

**Lenoir County Public Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2016-2019**

**Approved by local Board of Education on:** 02-MAY-16

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Lenoir County Public Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). 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 and 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 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

***For 2016-2019, Lenoir County Public Schools local AIG plan is as follows:***

**Lenoir County Public Schools Vision for local AIG program:** The vision for the Lenoir County AIG Program is that all students will be equipped with the necessary meta-cognitive prowess to explore deeper questions, to ponder and seek solutions to problems not yet known, and to address problems and challenges when solutions are complex.

**Sources of funding for local AIG program (as of 2016)**

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$476658.00</b>	<b>\$10000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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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.

**District Response:** In an effort to clearly inform school personnel, parents/families, students, and the community about the screening, referral, and identification process for Lenoir County Public Schools, training will be provided at the school level for all LCPS staff in the form of an iMovie. The purpose of this staff development and parent information opportunity is to clearly articulate information regarding the screening, referral, and identification process for AIG and the nurturing program. It also emphasizes how to search for gifted behaviors across cultures, socio-economic levels, and handicapping conditions. This process will begin with an informational meeting led by the AIG Coordinator and attended by AIG Specialists and teachers. The AIG Specialists will then train staff members using the iMovie to ensure consistency throughout the district.

This iMovie will be made available to parents via the LCPS AIG webpage and a direct link will be sent home to parents who would like to view the iMovie. Also, a ConnectEd call will be sent to inform parents of this opportunity. The iMovie will be posted on the Lenoir County website where this information is available to all stakeholders. In addition to the iMovie, the LCPS AIG Website will also include the AIG Plan, information on opportunities available for gifted students, FAQ's, and current information/research regarding gifted education. Major communications with parents will be available in Spanish, as well.

In Lenoir County Public Schools, the screening process begins with each school establishing a broad-based pool of students for consideration in the identification, placement, and service delivery options in the gifted program. In order to develop a comprehensive pool, the specialist at each school will:

1. Train the faculty and staff to search for gifted behaviors across cultures, socio-economic levels, and handicapping conditions
2. Train teachers to observe and use appropriate rating scales and checklists
3. Train teachers to document gifted behaviors through observational data, work samples, and products
4. Accept nominations from outside sources
5. Review student files, EOG/EOC data, cognitive abilities tests, and academic performance
6. Use alternative assessments when necessary

Teachers collect data during the fall and make referrals in December. Following the data collection, the Cognitive Abilities is administered to all second graders for screening and to all students who are recommended for evaluation in December. The Iowa Test of Basic Skills follows in April for students who are recommended for further testing. In June, the school-based Gifted Team reviews the testing data, oversees the evaluation process, and matches the appropriate delivery options to meet the needs of the student. In an effort to ensure consistency throughout the district, we will begin having a

placement meeting with AIG Specialists at the end of the year to work on entering data and determining preliminary placement. After this meeting, the AIG Specialist will meet with the school-based Gifted Team to finalize placement. A parent conference is held, at parent request, to discuss the evaluation results and the decision of the school-based Gifted Team. The school-based Gifted Team is composed of an administrator, AIG Specialist, counselor, and other AIG certified teachers and/or classroom teachers. A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) is developed at the beginning of the next academic school year and signed by the parents or guardians at each school.

In Lenoir County, formal identification of students begins in the second semester of second grade, and the students are placed and served in the third grade. Students who exhibit outstanding characteristics may be evaluated and served at any time or at any grade level. The school-based Gifted Team at each school completes a Gifted Education Student Eligibility Record (AG2) on each student referred for evaluation. The record is based on the Multiple Indicators of Giftedness by Coleman, Gallagher, Harrison, and Robinson, and the Joseph S. Renzulli Systems and Models for Developing Programs for the Gifted and Talented.

The criteria include:

1. Aptitude: Student aptitude subscore results as demonstrated by a standardized test (Cognitive Abilities)
2. Achievement: Student achievement as demonstrated by a standardized achievement test (Iowa Test of Basic Skills for placement)
3. Artifact (1 of the 3):
  - Student behavioral characteristics (adapted from the Renzulli Scale)
  - Student results as demonstrated on 2 District-Level benchmarks of the same subject
  - Student performance as demonstrated by 2 consecutive EOG/EOC data of the same subject

No single criterion can eliminate a student from consideration. The social, emotional and developmental needs of the student will be considered as well as the multiple indicators.

### **Practice B**

States and employs multiple criteria for AIG student identification. These criteria incorporate 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 measures that are based on current theory and research.

**District Response:** Each student nominated for the Academically or Intellectually Gifted Program is reviewed using multiple criteria for student identification. Quantitative and Qualitative measures that reveal aptitude, achievement, or potential to achieve are part of the student's profile and are documented on the "Gifted Education Student Eligibility Record".

The school-based Gifted Team for each school will continue to employ multiple criteria for student identification. LCPS will continue to offer opportunities for nontraditional measures, such as testing in a student's native language and testing or tools for measuring a student's interests, leadership and creativity.

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Beginning with the 2016-17 school year, Lenoir County Public Schools will employ a new system of student identification that is aligned with the State's definition of giftedness. Students meeting 2 of the following criteria will be identified as either Academically Gifted, Intellectually Gifted, or Academically and Intellectually Gifted:

- Aptitude: Composite OR subscore at or above 85th percentile on a nationally normed aptitude/ability test\* (CogAT)
- Achievement: Composite of reading or math at or above 85th percentile on nationally normed achievement test (ITBS)
- Artifact: Evidence that supports the student's high ability/achievement and need for AIG services in that field.\*\*
- Artifact 1: 2 or more benchmarks of 85% or above (same subject)
- Artifact 2: Renzulli's Gifted Rating Scale (completed prior to testing):
- Elementary: completed by 2 teachers (current and/or previous) with an average score of the two surveys together of 3.0 or higher
- Middle/High: completed by ela, math teacher, and/or teacher who made referral with an average score of the three surveys together of 3.0 or higher
- Artifact 3: composite score at or above 85th percentile on 2 consecutive reading and/or math EOG's within the same subject. (i.e. two years of 85th or higher on reading EOG's)

Students meeting the criteria of:

- Achievement + Aptitude = AIG
- Achievement + Artifact = AG (both)
- AR (only reading)
- AM (only math)
- Aptitude + Artifact = IG

\*Any student who achieves a composite score at or above 97th percentile on a nationally normed aptitude/ability test will automatically be identified as Intellectually Gifted (IG) and will have a Differentiated Education Plan (DEP), and if it becomes evident that the student needs more individualized program options, an Individualized Differentiated Education Plan (IDEP) will be developed. \*Iowa Acceleration Scale is used as a guide for whole-grade acceleration if the School-Based Gifted Team, AIG Coordinator and Director of Curriculum and Instruction deem necessary. Students identified as Academically Gifted (AG), Academically and Intellectually Gifted (AIG), Intellectually Gifted (IG) in a specific field will have a Differentiated Education Plan (DEP) unless a strong need for further individualization is required.

\*\*Artifacts should be both quantitative and qualitative in nature, showing clear supporting evidence for student identification. Artifacts may include, but are not limited to: teacher rating scales adapted from the Renzulli Scale, standardized assessment measures accompanied by teacher recommendation.

Identification begins in second grade with service and placement beginning in third grade. Students in kindergarten or first grade may be formally identified for academically or intellectually gifted services when there is demonstration of extreme need for differentiated services (that is at least two grade levels above the current grade level). Students in third through twelfth grade may be referred for testing if there is demonstration of giftedness or potential for giftedness.

For students who transfer from another school district, the school's Gifted Team and AIG coordinator will review the placement data from the student's previous district and determine placement.

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Alternative assessments are used whenever student scores/data are felt not be a true reflection of the student's ability. During the screening process the sub-scores (verbal CV, nonverbal CNV, and quantitative CQ) of the Cognitive Abilities Tests will be carefully analyzed and used as data. A renewed awareness will be implemented in the referral process in finding the nontraditional and underrepresented students. Additional testing is provided when necessary and every attempt is made to use tests that are free from cultural bias. Parents, teachers, and the student being evaluated have input into the process. Through the K-12 professional development, occurring prior to the school year, teachers will have access to and understanding of the non-traditional measures for identification. The iMovie that will be used will focus on the characteristics of traditional and nontraditional AIG students and the behavioral checklists. It will also provide a list of the various tests that are available. These measures will be used to target our student population that may be overlooked through the traditional measures used for aptitude and achievement.

Parents may request a conference to discuss the evaluation results once they have received a copy of the "Gifted Education Student Eligibility Record" (AG2) and have been notified of the team's decision for placement. If there is a grievance regarding placement or non-placement, a copy of the "Academically Gifted Procedure to Disagree" is given to the parent. Upon parental agreement for placement, the parent signs the "Agreement for Placement," or AG3. At the beginning of the next academic school year, the Differentiated Education Plan is reviewed with parents.

**Nurture Group:** Nurture Group students are not identified as gifted. The students in this group are served through an enrichment program within the classroom and are reviewed yearly. Students from grades K-2 are considered for the Nurturing Program based on teacher observation of the students' need for enrichment with the goal of enabling the student to qualify for AIG services at the end of second grade.

### **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.

**District Response:** Although diversity and procedural training has been developed and implemented, additional training is needed according to the surveys and the self assessment tool. After review of placement data, the district realized that some areas of under-represented populations were not identified at a comparable rate to the LEA demographics. Specifically, representation of English language learners and the economically disadvantaged populations are lower than expected.

As described in Practice 1, the AIG Specialists are trained on identifying the traditional and nontraditional characteristics of giftedness as described in the iMovie. Specialists then train teachers at every school. This information is also offered to parents via the LCPS AIG webpage.

