated strategies to meet the needs of gifted learners. Based on this data, this will be a focused practice for the 2013–2016 plan cycle.

Goals: Currently AIG specialists are trained or enrolled in Gifted Licensure programs. We realize that we are limited on the number of teachers with AIG certification in our system. We plan to investigate ways to get teachers to commit to pursuing AIG licensure. As we research, we will develop a plan to assist us with this issue.

We also realize the need to provide professional development for all teachers regarding our gifted program and differentiation. The district is implementing a Summer Teacher Academy that will offer opportunities to gain knowledge about meeting the needs of our gifted learners. AIG specialists also plan to conduct after-school sessions on a variety of issues that will assist teachers with differentiating strategies.

Description: All personnel are regularly engaged in specific and appropriate professional development in an effort to cultivate and implement differentiated units. Richmond County Schools has a professional development monthly calendar and will hold the first Summer Teacher Academy in June 2013. We will use these learning experiences to provide professional development that supports the needs of our gifted learners.

Since the surveys reflect a need to understand the gifted program, the AIG specialists will create a presentation on how our local AIG plan addresses the AIG Standards and Practices approved by the NC State Board of Education. At the beginning of the school year, the specialists will share this presentation with all personnel at their schools.

In addition to the professional development, we will create a plan to get our educators to collaborate with a university to provide Gifted Licensure.

Planned Sources of Evidence: AIG Presentation at Board of Education meeting
AIG Presentation at Principal's meeting
AIG School Presentations
Professional Development Sign-ins

Professional Development monthly calendar and summer booklet
Plan with university
Increased licensure of AIG teachers

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: Richmond County Schools recognizes the importance of placing AIG students in general education classrooms with teachers holding an AIG licensure. As this is a focused practice for 2013 - 2016, Richmond County Schools recommends that every school make an effort to cluster AIG students with qualified teachers, while encouraging teachers to get their AIG certification.

Goals: The District AIG Coordinator realizes that AIG student placement practices have not been outlined and clearly articulated to our school administrators. As a result, we plan to develop a clear process for the placement of AIG students. The AIG team plans to work with administrators to determine how to ensure clustered placement occurs. We also plan to determine professional development needs for classroom teachers when they do not have AIG licensure, but have a cluster grouping in their classroom.

Description: As administrators place AIG students, they are encouraged to be mindful and cluster the students with AIG- licensed teachers or with teachers exhibiting interest in pursuing professional development concerning gifted learners.

To ensure that consistency occurs in AIG student placement, the AIG coordinator and specialist will work with school administrators on a process that clearly outlines expectations. We realize that we need to provide our principals with training in this area. The AIG team plans to use the AIG subgroup testing data to illustrate the need to place students in cluster groups. It will be essential to have guidelines that will support the implementation of cluster grouping.

We also realize that the limited number of AIG licensed personnel will impact how we plan to implement cluster grouping. This creates the need for a strong professional development plan that will assist teachers that have clustered groups with support and training. We will collect rosters on the teachers that have clusters of AIG learners. We will plan after school professional development as well as support through PLC meetings that target these teachers. We will share strategies to engage learners and differentiate content.

Planned Sources of Evidence: Professional development sign in sheets

Professional development offerings

Administrator Sign –in and Agendas

PLC Minutes

Plan that articulates the process for cluster grouping

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG Program of Richmond County Schools is focused on aligning professional development with other county initiatives. In the past, we have not provided professional development relating to gifted services and identification. We plan to provide professional development opportunities on the Common Core State Standards; embedded within are differentiation plans for gifted learners. Based on the teacher surveys, we will focus on this practice for the 2013- 2016 plan.

Goals: Our district will begin a Summer Teacher Academy. This teacher academy will be held in June 2013 and August 2013. Sessions will include classes that specifically discuss AIG learners and how to differentiate to provide rigor and challenging instruction in the regular classroom.

We plan to continue during 2013 – 2016 to provide professional development sessions that include meeting the needs of AIG learners.

Description: Each spring the curriculum team develops a professional development plan. This plan includes representation from the AIG department.

We will plan the district's initiatives and professional development sessions for the following school year. Included in the professional development sessions will always be a course that specifically examines the gifted learners. Embedded in all professional development sessions will be ways to differentiate instruction to meet the needs of all learners. Strategies will be provided that specifically address gifted students in all professional development.

Planned Sources of Evidence: Winter AIG Institute (DPI)

AIG Presentation at Board of Education meeting

AIG Presentation at Principal's meeting

Learning Focus Teams with Max Thompson

Professional development brochure

CEU credits

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Professional development is on-going and aligned with NCSCOS. This is a focused practice for 2013-2016 as staff development is critical for teachers; it is important to provide regular opportunities for new learning experiences. Ongoing professional development keeps teachers up-to-date on new research regarding how children learn, emerging technology tools, and new curriculum resources.

Goals: In working with the Richmond County Schools' Professional Development and Curriculum Directors, we will plan and implement professional development aligned to NCSCOS that incorporates AIG best practices and strategies. The AIG teacher can select sessions that meet their needs from the menu of options provided to all teachers.

AIG specialists will also attend regional and state professional development to gain knowledge of best practices in gifted education.

Description: The AIG Program coordinator will work closely with AIG specialists to align professional development with 21st century skills and state standards. Professional development is on-going, experiential, collective, and connected to the NCSCOS. The AIG specialists will provide input on professional development needed to support their growth and allow them to gain the skills needed to provide differentiated rigorous and challenging instructional practices.

Our region supports gifted learners by offering regional professional development that our AIG specialists attend. We will also participate in any other professional development that provides instructional strategies to better meet the needs of gifted learners while supporting 21st century skills.