Lenoir County Public Schools will develop a greater awareness of students from traditionally underrepresented populations of the gifted who show need or the potential for differentiated services. Teachers of kindergarten through second grade will be asked to complete the Harrison Observation Form to determine the strengths of selected students who may not otherwise be identified as gifted,

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and to be able to nurture those strengths. These teachers will work to strengthen the potential of these students and collect documentation in a nurturing portfolio focused on the student strengths indicated on the Harrison Observation Form. This portfolio will serve as a method to analyze data over the course of the school year(s) in which the student is identified as a Nurture student. This data will then be used to inform procedures. This folder will include artifacts demonstrating activities completed by the student based on strengths indicated on the observation form and will include benchmark data (DIBELS, TRC, K-2 assessment, copy of report card). Kindergarten teachers will select four or more students after the first semester to enter the Nurturing Program. First and Second grade teachers will continue serving students already in the Nurturing Program. After the first nine weeks, teachers will have the opportunity to identify new students as Nurture. The AIG Specialist at each school will assist teachers with understanding how to use the Harrison Observation Form and how to differentiate accordingly.

Lenoir County Public Schools accepts the following quantitative measures administered by the LEA or a licensed psychologist:

- Cognitive Abilities Test
- Iowa Test of Basic Skills
- Otis Lennon School Ability Test
- Naglieri Nonverbal Ability Test
- North Carolina Beginning of Grade Test
- North Carolina End of Grade Tests
- North Carolina End of Course Tests
- Woodcock-Johnson III
- Wechsler Intelligence Scale for Children (WISC-IV)
- Assessments offered in Spanish, if needed
- Other nationally normed standardized tests as approved by the Testing and Accountability Office

With all quantitative assessment administered, it must be verified that:

- In accordance with the Exceptional Children's Program, student with an Individualized Education Plan (IEP) will be provided appropriate accommodations and modifications as directed by such IEP.
- In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, students with a 504 Plan are tested as directed by the 504 Plan with appropriate accommodations and modifications.

Non-traditional Assessments for consideration may include:

- Gifted Behavior Scale Checklists
- Observations
- Recommendations--based on awards, achievements, performance-based assessments, portfolios, and individual work products with evaluation rubrics

### **Practice D**

Implements screening, referral, and identification processes consistently within the LEA.

**District Response:** Processes and procedures have been put in place to ensure that each school is consistently using the same timeline for testing, sending information home, and identifying students. The AIG Coordinator has developed an AIG Quick Reference Guide in paper form and iBook form to

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easily disseminate critical information, timelines, and forms to all AIG teachers. The AIG Coordinator is also in constant communication with AIG Specialists and principals regarding upcoming events and testing schedules.

Student referrals for AIG identification can be made by classroom teachers, administrators, parents, community members, or AIG Specialists and is an ongoing yearly process. Referrals are based on classroom performance, standardized testing scores, and observations. In addition, all second grade students are screened using the Cognitive Abilities Test. Results from the CogAT are reviewed and students who reflect strong performance, or the potential to exhibit such performance, continue with the testing process.

In order to maintain consistency, a system-wide timeline or flowchart will be created for the screening, referral, and identification process, including an eligibility and parent notification section for all schools. The parent notification section will include a timeline for returning the test results. There will be training for all teachers at each school on interpreting test results. A letter will be sent to parents prior to testing, and a letter will be sent following the test explaining the results with the option of a parent conference.

Records and paperwork are maintained in an AIG folder of students who qualify for gifted services. If a student does not qualify for services the paperwork and testing information will be placed behind "Section 2 - Academics" of the cumulative folder.

All referrals are reviewed by the school-based Gifted Teams. Once testing data is received, the AIG Specialists meet with the AIG Coordinator to complete preliminary identification, which is then finalized by the school-based Gifted Team. Identification and differentiated services are recommended at that time. A student can be referred and re-evaluated each year; however, it is encouraged that if a child has been referred and tested several consecutive years, then the child be tested with alternate assessments.

The AIG Department will provide ongoing education of the characteristics of gifted children from all populations. The AIG teachers will be asked to participate in Professional Learning Communities (PLCs) to discuss such characteristics.

The AIG Department will work with the Exceptional Children's Program and English Language Learners Program to educate these teachers about the traits of giftedness. This will empower these teachers to understand and be able to refer students they see exhibit characteristics of giftedness.

To maintain consistency and monitoring with the K-2 Nurturing Program, Lenoir County Public Schools will develop a greater awareness of students from traditionally underrepresented populations of the gifted who show need or the potential for differentiated services. Teachers of kindergarten through second grade will be asked to complete the Harrison Observation Form to determine the strengths of selected students and to be able to nurture those strengths. These teachers will work to strengthen the potential of these students and collect documentation in a nurturing portfolio focused on the student strengths indicated on the Harrison Observation Form. This portfolio will serve as a method to analyze data over the course of the school year(s) in which the student is identified as a Nurture student. This data will then be used to inform procedures. This folder will include artifacts demonstrating activities completed by the student based on strengths indicated on the observation form and will include benchmark data (DIBELS, TRC, K-2 assessment, copy of report card). Kindergarten teachers will select four or more students after the first semester to enter the Nurturing

Program. First and Second grade teachers will continue serving students already in the Nurturing Program. After the first nine weeks, teachers will have the opportunity to identify new students as Nurture. The AIG Specialist at each school will assist teachers with understanding how to use the Harrison Observation Form and how to differentiate accordingly.

### **Practice E**

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

**District Response:** Lenoir County Public Schools continues to safeguard the rights of AIG students and their parents/families including informed consent regarding identification and placement, re-assessment procedures, transfers from other LEA's and procedures for resolving disagreements.

We will continue to provide procedures for screening, referral and identification processes to all stakeholders through the AIG Plan and LCPS AIG Webpage. A yearly review of the DEP at all schools will be provided. A form has been developed for district-level monitoring for compliance of screening, referral, and identification processes. This form will track each student's progress towards placement.

LCPS has written procedures that guide all aspects of identification, referral, and placement process. At each stage of the process, parents/guardians are involved through giving consent for evaluation, reviewing documentation as it is made available, and if the child is identified, consulting with the child's teacher regarding the Differentiated Education Plan (DEP).

### Nomination, Identification, Placement and Service Options:

-Every student nominated for referral and evaluation must have the "Consent for Evaluation" signed prior to testing. This consent is maintained in the student's AIG folder. If the student is not identified as needing differentiated services through the AIG Program, this form is maintained in the other AIG folders.

-If a student was referred for evaluation, but not identified as needing differentiated services through the AIG program, the following documents serve to inform the parent/guardian of this decision:

--Gifted Education Student Eligibility Record - Decision for Non-Differentiation

-If a student is referred and identified by the school-based Gifted Team as needing differentiation services through the AIG Program, the following documents serve to inform the parent/guardian of this decision:

--Gifted Education Student Eligibility Record - Notification of Evaluation Results

### Transfer Students

-A transfer status form has been developed for use when an AIG student transfers from Lenoir County. The current policy for placement of new students or transfer students is as follows:

--The guidance counselor will notify the AIG specialist at the school of a new student or transfer and request the records from the previous school. Until records are received, student is placed in a regular setting. If the student transfers from any North Carolina school district, the student will be identified in PowerSchool as gifted; therefore, the student should be placed immediately in a gifted setting.

--Upon receipt of records, the counselor and AIG Specialist will determine the eligibility and

placement of the student. If needed, a parental consent for evaluation will be obtained.

--The school-based Gifted Team completes the Gifted Eligibility Record (AG2).

--If placement is determined, the appropriate paperwork is completed.

--Parents are notified of any recommended changes in placement. A new DEP or IDEP is developed and signed by the parents; they are given a copy of the DEP and the Academically Gifted Grievance Procedure.

#### Add-On Identification/Reassessment Process

-If the student indicates the need for reassessment based on additional strengths, the procedures for evaluation and nominations would be as follows:

--teacher referral

--2 of the 3 artifacts

#### Reevaluation Process and Intervention Plan

-If concerns about an identified student's performance and placement should arise, the AIG Specialist, principal, parents, and the AIG Coordinator should collaborate to establish what modifications need to be made in the student's best interest. These modifications should be indicated on the Differentiated Education Plan (DEP). After a grading period, the aforementioned team should reconvene to review the student's progress and current eligibility status. If improvement has not been made, an Individual Differentiated Education Plan (IDEP) should be developed. The student's formal identification is not removed from the local and state headcount.

#### Disagreement Resolution Procedure for AIG Program

-The Lenoir County Public Schools Disagreement Resolution Procedure for the Academically and Intellectually Gifted Program includes the following steps:

1. Parents or guardians request conference with the gifted specialist and principal of the child's school to review the initial decision or services and decide if decision or services was appropriate. Gifted specialist shall mail or deliver a copy of the disagreement resolution procedure to the parent, guardian, or custodian making the request. The gifted specialist shall mail written notice to the parent/guardian of the decision of the AIG specialist and the principal.

2. If parents/guardians disagree with the decision of the AIG specialist and principal, they request a conference with the Gifted Coordinator of Lenoir County Public Schools. The Gifted Coordinator shall mail written notice to the parents/guardians of the the decision following the conference.

3. If parents/guardians disagree with the decision of the Gifted Coordinator, they request a conference with the Superintendent for Lenoir County Public Schools. The Superintendent shall mail written notice of the decision to the parents/guardian.

4. If the procedure above fails to resolve the disagreement, then the parent/guardian may file a petition for a contested case hearing under Article 3 of 150B of the North Carolina General Statutes heard by an administrative law judge. A contested case hearing cannot be filed unless all three steps of the procedure set forth above have been followed.

-Mediation: The Lenoir County Board of Education encourages parents/guardians to seek informal resolution of disputes or disagreements, which might arise when a student is not identified as an academically or intellectually gifted student or concerning the appropriateness of the services offered, before filing for a formal contested case hearing of the matter. To that end, mediation between the parties is suggested. Mediation is not a procedure required by law but is utilized as a way to clarify and to resolve disputes. Either party may initiate mediation.

#### Parent Request for Removal from the AIG Program

-If parents desire for their child to be removed from the AIG Program, he or she may complete and

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submit the "Change of Academically Gifted Service Option" (AG6) form requesting the removal of their student from gifted services.

#### High School

-LCPS would like to have a High School AIG Specialist that meets with each AIG student in upper middle and high school to develop an academic blueprint, complete the DEP for high school coursework, and act as a liaison for the school, parents, and students.

#### **Ideas for Strengthen the Standard:**

- iMovie will be created to facilitate consistency and ease of access for parents and staff members. This movie will explain the identification process and timeline for the AIG program. It will also describe characteristics of traditional vs. nontraditional AIG students.
- AIG Quick Reference Guide
- AIG Website
- Consistent Professional Development
- Updated identification criteria and accompanying flow charts
- PLCs with AIG teachers with focused topic of discussion
- Clear list of tests that are accepted by Lenoir County Public Schools for the AIG program
- Harrison Observation Form and Portfolios for the K-2 Nurture Program
- Communication of the AIG Department and the EC and ELL departments
- Form letters provided by the District
- AIG transfer Form
- High AIG Specialist

#### **Sources of Evidence:**

- iMovie presentation for AIG identification criteria, placement, characteristics of traditional and nontraditional gifted students, and program services
- iMovie presentation for the K-2 Nurturing program
- Training meeting rosters
- Lenoir County AIG Plan on LCPS AIG website
- Identification Criteria and Flowcharts
- Gifted Education Student Eligibility Record
- Renzulli's Checklists of Characteristics
- List of LCPS accepted tests
- Records of all testing data from screening procedures
- Results of Individual tests, WISK IV or Woodcock Johnson, by school psychologist as needed
- Iowa Test of Basic Skills
- Iowa Acceleration Scale for grade skipping or acceleration
- Naglieri 2 Non-verbal Ability Test for non-represented populations
- School-based AIG Team meeting minutes
- Student AIG folders containing identification information
- Documentation of teacher training for non-traditional instruments
- Individual tests by school psychologist (calendar)
- AIG Plan and surveys
- AIG Headcount

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- Documented testing accommodations
- Documentation of professional development
- AIG Transfer Form
- Training Meeting scheduled on school calendar
- Parent/Family meeting agenda and/or handouts
- Lenoir County AIG Plan on website in English and Spanish
- Referral forms
- Form for district level monitoring for compliance of screening, referral and identification process
- Procedure of Disagreement Resolution Agreement

## 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.

**District Response:** Classroom teachers offer a challenging and relevant curriculum based on the North Carolina Standard Course of Study that meets the diverse needs of gifted learners at all grade levels. Differentiated curriculum seeks to modify content, process, product, or learning environment with the needs of gifted learners in mind. Lenoir County Public Schools has provided a 1:1 atmosphere for all students, which has enabled teachers to differentiate the curriculum via digital learning. Every school is supported by a Digital Learning Specialist that co-plans with teachers and offers suggestions to better instruction. Teachers have attended professional development on utilizing the SAMR model paired with Bloom's Revised Taxonomy to assist in making instruction deeper and more meaningful. To address a range of advanced ability levels, teachers will differentiate through a variety of methods. Some forms of differentiation include, but are not limited to: compacting, choice boards, learning stations, flexible group opportunities, acceleration, problem-based learning, tiered assignments, independent studies, research projects, interactive projects, debates, math and science competitions, Battle of the Books competition, learning contracts, and enrichment activities. These are some of the instructional practices that are used in order to provide diverse and effective learning opportunities to address a variety of learning needs. Teachers are encouraged to use student interests in correlation with the Standard Course of Study when designing such activities.

Teachers determine the types of differentiation needed via pre and post test, formative assessment, benchmarks, interest surveys, etc.

Students in middle and high school are grouped by ability for core content, Honors courses, AP courses, and/or IB courses which allows for greater depth, breadth, and complexity of course subjects. Students have multiple opportunities to extend learning beyond the regular classroom setting. Specific opportunities are:

- NCVPS - some students have been offered NCVPS courses to accomplish specific coursework as a method of acceleration
- Math 1 and English 1 offered in eighth grade
- Advanced Middle School Math program in which students are put on an advanced math track in 6th, 7th and 8th grade in an effort to prepare them for Math 1 in 8th grade
- College and Career Pathways - Lenoir County offers a large variety of college courses through the local community college that are geared toward specific degrees (either working towards a 4 year college or certification). Students who participate in the 4 year college track can achieve up to 50 credit hours that are all transferable to any of the UNC System Schools
- Credit by Demonstrated Mastery is offered to all middle and high schoolers to receive credit for a

high school course.

- LCPS offers Early College in partnership with the local community college
- Honors, AP and IB are offered to students
- Dual Enrollment
- NC School of Math and Science

In an effort to successfully reach this goal, professional development will be offered to teachers on a weekly basis regarding 1:1 implementation. Professional development on differentiation strategies will also be offered at the district level to assist teachers in differentiation. Digital Learning Specialists are housed at each school with the responsibility of planning and co-teaching with teachers with an emphasis on personalizing the curriculum.

### **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.

**District Response:** Students are presently served through cluster groups in the regular classroom and/or flexibly grouped in reading and math classes with a certified AIG teacher.

Classroom teachers offer a challenging and relevant curriculum based on the North Carolina Standard Course of Study that meets the diverse needs of gifted learners at all grade levels. Differentiated curriculum seeks to modify content, process, product, or learning environment with the needs of gifted learners in mind. Lenoir County Public Schools has provided a 1:1 atmosphere for all students, which has enabled teachers to differentiate the curriculum via digital learning. Every school is supported by a Digital Learning Specialist that co-plans with teachers and offers suggestions to better instruction. Teachers have attended professional development on utilizing the SAMR model paired with Bloom's Revised Taxonomy to assist in making instruction deeper and more meaningful. To address a range of advanced ability levels, teachers will differentiate through a variety of methods. Some forms of differentiation include, but are not limited to: compacting, choice boards, learning stations, flexible group opportunities, acceleration, problem-based learning, tiered assignments, independent studies, research projects, interactive projects, debates, math and science competitions, Battle of the Books competition, learning contracts, and enrichment activities. These are some of the instructional practices that are used in order to provide diverse and effective learning opportunities to address a variety of learning needs. Teachers are encouraged to use student interests in correlation with the Standard Course of Study when designing such activities.

Middle and High School students have multiple opportunities to extend learning beyond the regular classroom setting. Specific opportunities are:

- NCVPS - some students have been offered NCVPS courses to accomplish specific coursework as a method of acceleration
- Math 1 and English 1 offered in eighth grade
- Advanced Middle School Math program in which students are put on an advanced math track in 6th, 7th and 8th grade in an effort to prepare them for Math 1 in 8th grade
- College and Career Pathways - Lenoir County offers a large variety of college courses through the local community college that are geared to specific degrees (either working towards a 4 year college

- or certification). Students who participate in the 4-year college track can achieve up to 50 credit hours which are all transferable to any of the UNC System Schools
- Credit by Demonstrated Mastery is offered to all middle and high schoolers to receive credit for a high school course.
  - LCPS offers Early College in partnership with the local community college
  - Honors, AP and IB are offered to students
  - Dual Enrollment

It is the goal of LCPS to hire an AIG Specialist for high school and middle school that will serve AIG students in high school and upper middle with the goal of assisting with scheduling and exploring course options, informing students of scholarship opportunities, assisting students in completing college applications, and serving as a liaison between students, parents, and school, etc.

In an effort to support teachers in employing diverse and effective instructional practices, the district will provide ongoing professional development in the following formats:

- NCAGT Conference
- UNCW AIG Conference
- ECU AIG Conference
- AIG Licensure Cohort
- AIG Mini-Conference
- GT Ignite
- PLC's for AIG Contacts
- "Booster Shots" PD provided by DPI
- Book Study
- Coaching and Professional Development by Digital Learning Specialist

### **Practice C**

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

**District Response:** AIG teachers use a variety of curriculum instructional practices and materials that respond to the strengths and needs of gifted learners. These may include, but are not limited to:

- advanced organizers and thinking maps
- problem-based learning
- paideia teaching and seminars
- socratic seminars
- modification and redefinition (SAMR Model) differentiation via 1:1 implementation with iPads
- vocabulary development
- cooperative learning
- literature circles
- tiered lessons
- learning centers and contracts
- independent projects
- curriculum compacting
- multiple intelligences

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LCPS will offer a mini-conference following the NCAGT conference in which teachers who were able to go from grades 3-12 will come back and deliver a short district-wide professional development to other AIG teachers. We will offer professional development with an added focus on problem-based learning, differentiation, rigor and relevance in the classroom, and SAMR model for digital learning paired with Bloom's Revised Taxonomy for K-12 teachers.

Teachers have been provided with resources and materials that reflect the research based staff development that is offered. Some of the materials that teachers have been provided are: Jacob's Ladder (level 1, 2, 3); Promises of Fulfilling Differentiation (Tomlinson); Growing Teachers Who Grow Kids (Tomlinson and Murphy); Vocabulary Workshop; Marzano's Vocabulary Development; Learning and Leading with Habits of Mind (Costa/Kallick); Curriculum and Instructional Planning and Design for Gifted Learners, Joyce VanTassel-Baska; Differentiating for the Young Child, Joan Smutny and S.E.von Fremd; and, Discovering Non-fiction, Silver, Strong and Petini. Additional resources will be provided following the research.