Planned Sources of Evidence: AIG program standards
Handouts from staff development
PowerPoints from professional development
Common Core and Essential Standards
Regional and State Registrations
Certificates

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Collaboration between AIG specialists and classroom teachers allows for the improvement of the educational experience of gifted learners. Teachers need opportunities to refine skills, share successes, capitalize on teaching strengths, to address concerns and problem-solve. Richmond County Schools encourages these opportunities. We currently utilize professional learning

communities to improve instruction and ensure collaboration. Even though we have professional learning communities, we plan to work to improve the PLCs. As a result, this will be a focused practice during the 2013 – 2016 school years.

Goals: We plan to utilize the professional learning community structure for the AIG specialist team to plan instructional strategies aligned to the new standards. The specialists will meet weekly to plan with each other to ensure consistency in Richmond County's AIG program.

We will also have monthly school PLC meetings with classroom teachers. These meetings will allow us to align instruction and provide suggestions of instructional strategies to better meet the needs of our AIG learners.

Description: AIG specialist will meet regularly in PLCs. These meetings will be scheduled weekly.

AIG teachers will meet with grade level PLCs and/or individual teachers at least once a month. By working collaboratively in planning sessions, learners will have differentiated instruction all day, every day.

Planned Sources of Evidence: Collaboratively planned lessons, activities, units
Notations/minutes from PLC meetings or other planning sessions

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Realizing that AIG programs and services should be comprehensive, we analyzed our current program services and recognized the need for expansion and better articulation. Addressing academic, intellectual, and social and emotional needs will be added to service options in order to meet the needs of all gifted learners. This will be a focused practice in 2013-2016.

Goals: We will establish an array of services to better meet the needs of our gifted learners. These services will have clear descriptions and will align with a specific grade level.

Description: We plan to offer the following services to our gifted learners starting in 2013.

Elementary School Services

K-3 Whole Class Nurturing

The AIG teachers schedule a time to work with the whole class on critical and creative thinking activities. They teach Intelligent Behaviors that we want students to use in solving problems.

Enrichment Seminar

K-2 Pull out classes twice a month will focus on conceptual ideas and extend the NCSCS. Students will participate in critical and creative activities that require reading complex text and writing.

AIG Consultative

Students are served in the regular classroom that are based on the needs of the student. The classroom and AIG teachers will discuss the needs of the student to see if additional focused sessions are needed to support the growth of the AIG student.

AIG Resource

Service that supports gifted learners with weekly pull-out. Curriculum supports the 21st century skills through conceptual units.

AIG Magnet

Service that supports gifted learners with additional performance based tasks that are based on individual interest. The AIG and classroom teacher will collaborate to provide additional time to work on this independent project.

Grade and Subject Acceleration

Student will be placed in a higher class or grade based on mastery of the curriculum standards.

Middle School Services

AIG Consultative

Students are served in the regular classroom that are based on the needs of the student. The classroom and AIG teachers will discuss the needs of the student to see if additional focused sessions are needed to support the growth of the AIG student.

Seminars

Seminars that AIG students can attend by choice and interest. These sessions focus on social and emotional issues and curriculum topics (Before school, lunch sessions, or after school).

AIG Resource

Service that supports gifted learners with weekly pull-out. Curriculum supports the 21st century skills through conceptual units.

Continuous Student Interest (CSI)

Services based on interest of the learner. Modules of learning experiences that are interested based and facilitated by the AIG teacher in a pull-out setting.

AIG Magnet

Service that supports gifted learners with additional performance based tasks that are based on individual interest. The AIG and classroom teacher will collaborate to provide additional time to work on this independent project.

Grade and Subject Acceleration

Student will be placed in a higher class or grade based on mastery of the curriculum standards.

Credit by Demonstrated Mastery

Students will be allowed to demonstrate mastery of standards through the process that has been established by the Department of Public Instruction.

High Schools Services

Seminars

Seminars that AIG students can attend by choice and interest. These sessions focus on social and emotional issues and curriculum topics (Before school, lunch sessions, or after school).

Honors Courses

Honors courses will provide academic rigor and relevance based on established expectations that ensure that all students develop the capacity to master content that is complex and challenging. Instruction and learning must include commitment to a knowledge core and the application of that knowledge core to solve complex real-world problems.

Advanced Placement Courses

These courses provide students with differentiated curriculum that align with career and college

readiness. Content is taught with an emphasis on critical thinking, inquiry, reasoning, and communication skills. Students may self-select these courses based on interest.

Credit by Demonstrated Mastery

Students will be allowed to demonstrate mastery of standards through the process that has been established by the Department of Public Instruction.

Planned Sources of Evidence: Annual DEPs/IDEPs

Seminar Schedules

Credit by Demonstrated Mastery Guidelines

Screening Rosters

Course Guide with AP and Honors offerings

Honors Guides

AIG Specialists Schedule

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: The needs of advanced learners are best met when the AIG program and services are aligned with the program goals and resources of the LEA. A need has been identified to update and clarify identification guidelines and program services, making this practice focused for 2013-2016. Greater attention will be placed on aligning services with identification, goals, and resources. Our current process of identification specifies students' academic areas of strength and level of service required. We will work to review our AIG program and assess areas of strengths and needs for improvement. This concentration will not only provide greater consistency across the district, but also strengthen the overall program.

Goals: Our goal is to promote student achievement by providing a continuum of services designed to appropriately differentiate and extend core curriculum for our advanced learners. AIG program and services will be aligned with initiatives within the LEA.