The district will provide PLC's throughout the school year to identify and discuss implementation of research-based resources. In an effort to support teachers in employing diverse and effective instructional practices, the district will provide ongoing professional development in the following formats:

- NCAGT Conference
- UNCW AIG Conference
- ECU AIG Conference
- AIG Licensure Cohort
- AIG Mini-Conference
- GT Ignite
- PLC's for AIG Contacts
- "Booster Shots" PD provided by DPI
- Book Study
- Coaching and Professional Development by Digital Learning Specialist

#### **Practice D**

Fosters the development of 21st century content and skills an advanced level.

**District Response:** There will continue to be an emphasis on the infusion of 21st century skills to expand expectations for AIG teacher and students. Lenoir County has fully implemented iLCPS, Individualized Learning Creates Personal Success. iLCPS is not only the 1:1 environment that students have with iPads, but it also refers to the support that is given to teachers to personalize learning for students. AIG teachers participate in weekly professional development with a Digital Learning Specialist. Each school has an assigned Digital Learning Specialist to support all teachers on a regular basis. The Digital Learning Specialists in the district work as a team along with the Digital Learning Instructional Coordinator and AIG Coordinator to develop and deliver professional development and support to teachers. A major focus for this group is teaching teachers how to individualize instruction and push teachers to develop lessons that increase student choice and allow for students to create in an effort to reach modification and/or redefinition (SAMR model).

LCPS has also fully implemented College and Career Pathways, which allows students to "choose

their future" by working towards certifications and/or college credits that apply to the UNC system schools. Student choice and flexibility with scheduling has multiplied exponentially. Counselors have been trained to support student choices and explore student options.

Middle and high school students have multiple opportunities to extend learning beyond the regular classroom setting. Specific opportunities are:

- NCVPS - some students have been offered NCVPS courses to accomplish specific coursework as a method of acceleration
- Math 1 and English 1 offered in eighth grade
- Advanced Middle School Math program in which students are put on an advanced math track in 6th, 7th and 8th grade in an effort to prepare them for Math 1 in 8th grade
- College and Career Pathways - Lenoir County offers a large variety of college courses through the local community college that are geared to specific degrees (either working towards a 4-year college or certification). Students who participate in the 4 college track can achieve up to 50 credit hours that are all transferable to any of the UNC System Schools
- Credit by Demonstrated Mastery is offered to all middle and high schoolers to receive credit for a high school course.
- LCPS offers Early College in partnership the local community college
- Honors, AP and IB are offered to students
- Dual Enrollment
- Gear-UP
- Career and Technical Education

It is the goal of LCPS to hire an AIG Specialist for high school and middle school that will serve AIG students in high school and upper middle with the goal of assisting with scheduling and exploring course options, informing students of scholarship opportunities, assisting students in completing college applications, and serving as a liaison between students, parents, and school, etc.

### **Practice E**

Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

**District Response:** LCPS has fully implemented Kagan training for the majority of existing staff members. Kagan Strategies are used to engage students and formatively assess. LCPS is also in its first year of implementing the Math Design Collaborative and Literacy Design Collaborative, both of which have a heavy emphasis on formative assessment and targeting needs based on assessment results. By 2017-2018, all middle and high school teachers will be trained and required to use the MDC and LDC model of teaching. The MDC and LDC focuses heavily on formative assessment and the integration of writing in various subjects.

Teachers have access to and are expected to use Schoolnet for formative and summative assessments. Teachers have been trained on how to use Schoolnet, create Schoolnet assessments, and how to read the data. In addition, with having a 1:1 environment, the district has provided tools such as, eBackpack and Canvas, which also have assessment tools.

Assessments are used at all levels. Teachers are required by the State to conduct regular

benchmarking via the DIBELS program on all kindergarten through third graders.

LCPS is currently working with multiple companies to create sound pacing guides, and benchmarks that are district-wide. These benchmarks will be consistent throughout the county.

Teachers are encouraged to use pre and post assessments in the classroom to determine flexible grouping and teach accordingly.

AIG school-level teams are asked to regularly review data from AIG students within their schools. This data is used to track progress, address deficits, and accelerate.

### **Practice F**

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

**District Response:** Currently, social and emotional needs are addressed through the school-wide initiatives such as Positive Behavior Intervention Support (PBIS) and Kagan structures, but data indicate that more instructional practices are needed to support the social and emotional needs of AIG students.

The AIG Department will work to establish stronger connections with other departments. The AIG Department will work to build an awareness of unique social and emotional needs that gifted and highly gifted students have, and will aid in creating curricular and instructional practices to meet those needs.

Appropriate professional development for teachers and guidance counselors will be provided, focusing on the social and emotional needs of AIG students. Guidance sessions will be planned and implemented to address the social and emotional needs of AIG students. Counselors and teachers will research and implement special units for the needs of the AIG populations. It is the goal of the AIG Coordinator and Student Services Coordinator to plan a PLC for guidance counselors in which professional development is administered regarding social and emotional needs of students, followed up with time to create lessons as a group to take back to the school setting.

In-depth studies for the highly gifted will be documented on an Individualized Education Plan (IDEP) as the studies for these students should be determined through interest or challenging initiatives.

Research has proven that gifted students thrive when with like-minded peers; therefore, students are presently served through cluster groups in the regular classroom and/or flexibly grouped in reading and math classes with a certified AIG teacher.

AIG teachers have been provided several research-based books addressing the social and emotional needs of students; however, it has been documented that more focused professional development needs to be planned.

### **Practice G**

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

**District Response:** The nurturing program has been fully implemented for six years; however, a new emphasis and structure will be put into place this year to make the Nurturing Program more consistent and focused.

To maintain consistency and monitoring with the K-2 Nurturing Program, Lenoir County Public Schools will develop a greater awareness of students from traditionally underrepresented populations of the gifted who show need or the potential for differentiated services. Teachers of kindergarten through second grade will be asked to complete the Harrison Observation Form to determine the strengths of selected students and to be able to nurture those strengths. These teachers will work to strengthen the potential of these students and collect documentation in a nurturing portfolio focused on the student strengths indicated on the Harrison Observation Form. This portfolio will serve as a method to analyze data over the course of the school year(s) in which the student is identified as a Nurture student. This data will then be used to inform procedures. This folder will include artifacts demonstrating activities completed by the student based on strengths indicated on the observation form and will include benchmark data (DIBELS, TRC, K-2 assessment, copy of report card). Kindergarten teachers will select four or more students after the first semester to enter the Nurturing Program. First and second grade teachers will continue serving students already in the Nurturing Program. After the first nine weeks, teachers will have the opportunity to identify new students as Nurture. The AIG Specialist at each school will assist teachers with understanding how to use the Harrison Observation Form and how to differentiate accordingly.

Identification begins in second grade with service and placement beginning in third grade. Students in kindergarten or first grade may be formally identified for academically or intellectually gifted services when there is demonstration of extreme need for differentiated services (that is, at least two grade levels above the current grade level). Students in third through twelfth grade may be referred for testing if there is demonstration of giftedness or potential for giftedness. Subject and grade acceleration are options if deemed appropriate.

### **Practice H**

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

**District Response:** Every school in Lenoir County has a Digital Learning Specialist who meets with teachers weekly to assist teachers in effectively implementing the iPads into instruction. One of the district's main goals is to personalize learning. The Digital Learning Specialists assist with lesson development and meeting the needs of the students.

In most cases our AIG licensed teachers are regular classroom teachers, as well. This enables teachers to provide rigor and relevance with the North Carolina Standard Course of Study. In other situations the AIG specialist is co-teaching with the regular classroom teachers. Both of these scenarios also afford the opportunity for our AIG teachers to work with other teachers as well as other

professional staff, such as, special education.

It is also necessary that AIG teachers have time to meet, collaborate and attend professional development. The AIG department will hold bi-monthly meetings with either AIG Specialists and/or AIG teachers in an effort to increase collaboration. Also, the AIG department will continue to send teachers to the gifted conferences with the intention being that these teachers will come back to the district and provide professional development. Each core content teacher serving AIG students will be asked to complete a specified number of professional development credits using the online program, GT Ignite.

It is the goal of LCPS to hire an AIG Specialist for high school and middle school that will serve AIG students in high school and upper middle with the goal of assisting with scheduling and exploring course options, informing students of scholarship opportunities, assisting students in completing college applications, and serving as a liaison between students, parents, and school, etc.

### **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 student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

**District Response:** We will continue to use the Differentiated Education Plan (DEP). Teachers will hold meetings with parents and students to explain the DEP and gather input for the document. Teachers in K-8 will share the expectations for reading and math at the meeting at the beginning of the year, which will become a part of the yearly review.

At the end of the year the DEP/IDEP will be reviewed and service will be continued or modified according to the checklists, performance, and objectives in the DEP/IDEP. Currently, the teacher verifies the review of the DEP by his/her initials, date, and a check by "continue services" or change services". The DEP/IDEP is kept in the student's AIG folder, and a copy of the DEP/IDEP that has been reviewed is sent home to the parent. The parent is invited to a conference if services are changed or modified or if requested by parent per Standard 1 requirements.

Currently, in the high school, the student and the counselor review the DEP each year along with the four year or career plan after the initial signature of the parent. A plan will be developed to involve the parents in the review yearly by utilizing the AIG Specialist to work with all AIG students in high school and seventh and eighth graders to schedule and explore course options using an academic blueprint, inform students of scholarship opportunities, assist students in completing college applications, and serve as a liaison between students, parents, and school, etc.

In order to make services well-understood, there is a glossary of terms used to explain the continuum of service delivery options and eligibility criteria.

Parents of AIG students receive a copy of the "Gifted Progress Report" with each report card, which indicates student progress. The purpose of this checklist is to document student success or struggles throughout the school year.

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**Ideas for Strengthen the Standard:** -1:1 with iPads

- professional development on SAMR model paired with Bloom's Revised Taxonomy
- professional development Agendas and Roster
- College and Career Pathways
- Vocabulary Workshop program for all AIG students grades 3-8
- Digital Learning Specialists
- Digital Learning Specialist Service Form
- College and Career Pathways Schedules
- Schoolnet
- newly created district pacing guides
- newly created district benchmarks
- social and emotional needs of AIG students professional development
- books and Research-Based Materials provided to AIG Specialists and teachers
- Kagan training
- lesson plans from counselors
- lesson plan from teachers
- teacher portfolios
- roster of AIG licensed staff
- Harrison Observation Form
- bi-monthly meeting schedule
- roster for AIG conferences
- high school AIG specialist
- Gifted Progress Report

**Sources of Evidence:** -student work samples

- professional Development agendas/rosters
- DEP's/IDEP's
- documentation of student schedules
- Gifted Progress Report
- teacher portfolios
- Honors Implementation Guide
- projects from the Instructional Resource Project
- curriculum units, plans and rubrics
- Gifted Gala Program
- Credit by Demonstrated Mastery documentation
- International Baccalaureate Classes
- Advanced Placement Classes
- Honor Classes
- Dual Enrollment rosters
- North Carolina Virtual Public Schools
- grade acceleration (based on school board policy)
- lesson plans
- AIG service delivery options
- list of newly acquired resources
- Professional Development agendas and rosters

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- documentation of training
- Digital Learning Specialists
- iLCPS
- College and Career Pathways
- district pacing guide
- district benchmark assessment data
- teacher-created Schoolnet assessments
- flexible grouping schedules
- social and emotional needs of AIG students professional development agenda and rosters
- lessons conducted by guidance counselors
- in-depth studies for highly gifted
- Nurturing Education Plans (NEP)
- student Portfolios for Nurturing Program
- Harrison Observation Forms
- observations and monitoring by school level administrators
- professional development agendas and rosters
- High School AIG specialist schedule
- bi-Monthly AIG teachers meeting schedule

### **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.

**District Response:** Lenoir County Public Schools has an AIG-licensed educator that serves as lead coordinator to oversee the AIG program and plan. The AIG coordinator meets with all of the AIG specialists as needed to meet the needs of our students, as well as the teachers for the AIG population. Meetings are held by the AIG coordinator to address differentiation ideas; to implement a process for AIG referrals, testing, and placement; and to provide opportunities for professional development in the areas of academically gifted instruction and awareness. The AIG Coordinator oversees the referral process, testing process, and placement process for our students to ensure that the process is fair and ethical. The Coordinator analyzes the growth of AIG students through EOG results with the testing coordinator. The AIG Coordinator needs to become a full-time position to adequately support teachers and students.

The AIG Coordinator serves on the district Instructional Effectiveness Team and meets with principals regularly. The coordinator also attends regional AIG meetings each month.

#### **Practice B**

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

**District Response:** The AIG coordinator as well as school level administration is responsible for ensuring that the AIG specialists are meeting the needs of our students. Each AIG teacher creates a portfolio showcasing activities, units, or lessons used with the AIG students. Students also create portfolios to showcase their work. Teachers expand on the standard curriculum to enhance student learning through the integration of technology, use of differentiated assignments, and a focus on higher order thinking skills and problem solving. At the elementary and middle school level, the AIG Specialists serve as classroom teachers. They are embedded in the curriculum and able to address student needs on a daily basis. LCPS would like to put in place an AIG High School Specialist, to work with all AIG students in high school and seventh and eighth graders to schedule and explore course options using an academic blueprint, inform students of scholarship opportunities, assist students in completing college applications, and serve as a liaison between students, parents, and school, etc.

AIG Specialists attend professional development and PLC's guided by the AIG Coordinator throughout the year.

The guidance counselors and teachers play a role in meeting social and emotional needs of our AIG students. In the upcoming school year, focused professional development will be provided to guidance counselors and teachers.

### **Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

**District Response:** In an effort to support teachers in employing diverse and effective instructional practices, the district will provide ongoing PD in the following formats:

- NCAGT Conference
- UNCW AIG Conference
- ECU AIG Conference
- AIG Licensure Cohort
- AIG Mini-Conference
- GT Ignite - differentiate modules based on participant needs
- PLC's for AIG Contacts
- "Booster Shots" PD provided by DPI
- Book Study
- Coaching and Professional Development by Digital Learning Specialist
- Social and Emotional Needs for counselors and teachers

All core content teachers of the gifted, counselors and administrators are encouraged to attend or participate in the aforementioned opportunities with a required number of 3 credit hours per year in GT Ignite for teachers and a required number of 1 credit hour per year in GT Ignite for administrators and counselors.

### **Practice D**

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

**District Response:** Each school is set up to serve their AIG population to the best of their ability with the resources available. Many schools have an AIG specialist available for every grade level beginning with grade three. Some schools have an AIG specialist that serves as a resource or pullout program. Some schools have special courses or subjects available for the AIG students. The county has encouraged teachers in schools that have a very limited number of AIG certified staff to obtain AIG licensure add-on by offering financial assistance in pursuing licensure. AIG students in Lenoir County are served by an AIG certified teacher or by a teacher who is advised by an AIG certified teacher for at least a part of the academic day. Lenoir County will continue to encourage teachers to pursue an add-on AIG license. Students are clustered together in an attempt to ensure

that AIG Licensed teacher is serving their needs.

### **Practice E**

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

**District Response:** In an effort to support teachers in employing diverse and effective instructional practices, the district will provide ongoing PD in the following formats:

- NCAGT Conference
- UNCW AIG Conference
- ECU AIG Conference
- AIG Licensure Cohort
- AIG Mini-Conference (held on an early-release day)
- GT Ignite - differentiate modules based on participant needs
- PLC's for AIG Contacts
- "Booster Shots" PD provided by DPI
- Book Study
- Coaching and Professional Development by Digital Learning Specialist
- Social and Emotional Needs for counselors and teachers

All core content teachers of the gifted, counselors and administrators are encouraged to attend or participate in the aforementioned opportunities with a required number of 3 credit hours per year in GT Ignite for teachers and a required number of 1 credit hour per year in GT Ignite for administrators and counselors.

### **Practice F**

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

**District Response:** The district will provide PLC's throughout the school year to identify and discuss implementation of research based resources. These PLC's will be held bi-monthly, in an effort to ensure consistency in application. In an effort to support teachers in employing diverse and effective instructional practices, the district will provide ongoing professional development in the following formats:

- NCAGT Conference
- UNCW AIG Conference
- ECU AIG Conference
- AIG Licensure Cohort
- AIG Mini-Conference
- GT Ignite
- PLC's for AIG Contacts
- "Booster Shots" PD provided by DPI
- Book Study

-Coaching and Professional Development by Digital Learning Specialist

**Ideas for Strengthen the Standard:**

- extend AIG coordinator position to full-time
- regular PLC's for the AIG teachers
- multiple professional development opportunities
- AIG licensure add-on program
- AIG teacher portfolios
- NCAGT conference
- GT Ignite - on-line differentiated learning for AIG teachers

**Sources of Evidence:**

- AIG coordinator to implement and guide AIG program.
- AIG Specialists with an AIG license
- Teacher portfolios
- Minutes from meetings held by the AIG coordinator
- rosters and professional development agendas
- school-based AIG Team meetings.
- lesson plans
- observations
- student schedules
- AIG resource library at each school
- AIG Quick-Reference Guide for calendar of events

## **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 classroom environments, grade levels, and settings.

**District Response:** Lenoir County Public Schools provides a variety of programs and services for gifted and potentially gifted students that modify, supplement, and build on academic skills and knowledge. Students are offered various opportunities that pertain to a wide variety of needs, such as: Credit by Demonstrated Mastery, NCVPS courses, English 1 and Math 1 offered in middle school, Advanced Middle School Math, dual enrollment, College and Career Pathways, Early College, AP, IB, Honors, etc. AIG Specialists serve as classroom teachers, which enables them to reach students directly through the curriculum.

Our major area of concern has been the social and emotional needs of AIG students. The guidance counselors are an asset in addressing these needs. The professional development needs to be continued for teaching teachers and counselors how to identify and address the social and emotional needs of gifted students.

All AIG folders are housed at the schools; therefore, classroom teachers, AIG specialists, and guidance counselors have access to the student DEP's.

Students have numerous opportunities to extend learning based on interest:

- Math Fair
- Science Fair
- Science Olympiad
- Duke TIPS
- Quiz Bowl
- Battle of the Books
- Elementary Battle of the Books
- All County Chorus
- STEM Camps
- Gifted Gala
- Honor Clubs

### **Practice B**

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

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**District Response:** Lenoir County will continue to match program availability and resources with each area of AIG in order to meet the academic needs of AIG students. Each K-8 school has an AIG specialist. In addition to teaching AIG students directly as a classroom teacher, that person works closely with other classroom teachers to provide appropriate services for each area of identification.

The expectation that students are intentionally placed in academic classes with other students of their cognitive ability creates an environment for academic, intellectual, social, and emotional stimulation and security. Therefore, students should be placed in subject areas according to their academic and/or intellectual ability.