Description: It is imperative that we value and nurture intelligence in children so that they reach their potential and create opportunities for growth. All K-2 nurturing students are monitored for future placement. Students in grades K-12 may be referred for possible AIG placement by administrators, parents, teachers, peers, or self-referral. AIG identification is available for all students exhibiting exceptional abilities. Richmond County Schools will screen and identify students including those from diverse backgrounds who demonstrate outstanding abilities and achievement through the use of varied assessments and multiple criteria. We will continue to communicate and collaborate with educators, administrators, parents, and community members to establish a positive vision of gifted education.

K-3 Whole Class Nurturing: In the elementary grades gifted specialists provide nurturing classes across the grade level that encourage and instill creative and critical thinking opportunities, while developing intelligent behaviors for all learners. This nurturing experience is consistently provided for grades K-3 in our district.

K-2 Enrichment Seminars: The gifted specialists, the classroom teachers and administrators, utilize classroom evidences that recognize advanced learners who demonstrate a need for enrichment opportunities. This collaboration is on-going, which allows for the enrichment groups to be fluid, flexible and based on the needs of students.

AIG Consultative: Recognizing the needs of our gifted students requires flexibility in delivering appropriate service options. Consultative services will be provided to students in the traditional classroom, with periodic pull-outs based on the needs of the learner. Through collaboration with the classroom teacher and parent/guardian, formative and summative assessment data will be analyzed to determine student placement.

AIG Resource: The AIG resource option consists of weekly pull-out classes for all identified students in the AIG program. Exceptions to this service option include students who are currently being served on a consultative basis.

AIG Magnet: Service that supports gifted learners with additional performance based tasks that are based on individual interests. The AIG and classroom teacher will collaborate to provide additional time to work on this independent project. This service option is for the highly gifted learner who demonstrates a strong need for additional services that meet individual interests and provide rigor.

Grade and Subject Acceleration: We will utilize the North Carolina State Board of Education criteria for early entrance to kindergarten decisions. In addition to the early entrance, we will utilize the IOWA acceleration scale to examine any student who is working well above grade level.

Credit by Demonstrated Mastery: Richmond County Schools will follow state guidelines established by the Department of Public Instruction to determine if credit will be awarded in grades 6 – 12.

K – 12 Seminars: Gifted specialists will offer a variety of seminars throughout the school year, that focus on the social and emotional issues and curriculum topics that are relevant to gifted learners. These sessions will take place before school, after school, during enrichment blocks, and/or lunch as needed to all students who are identified in the AIG program.

Continuous Student Interest (CSI): Students self-select performance-based enrichment courses that are aligned to the Common Core State Standards. All middle school students who are identified in the AIG program are eligible for this service option.

Honors Courses: High school honors courses will be offered in grades 9-12. A student can self – select to participate in an honors course based on interests. These courses will provide challenging and differentiated assignments. Parents and students will be aware of the expectations in the honors class.

Advanced Placement: Advanced Placement courses will be provided for students in grades 9–12. These courses provide students with differentiated curriculum that align with career and college

readiness. Content is taught with an emphasis on critical thinking, inquiry, reasoning, and communication skills. Students may self-select these courses based on interests.

Planned Sources of Evidence: DEPs

IDEPs

Program descriptions

Description of service options

AIG Comprehensive Profile

AIG student folder

K-2 Enrichment Seminar Referral

Course Guide

Student Sign up

Honors Guides

Advanced Placement Syllabus

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: Richmond County Schools continues to provide services and program options that are integrated and connected to the overall academic and instructional programs. Gifted specialist follow the Common Core State Standards for their designated grade levels to ensure that gifted students are receiving relevant and rigorous instruction that supports the curriculum. There is a strong collaborative effort made to ensure that the needs of our gifted learner are considered at all levels: district, school leadership, and classrooms. We have worked to ensure that our AIG specialists are part of all leadership teams and district teams. This will continue and be a maintained practice in the 2013 – 2016 plan.

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

Description: The AIG program uses a variety of research-based instructional practices as a means to provide differentiation for gifted learners. Gifted specialists collaborate with the regular education teachers via email, surveys, professional learning communities, and professional developments to ensure that we are supporting instruction for our gifted learners.

In addition to the collaboration, all district initiatives involve our AIG specialists. As district leadership teams are formed, AIG specialists are involved and expected to support the teachers and students with these initiatives.

We also work to ensure that our services align with classroom instruction. We want students to experience the connectedness in the classroom and the AIG services they are receiving.

Planned Sources of Evidence: Daily Lesson Plans

PLC minutes
Units of study
Surveys
Pacing Guides
Meeting Agendas
Presentation Sign Ins

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: Gifted students have different needs; therefore, teachers and other support staff must have knowledge and understand characteristics of gifted learners in order to play an active role in their education. Receiving this information better enables the school community to fulfill its role in the AIG students overall educational program. Based on our teacher survey data, only about 50% of our teachers had knowledge of how students are identified for services. All stakeholders must be informed for us to meet the needs of our gifted learners; as a result of this data, this will be a focused practice for the 2013 – 2016 school years.

Goals: Communication is critical for a student's success. Keeping all stakeholders informed requires multiple forms of communication. We will increase communication efforts using a variety of formats.

Description: It is the role of the District Coordinator of Gifted Programs to maintain ongoing communication with school principals and AIG specialists. This communication will allow for comprehensive gifted services and ensure consistent implementation throughout the district.

AIG specialist will inform regular education teachers of AIG identified students and their matching service needs in addition to "watch list" students.

Collaboration with regular education teachers, administrators, and support staff will provide information in regards to AIG program services along with any regulations related to gifted education.

Examples may include:

- Newsletters
- District and School Websites
- Emails
- Meetings
- Staff Development

The new K-12 AIG plan will be accessible to all staff members and stakeholders. All classroom

teachers will receive information on the new plan and receive a Teacher Information Packet that explains the screening, identification and services for our gifted learners.