All identified students are cluster grouped in reading, math, and/or intellectually gifted programming according to the DEP or IDEP. In K-2, the AIG teacher provides support to the classroom teacher by helping to find the appropriate classroom resources, or to provide enrichment opportunities. In grades 3-5, students are formally identified, and they are served in reading, math, or clustered as intellectually gifted classes with a certified AIG teacher according to the DEP or IDEP. In middle school, identified students are subject grouped or cluster grouped and served in language arts, math, and/or intellectually gifted programming according to the DEP or IDEP. In high school, identified students are served through a variety of options for students according to student goals.

Each identified child has a DEP or IDEP that serves as a governing tool to ensure the needs of these students are being met based on strengths and needs. Students are served through subject groups, small groups, or by individual instruction. Students are served as indicated by their DEP or IDEP. Students are provided instruction and learning opportunities appropriate for their academic needs. The middle school and the elementary school AIG programs are very similar in the manner that our AIG students are served. The focus of each program is to meet the needs of the individual student based on the identification needs. Core content teachers contribute to the DEP. In high school, our students are served through programs, such as: Credit by Demonstrated Mastery, NCVPS courses, English 1 and Math 1 offered in middle school, dual enrollment, College and Career Pathways, Early College, AP, IB, Honors, etc.

In addition to the support for AIG services, Lenoir County's 1:1 implementation with iPads and the continuous support teachers have from the school's Digital Learning Specialist also creates an environment where learning can be personalized based on student needs.

### **Practice C**

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

**District Response:** The AIG program and services are connected to the total instructional program of our LEA in policy and practice. The AIG Coordinator strives to provide staff development at the district level with all AIG specialists from each school with an emphasis on differentiation and ways that classroom teachers can provide a more enriched, advanced, and rigorous curriculum. Opportunities are provided for teachers of the AIG students to collaborate and share ideas. Lenoir County's instructional program is based on the Standard Course of Study for all students. The AIG specialists use these standards as a foundation to build upon to better meet the needs of our students. Increased depth of study, advanced content, intellectually challenging assignments,

acceleration, and enrichment opportunities are methods used to deliver the AIG program to our students effectively. The AIG Coordinator will continue to serve on the district-level Instructional Effectiveness Team and meet with principals regularly in order to expand gifted services of AIG in the total instructional program.

In addition to the support for AIG services, Lenoir County's 1:1 implementation with iPads and the continuous support teachers have from the school's Digital Learning Specialist also create an environment where learning can be personalized based on student needs.

### **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.

**District Response:** The AIG Coordinator meets on a regular basis with other school administrators and shares information about the delivery of differentiated services and instruction for AIG students. The AIG Coordinator is instrumental in assuring that our AIG students are getting the services and support they need. The AIG Coordinator meets with the AIG specialists to disseminate information about the AIG program to keep everyone knowledgeable about regulations related to gifted education. Opportunities are provided for AIG teachers to attend AIG conferences to keep current on regulations, methods, and delivery options. Teachers who attend these conferences share with others things they learned and ways we can better meet the needs of our AIG students through a structured mini-conference.

An AIG Quick Reference Guide is provided to all AIG teachers. It includes timelines, important dates, guidelines for AIG paperwork, updates on professional developments, and tips for new strategies.

In addition, all staff will be trained via an iMovie on testing and identification criteria and characteristics of traditional and nontraditional gifted students, which ensures a consistent message is disseminated to all stakeholders.

A LCPS AIG Website will also include the AIG Plan, iMovie, information on opportunities available for gifted students, FAQ's, and current information/research regarding gifted education. The AIG Coordinator has developed an AIG Quick Reference Guide in paper form and iBook form to easily disseminate critical information, timelines, and forms to all AIG teachers. The AIG Coordinator is also in constant communication with AIG Specialists and principals regarding upcoming events and testing schedules.

LCPS will develop a Virtual Parent Advisory Committee at each school. The purpose of this group will be to offer reflection on the programs at each school as well as suggestions via Google Forms. The AIG Specialists will work together to create the Google Form questions specific to elementary, middle, and high school. This will provide more specific feedback to the AIG department to make program improvements. Each school will be asked to have 2 parents from each grade level that serves AIG students to represent the school-level Parent Advisory Group. This group of parents will meet in-person for the first meeting, when their role will be explained. After the first meeting, other meetings will be virtual. This group will include the following members: community members, AIG

parents, AIG teachers, and administrators. This group will also be asked to help with events related to gifted students, such as the Gifted Gala. The Advisory Group will be comprised of parents from every school in the county to ensure that our diverse populations are represented. This group will be instrumental in strengthening communication across the county as it relates to AIG. Their input will be beneficial in implementing our AIG plan.

### **Practice E**

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

**District Response:** The AIG Coordinator meets with all AIG teachers at the beginning of the year to ensure that all schools are aware of any AIG changes or updates concerning the program so that all schools are meeting the needs of our AIG students. An AIG Specialist is assigned for each school to meet with the Coordinator as needed for additional information throughout the year. The AIG contacts then go back to their home schools to share information with their staff as it relates to instruction and learning environments for the AIG students. The AIG Coordinator also communicates with the principals and other administrative levels at the monthly principals meetings to make sure that all schools are knowledgeable on AIG information that needs to be dispersed and acted upon.

To address the transitional points, the fifth graders at most of the elementary schools have scheduled visits to the middle school that they will attend during the next school year. Academics are addressed in these visits with the students.

At the beginning of the year parent/student orientations are held so parents and students can ask questions and find out about the AIG services available for their child and how the AIG services will be set up for the students. This is also the time that parents are met with and DEP's are signed. High school counselors come to some of the middle schools to make presentations about the courses and opportunities that will be available at the high school level. Orientations for rising ninth graders are also held for the parents and students to provide information about the courses and opportunities available at the high school level. Early College and IB/AP parent/student informational sessions are also offered at the schools to help ensure that all students have access to all available learning opportunities.

Counselors at the elementary, middle school, and high school levels are vital in the transition from one level to another. Another step in place to ensure that all AIG students continue to receive AIG services is through the designated record exchange procedures established for the closing of each school year. The transition grades make sure that all AIG records are complete and transferred to the appropriate school. In this way the new school will be prepared for serving the AIG students when the new school year begins.

It is the goal of LCPS that an AIG Specialist be hired to work one-on-one with students in high school and upper middle school to schedule, plan for college and careers, and discuss scholarship opportunities. This one-on-one attention and relationship building will also assist in making transitions more smooth.

Each school participates in a "Record Exchange" day with feeder schools at the end of the year. At

this time AIG folders are transferred to the feeder school accompanied by a specific form that indicates information regarding AIG Services for each child.

### **Practice F**

Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

**District Response:** At the school level, each school has a school-based Gifted Team composed of the AIG Specialist, AIG teachers, principal and school counselor. This team meets, as needed, to disseminate information and discuss best practices in meeting the needs of gifted students.

At the district level, the AIG Coordinator will facilitate district-wide collaboration via AIG Specialist meetings, AIG teacher meetings, and an AIG mini-conference. These meetings allow time for collaboration and sharing. The AIG coordinator will also meet regularly with the Instructional Effectiveness Team and principals.

In an effort to include counseling personnel, professional development will be held for school counselors to educate them about the social and emotional needs of gifted students. Counselors will also be asked to do a minimum of 4 classroom lessons per year with students to assist students in understanding their own needs and how to address them. It is a goal to pair the professional development with PLC collaboration time to create the lessons that will be used.

At the beginning of each school year, the parents of the AIG students are invited to a meeting in which the Differentiated Education Plan (DEP) is shared with the parents for their input and signature. Each parent receives a copy of the DEP. Information is shared with the parents about the upcoming school year and expectations for their child. This opportunity is for the parents to ask questions and discuss any concerns. Each school presents an iMovie concerning characteristics of gifted students (traditional and non-traditional), differentiated services for gifted learners, and regulations pertaining to policy and the AIG program. This iMovie is available on the Lenoir County website. At the beginning of the school year each staff is shown the iMovie to help with recognizing students with AIG characteristics, providing appropriate learning environments for AIG students, and addressing the social and emotional needs of our AIG students.

The Instructional Research Project will provide lessons for teachers of the gifted. Training will be provided in using the template for the lessons. Teachers will be encouraged to write additional lessons using the template.

To help with the monitoring of all practices, an evaluation instrument has been developed for each standard and focused practice as provided by DPI. This evaluation instrument will be used yearly to determine progress in programming.

### **Practice G**

Articulates and implements opportunities for acceleration, including compacted content, Credit by

Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

**District Response:** The AIG Coordinator reviews student data when necessary to assure that AIG students are being best served. If grade acceleration is a suggested method of service, the Coordinator along with the principal and any other stakeholders would make the final decision as to whether this would be the best option for the child. Through the DEP/IDEP all AIG students have an educational plan in place designed to meet their learning needs. Various opportunities for acceleration are offered at the middle school and high school level, such as, but not limited to: Credit by Demonstrated Mastery, NCVPS courses, English 1 and Math 1 offered in middle school, Advanced Middle School Math, dual enrollment, College and Career Pathways, Early College, AP, IB, Honors, etc. Compacted content is an option that many elementary teachers provide for the AIG students. The DEP/IDEP is a tool to ensure that differentiation strategies are in place for each child and are appropriate for the child's learning environment.