Planned Sources of Evidence: District and school newsletters

Emails

Meetings

Staff Development

Notification of AIG Students form

Regularly scheduled meetings with AIG specialists

District and school websites

Teacher Information Packet

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: The needs of our gifted learners are best met when there is a consistent dialogue among stakeholders. Smooth transitions of records, rosters of identified students, and annual review decisions should be in place before the end of the academic year. Communication and data transfer from elementary to middle school and middle to high school needs further improvement. We realize that we need to better support our gifted students, so this will be a focused practice in 2013 - 2016.

Goals: We will establish effective processes and written guidelines for the transition of student rosters/service records and student placement decisions within schools and especially among schools.

The AIG specialists will provide transitional meetings with feeder schools. We want to make sure services are communicated as a student transitions between grades.

In addition, we need to establish guidelines and communication practices to ensure that the transition from middle to high school support the program services that a gifted learner needs. We want students to become a self-advocate and knowledgeable about how their high school choices impact their future. This will require the middle school AIG specialists to be involved with the scheduling process and provide meetings to ensure that parents are informed.

Description: We plan to establish processes and develop guidelines that will develop better communication and continuation of services K - 12. We will focus on transitions. To assist with transitions, AIG specialists will visits the feeder schools. Training will be provided for the AIG specialists in the middle schools on high school options and creating four year plans for our gifted learners. Prior to the high school registration, each student will participate in a conference with the AIG specialists to select courses for the next school year and develop a four year plan. Parents will be encouraged to attend these meetings.

Deadlines will be established for delivery of annual review decisions to the next grade level before the conclusion of the school year. We will develop timelines that will increase the communication with all stakeholders about services.

The gifted status of rising students and students transferring within the school district will be communicated consistently and with precision. Any student who is not transferring within our district will be evaluated using the AIG Comprehensive Profile to determine if they qualify for gifted services. If an ability or achievement score is not available, Richmond County Schools will administer assessments to complete the testing portion of the AIG Comprehensive Profile.

Planned Sources of Evidence: DEP

New transition guidelines
AIG headcount
Student Conference Schedule
Training Documents
Sign Ins
Annual Review Timeline

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Continued collaboration among all stakeholders involved with gifted students is important to the continued success of students and our AIG program. Parents, teachers, students and administrators are involved in making decisions regarding student's service options. The stakeholders are invited to establish the students service options based on their individual needs. Based on the survey data, this will be a focused practice. Of the teachers surveyed, the data reflects the need for improved communication. Many teachers expressed the need to be more informed on how to meet the social and emotional needs of gifted learners; as well as, the need to know how to differentiate instruction.

Goals: Richmond County Schools will encourage more consistent collaborative relationships among staff members in all schools to ensure differentiated programming and services. We will develop AIG updates for teachers. Classroom teachers will also be expected to attend DEP meetings with parents. The AIG specialists will meet at least once a month with the classroom teachers to discuss the AIG student and how to continue providing differentiated instruction.

Description: AIG specialists hold informational sessions at the beginning of each academic year to highlight the identification process, multiple pathways to gifted identification, and characteristics and the use of nomination referrals. These AIG updates will provide teachers with critical information

about identification and services.

In addition to the informational sessions and updates, classroom teachers will attend the annual DEP meetings. This will allow the classroom teacher to support the services that the student is receiving.

It is also critical for the AIG specialists and classroom teachers to meet in PLCs. This will provide time for them to discuss differentiation strategies that will support the gifted learners in the regular classroom. This meeting will also provide an opportunity for the AIG services to be discussed to ensure that we are meeting the needs of the students.

Planned Sources of Evidence: Meeting Agendas

Schedules of Professional Development and AIG specialists meetings

Logs of AIG Specialists collaboration contacts with colleagues

Focus Group

School AIG Team

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Communication is critical to the success of our AIG students. We often discuss academic needs of our gifted students but often neglect the social and emotional needs. Currently, we do not consistently address the process of the social and emotional needs of our learners. We realize that teaching the whole child requires us to provide this type of support. We plan to make this a focused practice for 2013–2016 school years.

Goals: We plan to develop seminars that students can select which focus on topics relating to social and emotional needs. These seminars will occur at least once every six weeks.

We will also create a resource packet that helps teachers and parents support students' emotional and social needs. This packet will tackle a variety of needs and support for our gifted learners.

Training for our guidance counselors will be needed to raise their awareness and provide strategies on supporting emotional and social needs for our gifted learners. We will provide professional development for guidance counselors. Efforts will be made to co-teach with the guidance counselors social and emotional seminars. These endeavors will strengthen collaboration and make them an integral part of our support to students.

Description: We will develop and offer throughout the year, seminars focusing on social and emotional topics to support our gifted learners. Topics will include: knowing and accepting your gifted behaviors, how to relate to peers, underachievement as a gifted learner, roadblocks to success, collaboration and acceptance, perfectionism, etc.

A resource packet will be developed and provided to parents and teachers. This resource packet will address issues that our gifted learners are confronted with and types of support.

Professional development for guidance counselors is needed to create understanding on how to support our gifted learners. We want to create professional development sessions that will equip our counselors with strategies to support the development of our gifted learners.

Building a stronger collaboration between the AIG specialist and the counselors is essential. We will plan to co-teach a seminar on a topic dealing with social and emotional needs of gifted learners. We will conduct these seminars through the Paideia method to allow students to share issue and concerns that they experience in school.

Planned Sources of Evidence: Seminar Topic Flyers

Sign In from Seminar

PowerPoint of Social and Emotional Training

Social and Emotional Resource Packet

Team Meetings Minutes

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: Accelerative instructional and placement options are a focused practice for Richmond County Schools in 2013-2016. We are currently investigating appropriate criteria and evidences that would indicate whether a student would qualify for accelerated instruction/accelerated placement.