We will continue to follow the established procedure of addressing accelerated instruction and placement options on a case-by-case basis. If a student is recommended for acceleration or grade skipping, the Iowa Scale of Acceleration Process is implemented. There is a meeting with the parents and permission is given for the evaluation that is outlined in the Iowa Scale of Acceleration. The AG1 form is printed on the back of the EC evaluation form for permission to test by a psychologist. Following the signature of the parents, this form is given to the Administrative Assistant of the EC Director, who schedules the psychologist. The candidate for acceleration is interviewed prior to testing by the psychologist. Following the evaluation, a meeting is held with the parents, the current teacher, the receiving teacher, the principal, AIG Coordinator, the counselor, and the psychologist. The process stated in the Iowa Scale of Acceleration booklet is followed by each designated party. The evaluation results and other information is filled in and shared with the school-based Gifted Team and parents. The decision is made at the conclusion of the meeting.

### **Practice H**

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

**District Response:** Providing intentional programming for traditionally under-represented AIG populations is addressed in a variety of ways.

- Teachers and principals are educated about the characteristics of traditional vs. nontraditional gifted learners.
- The district has created Intellectually Gifted criteria to reach more students from a variety of backgrounds.
- Testing in Spanish is available upon request.
- Alternate testing can be considered determined on the request of the school-level and district-level team.
- The AIG department will work with the English Language Learners Department to ensure that ELL and EC teachers have been taught characteristics of gifted students.
- Referrals for AIG are taken from teachers, parents, and administration. All sub-groups of school populations are given opportunities for referrals and testing.

- The county has several testing options available to meet a broad spectrum of student needs. No one criteria exempts a student from being identified.
- LCPS fully implements a Nurturing Program, in which the focus of K-3 is to support students' growth and potential in all subgroups.
- IDEP is created based on student service needs, when warranted.

### **Practice I**

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

**District Response:** Within the AIG Quick Reference, dates and information will be provided regarding opportunities available to gifted students.

Each school will continue to disseminate information about summer camps, Duke TIP, and enrichment opportunities to all students. Teachers and/or counselors will make personal contacts with caregivers in getting students involved in extra-curricular opportunities. AIG specialists will coordinate the school's involvement in relevant activities/programs and teachers will be needed to sponsor programs. In addition, the LCPS AIG Webpage will be updated with opportunities for gifted students.

LCPS provides opportunities for students to further develop the needs and interests of AIG students through the following:

- Gifted Gala - LCPS
- Science Fairs at the school level/county level/regional level
- Science Olympiad
- Math Fair opportunities
- Stem camp activities during the summer
- Duke TIP
- Battle of the Books
- Writing Competitions
- Poetry Contests
- Academic/Honor Clubs
- Outreach programs from regional colleges, museums, and other educational foundations

The AIG Plan makes suggestions of opportunities to broaden the AIG student's knowledge base above and beyond the curriculum, to socially interact with other AIG students, and to experience global communities.

### **Practice J**

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

**District Response:** Each school's AIG setup is based on teacher/student numbers. Students are grouped according to needs and the school AIG program. Opportunities are available for small

groups, whole class, flexible groups, and across grades when appropriate. Grouping practices are based on what best meets the needs of the students.

**Ideas for Strengthen the Standard:** -address intellectually gifted needs via professional development and identification

- AIG Quick-Reference Guide
- iMovie
- Nurturing Program (K-2)
- Professional Development of social and emotional needs of our AIG students
- guidance for the AIG students dealing with their social and emotional needs
- parent information opportunities
- Digital Learning Specialist at each school to assist with individualization
- iLCPS
- AIG Webpage
- High School AIG Specialist
- school level and district level team meetings
- Professional Development for counselors
- lesson plans from counselors
- communication with ELL teachers regarding characteristics of the gifted

**Sources of Evidence:** -AIG library and resources are available at each school.

- DEP/IDEP meetings are held annually.
- school-based AIG team meetings are held each nine weeks meetings.
- district level AIG meetings for AIG Specialists and teachers are held at the beginning and end of the year to address AIG regulations.
- professional development as it relates to gifted education for differentiation and characteristics of the gifted child.
- Parent Advisory Committee
- service option informational sessions for parents and students to ensure that the needs of each student is being met
- student scheduling process with counselors
- individualize AIG plans for each student through the development of their DEP or IDEP
- record exchange days at the end of each school year
- professional development agendas and rosters
- minutes for school level and district level meetings
- events calendar
- AIG Website
- AIG Quick-Reference Guide
- Gifted Gala
- lesson plans from counselors

## 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 following needs of AIG students:

- academic and intellectual
- social and emotional.

**District Response:** DEP Meetings are held with parents at the beginning of every school year. Parents have the opportunity to meet with teachers regarding AIG services at this time. An AIG website will be developed that will contain resources, the AIG Plan, the iMovie regarding gifted learners, and upcoming events. At the mid-year point, AIG teachers will meet with the AIG parents to discuss individual student progress. As an effort to consistently assess AIG programming, parents and teachers will complete an annual Program Assessment Survey.

The Gifted Gala is another opportunity that provides a partnership with parents/families and the community. The event is open to all AIG students and their families. Community leaders, area businesses, and administrators from the school are also invited to attend the Gifted Gala. It is a great opportunity for our AIG students to share with others what they are doing. The AIG Plan, all forms, and the Appendix are available on the Lenoir County website.

### **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.

**District Response:** The AIG Plan will be available on the Lenoir County Website in English and Spanish. Parents will receive copies of the DEP/IDEP at the beginning of each school year when they attend the DEP meetings to develop these plans. Parents also receive Gifted Progress Report each nine weeks as to whether the student is meeting the AIG goals set up individually for him/her. A copy of the DEP/IDEP goes home at the end of each year notifying the parent about the continuation of services or any needed changes. If a change in service is suggested, a parent meeting is held to make sure that the needs of each student is being met.

An iMovie will be made available to parents via the LCPS AIG webpage with information regarding screening, identification, characteristics of gifted students. A direct link will be sent home to parents who would like to view the iMovie. Also, a ConnectEd call will be sent to inform parents of this opportunity. The iMovie will be posted on the Lenoir County website where this information is available to all stakeholders. In addition to the iMovie, the LCPS AIG Website will also include the AIG Plan, information on opportunities available for gifted students, FAQ's, and current information/research regarding gifted education. Major communications with parents will be

available in Spanish, as well.

AIG Specialists are provided with form letters regarding screening and identification to ensure consistency throughout the district.

The AIG Coordinator meets monthly with principals and the Instructional Effectiveness Team to keep all stakeholders involved and informed of AIG issues.

### **Practice C**

Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

**District Response:** LCPS will develop a Virtual Parent Advisory Committee at each school. The purpose of this group will be to offer reflection on the programs at each school as well as suggestions via Google Forms. The AIG Specialists will work together to create the Google Form questions specific to elementary, middle, and high school. This will provide more specific feedback to the AIG department to make program improvements. Each school will be asked to have 2 parents from each grade level that serves AIG students to represent the school-level Parent Advisory Group. This group of parents will meet in-person for the first meeting, when their role will be explained. After the first meeting, other meetings will be virtual. This group will include the following members: community members, AIG parents, AIG teachers, and administrators. This group will also be asked to help with events related to gifted students, such as the Gifted Gala. The Advisory Group will be comprised of parents from every school in the county to ensure that our diverse populations are represented. This group will be instrumental in strengthening communication across the county as it relates to AIG. Their input will be beneficial in implementing our AIG plan.

### **Practice D**

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

**District Response:** Lenoir County and individual schools continuously offer information in a variety of forms to keep families apprised of opportunities for gifted students. Communications may include, but are not limited to: newsletters from the individual schools, Connect ED messages from the school level, ConnectEd messages from the district level, information posted on the Lenoir County webpage, AIG webpage and/or school level webpage, district-wide meetings held at the Central Office or at an individual school.

(Spanish and English versions when possible)

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**Practice E**

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

**District Response:** LCPS has a strong relationship with Lenoir Community College and offers Early College, Dual Enrollment, and College and Career Pathways. All of these opportunities lead students to accelerated curriculum and attaining college credit. LCPS partners with STEM East, which has provided STEM labs at two of our middle schools. The labs foster a learning for math and career science.

The Gifted Gala will continue to be held annually to highlight exemplary work by gifted students to the community.

Various Partnerships that LCPS have are:

- Woodmen of the World
- Duke TIP
- Daughters of the Revolution
- Soil Water Corporation
- Arts Council
- Lenoir County Public Library
- Elk's Lodge
- Stem initiative
- Spirit

**Ideas for Strengthen the Standard:**

- Restructure of the Parent Advisory Committee
- AIG Webpage
- Gifted Progress Report
- iMovie

**Sources of Evidence:**

- AIG Plan (available on the Lenoir County Website)
- Gifted Gala Program
- AIG Webpage
- Parent Advisory Committee
- Newsletters (School level)
- List of Community Partnerships
- ConnectEd Messages
- BoardDocs
- DEP/IDEP Meeting Rosters

## **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 to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]), which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

**District Response:** We will continue to use self assessments, parent/teacher and student surveys, and collected evidences to provide feedback and data to help devise a plan that best meets the needs of gifted learners in Lenoir County. The AIG Plan will be updated on the website as it is revised every three years. The AIG Coordinator, the Instructional Effectiveness Team, and the AIG Specialists representing each school will research ways to strengthen the areas of need and develop processes to address these areas. Each school will monitor the planned procedures to ensure a continuum of the development and implementation of the AIG Program. This will be a part of an ongoing review of the "living document." The Board of Education for Lenoir County approves the plan in each cycle. The AIG Coordinator will continue to attend regional meetings in order to stay abreast of current research and trends in gifted education.