Goals: Provide written criteria that must be met in order for a student to be considered for accelerative instruction and placement. Communicate to all stakeholders our process for acceleration.

Establish procedures and information sessions to inform all stakeholders on Credit by Demonstrated Mastery. This will also require the development of guidelines aligned to the implementation support from DPI.

Description: We realize that some gifted students have documented needs for acceleration through differentiation of curriculum and instruction. Parents are given the opportunity to discuss all plans for placement and services. If acceleration is an option for a student, an Individualize Differentiated Education Plan will be developed that outlines the coursework and expectations. The acceleration placement will be closely monitored to ensure that the placements and services are appropriate.

Early Admission to Kindergarten:

In accordance with state law, early admission to kindergarten is considered for students who score at

the 98th or 99th percentile on both achievement and aptitude tests.

Principals and other personnel conduct a screening interview with the student and parents to determine the maturity, motivation, and developmental levels of the student.

Parents are responsible for obtaining the information and presenting this information to the principal.

The District AIG Coordinator may be contacted for additional information and will work with the principal to make the best possible decision for the student. The state requirements can be viewed at: <http://sbepolicy.dpi.state.nc.us/policies/GCS-J-001.asp?pri=01&cat=J&pol=001&acr=GCS>

Grade / Subject Acceleration Process:

Parents or teacher(s) must present the request for acceleration to the AIG specialist in writing. The AIG specialist will notify the principal and the District AIG Coordinator.

The AIG specialists will gather the team that consists of principal or designee, district coordinator, classroom teachers, and guidance counselor. The team will examine the data that exists on the student. The classroom teacher(s) will provide work samples that demonstrate 2-3 years above grade level. The AIG specialist will gather any prior testing data available. The student will have the opportunity to share projects that may show above grade level skills. The team will decide if they are going to pursue the request using the data provided.

The AIG specialist and administrator or designee will meet with the parents and explain the decision of the team. If it is decided that acceleration services need to be explored, the AIG specialist will explain the Iowa Acceleration Scale.

Once parents have signed the permission to test, both the AIG specialist and the District AIG Coordinator will complete the required tests.

When testing is finished, the Iowa Acceleration Form will be completed by the school team, if the student scored greater than 10 points on the Academic section of the Iowa Acceleration Scale and has an IQ score of 115 or higher. The student must score a minimum of 60 points on the Iowa Acceleration Scale to be eligible for Grade or Subject Acceleration.

Once the total points on the Iowa Acceleration Scale are completed, the child's acceleration team consisting of the parents, administrator, current teacher(s), potential receiving teacher(s) and AIG specialist will meet to make a final decision on acceleration for the student.

If acceleration is recommended, an Individual Differentiation Education Plan will be developed to best meet the needs of the student. This plan will outline the transition process and a timeline for review of performance.

Credit by Demonstrated Mastery:

Parents may make a written request to the school if they think their 6–12 grade child has an understanding of the content.

Richmond County Schools will follow the procedures outlined in the DPI Implementation Guidelines for Credit by Demonstrated Mastery. Process will be established once these guidelines are

completed.

This policy: <http://sbepolicy.dpi.state.nc.us/policies/GCS-M-001.asp?acr=GCS&cat=M&pol=001> will guide our work with Credit by Demonstrated Mastery.

Planned Sources of Evidence: Policy for Acceleration
AIG Comprehensive Profile
Iowa Acceleration Scale
Procedures for Implementation of Credit by Demonstrated Mastery
IDEP

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: Richmond County Schools has a very diverse population. Due to our diversity, we have a strong awareness and commitment to the needs of typically under-represented populations in gifted programs. Looking at our demographic data, 54% of our student population is minority. Currently, 26% of our AIG identified population is minority. Due to this discrepancy, we plan for this to be a focused practice in 2013–2016.

Goals: In order to better identify our underserved populations, we need to provide training on gifted behaviors in our under-represented groups. This training will bring awareness to the needs of our diverse learners.

We will also develop nurturing classes to support and develop our under-represented groups. These classes will support the hidden curriculum (thinking skills and strategies to process information).

In addition, to better understanding strategies to identify under-represented populations, we will research ways to identify and serve these students. We will increase communication between the ELL and EC departments to assist in sharing data and identifying students from underserved populations.

Description: Training in non-traditional behaviors of gifted learners is needed to assist with the identification of our under-represented groups. We will create information sessions that will focus on gifted behaviors that may be viewed as negative. This will hopefully increase awareness and create more teacher referrals in our diverse populations. The District AIG Coordinator will require semester screening roster. These will be reviewed during monthly AIG meetings to see if we have increased referrals and identification in our underserved populations. We will also annually monitor AIG headcount and report the trends identified in our underserved populations.

Ruby Payne's research on poverty discusses the "hidden curriculum." These skills are often not directly taught by classroom teachers but are skills that we expect students to have in order to learn. We will create and provide nurturing classes for our underserved populations focusing on these skills.

In order to better understand the needs of our under-represented groups, we need to research ideas to improve identification and services.

In addition to the research, we will increase communication with our ELL and EC departments to create lists of students that should be screened for gifted services.

Planned Sources of Evidence: Screening Roster

AIG Specialist Schedule

Headcounts

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: Richmond County Schools encourages student participation in extra-curricular programs that develop the needs and interests of our gifted learners. Many of our schools provide opportunities for students in academic endeavors that extend the NC Standard Course of Study. We will maintain this practice during the 2013–2016 school years.

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

Description: Many schools offer extra-curricular academic and creative opportunities including a variety of academic competitions and contests such as Science Olympiad, Battle of the Books, MathCounts, Beta Club, Duke Talent Identification Programs (TIP), BioMoto, Writing contests, Visual/performing arts opportunities, Summer Enrichment. These activities address academic, intellectual, and socio-economic needs for our gifted learners.

Planned Sources of Evidence: Student participation in extra-curricular groups

Club rosters

List of opportunities shared with students

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Richmond County Schools is working to expand the relationships with parents, families and the community to build a partnership in order to support the needs of the AIG students. Communication among the AIG stakeholders is essential to ensure success of our AIG program. Based on parent surveys and focus group feedback, this practice will be a focused practice for the 2013-2016 school years.

Goals: We will increase strategies and efforts to share information about our AIG program. We plan to use multiple media to disseminate information.

To increase support to the community and ensure that the needs of our AIG learners are met, Richmond County Schools will conduct seminars for parents and community. These seminars will focus on issues and concerns that exist among our AIG learners.

We also plan to schedule annual stakeholder meetings to discuss services for our gifted learners. These meetings will increase collaboration and provide feedback to help improve our gifted program.

Description: Richmond County Schools will develop a web page, brochures, and parent information packets to share information about our gifted program.

We plan to provide annual seminars for parents and community on issues and concerns in gifted education. These seminars foster collaboration and provide parents with information to ensure that we are meeting the needs of our gifted learners.

The AIG specialists will hold Focus Committee meetings with parents, teachers, and administrators at individual schools to discuss the details of the current plan, share concerns, address questions, and make suggestions in order to improve the plan to better support the gifted students.

In addition to the Focus Committees at individual schools, the AIG coordinator and specialists partner with a variety of parents, teachers, and administrators to form the AIG Steering Committee. The Steering Committee discusses information about the program, such as the referral process and the identification process in order to better serve the academic, intellectual, social and emotional needs of the gifted students.

Planned Sources of Evidence: Focus Meeting Agendas and Attendance
AIG Steering Committee Agendas and Attendance

Minutes from meetings
Parent, Teacher, Administrator, & Student Survey
Seminar Information and attendance roster

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: Realizing that communication is imperative to the success of our program, we will maintain this practice for the 2013–2016 school years. The AIG specialists and coordinator work with classroom teachers, both directly and indirectly. Communication with stakeholders is achieved through PLCs, home/school communications, district newsletters, parent conferences, progress reports and 6 weeks grade reports.

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

Description: At the elementary and middle school, communication to parents is fostered through newsletters, report cards, six-weeks progress reports, and school webpages. Twice a year, Richmond County Schools hosts conference days for parents and we plan to have student-led conferences in our AIG classes. We also have a Parent Information Packet that provides information about our gifted program.

Richmond County Schools has all school board meetings televised. We plan to make annual presentations to our school board that provides updates on our implementation of the program standards and practices. This will also keep our community informed.

Classroom teachers are a critical group to share information about the implementation of our AIG plan. We will conduct beginning of the year training sessions on our AIG plan. This will inform teachers and administrators about our plan and how we support gifted learners. Throughout the year, we plan to conduct focus meetings to gather information about the AIG plan and ways we can improve.

Planned Sources of Evidence: Copy of home/school communication report

Copy of Newsletter

Sign in sheet from parent teacher conference day

Board Agendas

Parent Information Packet

PowerPoints from training sessions

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 Maintained Practice for 2013-2016.

Rationale: The AIG plan is monitored by a balanced group of stakeholders including teachers, parents, and advisory committees who recognize the importance of guiding and implementing our AIG plan. We currently gather input from a variety of perspectives. This is a maintained practice for 2013 – 2016.

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

Description: Stakeholder input is collected through surveys (parent, teacher, student and administrator) in English and Spanish and focused groups. The data drives all decisions pertaining to the AIG plan.

Planned Sources of Evidence: Survey driven decision making
Surveys
Focused Group Meetings Members

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 AIG department believes that a concentrated effort must be made to inform all parents/families of opportunities in their native language and make AIG services accessible to all. This is a maintained practice for our local plan as we will work to ensure that the students and parents are aware of opportunities for gifted learners in their native language.

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

Description: The AIG program works to collaborate with classroom teachers, parents, and other specialists to meet the needs of the gifted learners. There may be scheduled times for AIG specialists to collaborate with ESL teachers in an effort to identify and place minority students. Parents are informed about the program through informational documents such as newsletters, student essays, and AlertNow messages (phone).

Planned Sources of Evidence: AIG brochure
Parent/Conference Day sign in sheets
Spanish translation of all AIG forms
AIG specialists and ESL Personnel

Agendas and documentation of staff development opportunities

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: Involving the community in the AIG program creates a strong foundation to enhance and gain support for the students and program services. The partnerships with parents/families, higher education institutions and local businesses open new opportunities for the gifted students. This will be a focused practice for the 2013–2016 school years.

Goals: Richmond County Schools plans to develop partnerships with various businesses and institutes for higher education.

Description: Surveys were formed for parents, teachers, and administrators to gain information to enhance the program and services.

The AIG specialists are instrumental in recommending community sponsored activities: Science Olympiad, Club Fridays, BioMoto, Beta Clubs, Summer Enrichment, Duke TIP as well as other opportunities.

AIG specialists have partnered with Pee Dee Electric through the Bright Ideas Grants to fund innovating units to extend experiences of the gifted students. Local business leaders and experts in various fields of endeavor volunteer to share their expertise.

We also work with universities in our area to support activities for our gifted learners. In addition to support for our learners, we also have support from our region to increase the number of AIG licensed personnel through UNCP.

Planned Sources of Evidence: List of parent/community participation in any capacity
Record of students recommended for/participating in community sponsored activities

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: Richmond County Schools developed a comprehensive written AIG plan describing the local AIG program in accordance with state legislation (article 9b). This is a maintained practice for the 2013-2016 school years.

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

Description: Richmond County Schools AIG Coordinator and specialists will implement, monitor, and evaluate the AIG plan for 2013-2016 to ensure the academic, intellectual, social and emotional needs of the gifted learners are met effectively and efficiently.

During a professional development day in the fall, AIG specialists did the self-assessment to help determine the areas in need of focus for the 2013–2016 plan.

AIG specialists created and surveyed parents, students, teachers, and administrators about the AIG program that is currently in place. They also held focus groups at each school to evaluate current practices and gather ideas for improvement.

Utilizing the information from our stakeholders, we created the 2013–2016 plan.

In June 2013 this plan will go to the Richmond County School Board for approval.

Planned Sources of Evidence: Richmond County Schools AIG Plan

AIG plan approval documentation

Board Minutes

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: The local program will be monitored to ensure the fidelity of its implementation in accordance with current policies and the NC AIG Standards. In order to maintain a consistent AIG program, this is a focused practice for 2013-2016 and the implementation of the plan at each school site will be closely examined.

Goals: The District AIG Coordinator will consistently monitor each school's implementation of the plan. The implementation of the plan throughout the district will be evaluated for effectiveness through monthly meetings in our AIG PLC.

In addition to the district level monitoring, we will annually collect data from our stakeholders to identify improvement opportunities. We will then annually report to our steering committee the strengths and areas to improve in our current plan.

Description: The District AIG coordinator will review and collect evidence on the implementation of our AIG plan. This documentation will reveal how each school is implementing the local AIG plan and state legislature standards.

Each school site will have flexibility for services as they make decisions and plan for their advanced learners, as the district team recognizes the diversity of our county. The monthly AIG PLC meetings will assist us with ensuring consistency in the implementation of our AIG plan.

Planned Sources of Evidence: Student rosters

Staff development rosters

Meeting agendas

DEP's

Newsletter

Parent/student survey results

AIG specialist communication logs

Steering Committee

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Richmond County Schools continues to appropriately use and monitor state funds allotted to provide services for our gifted population. A large portion of these funds covers AIG specialists salaries. Remaining funds are closely monitored through the district's Departments of Finance and Human Resources and District AIG Coordinator. This practice will be maintained for the 2013 – 2016 plan.

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

Description: Richmond County Schools is allotted state funds based on the annual April AIG headcount data. These funds are utilized to support our gifted program and ensure that the plan is implemented with fidelity.

Our first priority is to have K – 8 AIG specialists in our schools to provide direct services for our gifted students. We want to provide materials to the specialist that will allow them to provide rigorous, challenging instruction to our gifted learners.

In addition to our K-8 services, we plan to develop strong program services at the high school. We want to increase our Advanced Placement offerings and ensure that teachers receive materials and training to ensure rigorous instruction in these Advanced Placement courses.

Planned Sources of Evidence: Payroll

Purchase Orders

Check Requests

Budget Spreadsheet

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: Monitoring and sharing student performance data on growth to assess individual needs is imperative to the success of the gifted program in Richmond County. This will be a focused practice for us in 2013–2016.

Goals: We plan to disaggregate data from multiple sources to determine the needs of our students. We will analyze the growth of our AIG students and determine appropriate annual placement.

Description: Realizing that assessing individual student performance is imperative, annual growth reports will be disseminated to each AIG specialists and principal. This information will assist with planning and determining differentiation support needed for our gifted learners.

Data will be discussed with the AIG specialist during our monthly PLCs. They will also work with the classroom teachers to analyze the unit common exams and performance tasks to determine the progress of our gifted students.

Planned Sources of Evidence: Student Growth Data Report

AIG Service Determination Meeting form

Annual review of AIG students

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: It is important to continue to explore strategies and alternative identification methods that accurately assess under-represented populations for gifted services. Consistent monitoring is critical to ensure that we are actively seeking and exploring ways to identify and serve our under-represented populations. By making this a focused practice in 2013–2016, we will work to address our issue of being disproportionate.

Goals: Students will be identified through a comprehensive profile process; their success is to be determined by the development of long-term data analysis.

Annual data reports, such as screening rosters and headcount, will reveal diverse populations, identification numbers, growth numbers, and services.

Description: Data will be collected and reviewed regarding the number of students from under-represented populations that are identified as Academically Intellectually Gifted at least twice a year. We will analyze and monitor their services to ensure appropriate placement.

Planned Sources of Evidence: Administration, teacher, parent, and student surveys
School Focus Group data with stakeholders
Agendas and minutes from AIG presentations and team meetings
Data from AP and Honors courses
Headcount Data
Screening Rosters

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: Four of the five, AIG specialist maintain teaching licenses that confirm they have received the credentials to serve gifted students, by completing the AIG add-on licensure program. The remaining AIG specialist is currently enrolled in the AIG add-on program at The University of North Carolina at Pembroke (UNCP).

We are currently working with the Sandhills RESA group to get three classroom teachers in courses for AIG certification through a partnership with UNCP.

This information is retained in the Human Resources office and is available to the District AIG Coordinator. This is a maintained practice for Richmond County Schools.

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

Description: Richmond County Schools currently employs five AIG specialists, who are under obligation to be licensed or in the process of receiving an AIG add-on license, in order to serve our gifted population. Future candidates who are hired must also adhere to these same guidelines. To encourage teachers who are not AIG certified, Richmond County Schools offers reimbursement funds to teachers who wish to earn this add-on license. They must verify that they have completed the appropriate coursework and have an overall B average or higher. This opportunity is offered in hopes that we can grow our list of certified AIG teachers in Richmond County Schools.

We also will continue to stress the importance of this process to our region. Since the region is collaborating with UNCP, we hope that they continue annual AIG licensure courses for our classroom teachers.

Planned Sources of Evidence: List of Richmond County Schools AIG teachers
Teacher Licenses

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: We currently do not have an advisory group to oversee our plan implementation. This will be a focused practice in 2013 – 2016.

Goals: Create an advisory group made up of community members, teachers, students, and Institutions of Higher Education. This will provide us with the opportunity to share our AIG plan and receive feedback from a variety of stakeholders.

Develop a yearly plan for the meetings and topics to be discussed. These meetings will include feedback sessions as well as information on topics in gifted education.

Description: The District AIG coordinator will form and oversee the AIG advisory team composed of various stakeholders within the community. We will include members from Richmond Community College, UNCP, community members, business owners, and educators.

Each year the District AIG coordinator will develop a schedule for these meetings. We will develop sessions that provide information to these stakeholders as well as give them the opportunity to

provide feedback.

Planned Sources of Evidence: AIG Advisory Team roster

Meeting minutes

Sessions Brochure

Schedule

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: Richmond County Schools has implemented annual surveys and focus groups. We analyze the information from these sessions in our monthly PLCs. The Gifted Program elicits a variety of options that allow students, parents/families, teachers and other stakeholders to voice their opinions about current gifted practices. This is a maintained practice in 2013–2016.

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

Description: The AIG specialist currently meet with parents/families of identified gifted students to go over annual DEP/IDEPS. In addition to yearly reviews, online surveys are administered to parents, students, and staff as a means to gather current data relating to gifted services and practices. The gifted program created Focus Groups, which consist of a gifted specialist, guidance counselor, parent, teacher and administrator at each elementary and middle school as a means to have dialogue that focuses on the needs and services of gifted students. Professional Learning Communities (PLCs) are also established at each school and the AIG specialist works with these teams to provide information related to our gifted students and services.

Planned Sources of Evidence: Focus Group Meeting Agendas/Minutes

Annual AIG Student Surveys

Annual AIG Teacher/Staff Surveys

Annual AIG Parent Surveys

Professional Learning Communities (PLC) Agenda/Minutes

DEPs / IDEPS

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: Revision and reflection on maintaining a quality program for academically and intellectually gifted learners is ongoing to provide optimal gifted services. We will utilize the Continuous Improvement Cycle to analyze, evaluate and improve our AIG program. This will be a focused practice in 2013–2016.

Goals: The Continuous Improvement Cycle will be utilized to review and revise our local AIG program. This on-going cycle will allow us to collaborate and gather feedback on process that need to be strengthened.

Description: The Continuous Improvement Cycle utilizes multiple sources of data for continuous program improvement includes but is not limited to the following:

Yearly program surveys

Establish and maintain focus group minutes

AIG Advisory Group.

Once we collect the data, we examine our vision to determine if this is the direction that we want to go based on the alignment with the Richmond County Schools vision and mission.

After we determine the vision alignment, we put action plans in place to explain what we are going to change or implement. The action plans will be monitored and evaluated, by the district coordinator, to determine if this action plan is in the best interest of our AIG students.

We will then evaluate the change to ensure that the result is our desired outcome. Decisions will be made to either continue to move forward or to readjust our action plan.

The District AIG Coordinator will provide information about the successful implementation of the AIG plan in a yearly report to the Board of Education.

Planned Sources of Evidence: Survey Results

Focus Groups

Board Information Packets

AIG PLC Minutes

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Richmond County Schools Board of Education expects transparency with all decisions regarding the students in our schools. All board meetings are videoed and aired live on a local channel. The newspaper is also at all board meetings. We have had opportunities to discuss the AIG plan at board meetings and will continue to provide regular updates and information. This will be a maintained practice for us in 2013–2016.

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

Description: The District AIG Coordinator will review all aspects of the AIG program with school administrators, the local school board, and parents. Richmond County Schools will maintain and refine our collection of data to make consistent data-informed decisions.

Planned Sources of Evidence: Presentations

Growth Data

Newspaper

Website

Survey

Board Minutes

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: In order to meet the individual needs of our gifted learners; we honor the policies and procedures that safeguard their rights in accordance to Article 9B. The primary goal is to ensure that gifted receive the academic services that enable them to maximize their potential. This is a maintained practice for 2013–2016.

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

Description: Article 9B drives the development, improvement, and implementation of the Richmond County gifted program as evidenced by our AIG plan. The Richmond County AIG Program mirrors the state policies and procedures governing the administration of gifted programs and services.

We realize that Due Process rights protect our AIG students and help resolve disagreements. Richmond County Schools has the following Review of Disagreement process:

Local Administrative Unit

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

District AIG Coordinator

If the concerns have not been resolved, the parent may appeal the principal's decision and request that the disagreement be reviewed by the District AIG Coordinator. The Coordinator will review the

specific areas of concern regarding identification and/or services. The District AIG Coordinator will respond to the principal and parent.

Assistant Superintendent for Curriculum

If the Coordinator and parent cannot resolve the disagreement, the parent may appeal in writing to the Assistant Superintendent for Curriculum. The Superintendent for Curriculum or his designee shall review the areas of disagreement and a written response shall be made to the parent or guardian and the principal.

Superintendent

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

Contested Case Hearing

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

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

Planned Sources of Evidence: Review to Disagreement Process
DEPs / IDEPs

Other Comments:

Glossary (optional):

Appendix (optional):

AIG Board June 2013.pdf (*Local Board Approval Document*)

RCS AIG Plan.doc (*Local Board Approval Document*)