### **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.

**District Response:** Four levels of monitoring have been established.

1. Specialists will document and submit their work to the AIG Coordinator, which will reflect collaboration with the School-based AIG Team. All evidences will be collected and maintained digitally by the AIG Specialist and AIG Coordinator.
2. The district level AIG Coordinator will monitor the implementation of guidelines and will complete the regular AIG review of the program in each school, along with the specialists, using the evaluation tool in the plan. The AIG Coordinator and the specialists will also monitor the program using the Self Assessment Tool every three years. The Interim Report is completed each year and submitted to NCDPI. The AIG Coordinator will also hold bi-monthly PLC's for AIG Specialists and AIG teachers to focus on implementation of the AIG plan and updates on AIG trends. The Coordinator will also meet monthly with the Instructional Effectiveness Team for the district and meet monthly with principals, which will allow for AIG updates and feedback to be given.
3. The Central Office Team will meet periodically to discuss and monitor the plan; this team will assess the AIG Plan using the Self Assessment Tool during each three year cycle. Information gathered in 2016 through surveys from parents, teachers, and other stakeholders has guided our revision of the AIG Plan. We will continue to use surveys in the next plan cycle.
4. The Virtual Parent Advisory Committee will routinely assess each school's programming and implementation of the AIG Plan via Google Forms created by the AIG Specialist team for the district.

### **Practice C**

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

**District Response:** Funds will be appropriately allocated and monitored to enhance and enrich the AIG Program through collaboration between the Assistant Superintendent, the Finance Director, the Executive Director of Instruction, and the AIG Coordinator. The budget is reviewed annually and revised according to the planning allotment and needs of the students.

### **Practice D**

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

**District Response:** Principals and specific grade levels have had EVAAS training in which they have been trained on how to read individual student data and growth. The principals have also been given the growth reports from the Director of Testing that indicates if their gifted population made growth or not. The annual drop-out data is also shared by the Director of Testing.

The Director of Testing works with the AIG Coordinator to compare and analyze data.

### **Practice E**

Monitors the representation, performance, 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.

**District Response:** Data on every child referred for testing for AIG is collected for further study towards under-represented populations. The monitoring process provides information about subgroup representation in students who were tested and did or did not qualify. This process will allow referral, identification, and service of various subgroups to be analyzed .

Intellectually gifted has been added to the identification standards this year. The AIG Team will use subscores from the CogAt to identify students who show Intellectually Gifted potential. Data will be analyzed regarding the placement and success of students who placed in the program based on subscores.

At the beginning of each year, the AIG specialist and principal/counselor/data manager will review the records, schedules, and placement of AIG students at each school. The rosters will be developed and checked with the data manager to make sure all AIG students are being served according to their identification. The school-based AIG Team will lead the process of gathering data throughout the year and monitoring the progress of the under-served populations. In addition, the nurturing program efforts for these populations will be more consistent and focused in identifying which students need to

be nurtured in an attempt to grow potential.

At the high school, a counselor or designated person will review data and transcripts at the beginning of the each semester. It is the goal of LCPS to have an AIG Specialist designated to meet with AIG students to review services and to update the DEP or IDEP.

### **Practice F**

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

**District Response:** A printout of the AIG Licensed Personnel in Lenoir County Public Schools is available. Teachers are encouraged to pursue AIG licensure and are given the information on the available programs. A plan has been implemented to increase the number of certified AIG teachers in Lenoir County.

A professional development requirement has been created for Lenoir County via GT Ignite; this information will be shared with the principals and teachers.

### **Practice G**

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

**District Response:** The AIG department will send out yearly surveys for parents, students and teachers to assess the areas of strength and weakness of the AIG program and plan. This data will be shared with principals and the Instructional Effectiveness Team.

Parents meet annually to review the DEP/IDEP with teachers. This offers parents the opportunity to provide feedback on the AIG program.

LCPS will develop a Virtual Parent Advisory Group at each school. The purpose of this group will be to offer reflection on the programs at each school as well as suggestions via Google Forms. The AIG Specialists will work together to create the Google Form questions specific to elementary, middle, and high school. This will provide more specific feedback to the AIG department to make program improvements. Each school will be asked to have 2 parents from each grade level that serves AIG students to represent the school-level Parent Advisory Group. This group of parents will meet in-person for the first meeting, when their role will be explained. After the first meeting, other meetings will be virtual. This group will include the following members: community members, AIG parents, AIG teachers, and administrators. This group will also be asked to help with events related to gifted students, such as the Gifted Gala. The Advisory Group will be comprised of parents from every school in the county to ensure that our diverse populations are represented. This group will be instrumental in strengthening communication across the county as it relates to AIG. Their input will be beneficial in implementing our AIG plan.

The AIG Coordinator will meet monthly with the district Instructional Effectiveness Team and principals.

### **Practice H**

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

**District Response:** The AIG Program takes into account various sources of data to review and revise the local AIG program and plan. Such data includes, but is not limited to:

- annual DEP/IDEP meetings
- Parent meetings and conferences
- Parent, Student, Teacher surveys
- Self-Assessment tool
- Parent Advisory Committee
- State guidelines and standards
- Instructional Effectiveness Team meetings

### **Practice I**

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

**District Response:** The AIG Coordinator held a meeting at the beginning of the 2015-16 year where teachers in 3rd-8th grade ranked and brainstormed suggestions about how to improve specific standards of the AIG Plan. This type of meeting allows AIG teachers to not only understand the standards, but to also have input regarding the standards.

In addition, highlights from the evaluation are reviewed with the district Instructional Effectiveness Team, principals, and at the local School Board meeting to keep the Board and the community informed.

The new AIG Plan will be updated on the AIG webpage, as well as any new and relevant information that needs to be disseminated to the community.

### **Practice J**

Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

**District Response:** LCPS has written procedures that guide all aspects of identification, referral, and placement process. At each stage of the process, parents/guardians are involved through giving consent for evaluation, reviewing documentation as it is made available, and if the child is identified, consulting with the child's teacher regarding the Differentiated Education Plan (DEP).

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#### Nomination, Identification, Placement and Service Options:

-Every student nominated for referral and evaluation must have the "Consent for Evaluation" signed prior to testing. This consent is maintained in the students AIG folder. If the student is not identified as needing differentiated services through the AIG Program, this form is maintained in the cumulative folder.

-If a student was referred for evaluation, but not identified as needing differentiated services through the AIG program, the following documents serve to inform the parent/guardian of this decision:

--Gifted Education Student Eligibility Record - Decision for Non-Differentiation

-If a student referred and identified by the AIG School Level Team as needing differentiation services through the AIG Program, the following documents serve to inform the parent/guardian of this decision:

--Gifted Education Student Eligibility Record - Notification of Evaluation Results

#### Transfer Students

-A transfer status form will be developed for use when an AIG student transfers from Lenoir County. The current policy for placement of new students or transfer students is as follows:

--The guidance counselor will notify the gifted specialist at the school of a new student or transfer and request the records from the previous school. Until records are received, student is placed in a regular setting. If the student transfers from Lenoir County, the student will be in Power School as gifted.

--Upon receipt of records, the counselor and gifted specialist will determine the eligibility and placement of the student. If needed, a parental consent for evaluation will be obtained.

--The school-based Gifted Team completes the Gifted Eligibility Record (AG2).

--If placement is determined, the appropriate paperwork is completed.

--Parents are notified of any recommended changes in placement. A new DEP or IDEP is developed and signed by the parents; they are given a copy of the DEP and the Academically Gifted Grievance Procedure.

#### Add-On Identification/Reassessment Process

-If the student indicates the need for reassessment based on additional strengths, the procedures for evaluation and nominations would be as follows:

--teacher referral

--2 of the 3 artifacts

#### Reevaluation Process and Intervention Plan

-If concerns about an identified student's performance and placement should arise, the AIG Specialist, principal, parents, and the AIG Coordinator should collaborate to establish what modifications need to be made in the student's best interest. These modifications should be indicated on the Differentiated Education Plan (DEP). After a grading period, the aforementioned team should reconvene to review the student's progress and current eligibility status. If improvement has not been made, an Individual Differentiated Education Plan (IDEP) should be developed. The student's formal identification is not removed from the local and state headcount.

#### Disagreement Resolution Procedure for AIG Program

-The Lenoir County Public Schools Disagreement Resolution Procedure for the Academically and Intellectually Gifted Program includes the following steps:

--Parents or guardians request conference with the gifted specialist and principal of the child's school to review the initial decision or services and decide if decision or services was appropriate. Gifted specialist shall mail or deliver a copy of the disagreement resolution procedure to the parent,

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guardian, or custodian making the request. The gifted specialist shall mail written notice to the parent/guardian of the decision of the AIG specialist and the principal.

--If parents/guardians disagree with the decision of the AIG specialist and principal, they request a conference with the Gifted Coordinator of Lenoir County Public Schools. The Gifted Coordinator shall mail written notice to the parents/guardians of the the decision following the conference.

--If parents/guardians disagree with the decision of the Gifted Coordinator, they request a conference with the Superintendent for Lenoir County Public Schools. The Superintendent shall mail written notice of the decision to the parents/guardian.

--If the procedure above fails to resolve the disagreement, then the parent/guardian may file a petition for a contested case hearing under Article 3 of 150B of the North Carolina General Statutes heard by an administrative law judge. A contested case hearing cannot be filed unless all three steps of the procedure set forth above have been followed.

-Mediation: The Lenoir County Board of Education encourages parents/guardians to seek informal resolution of disputes or disagreements, which might arise when a student is not identified as an academically or intellectually gifted student or concerning the appropriateness of the services offered, before filing for a formal contested case hearing of the matter. To that end, mediation between the parties is suggested. Mediation is not a procedure required by law but is utilized as a way to clarify and to resolve disputes. Either party may initiate mediation.

#### **Ideas for Strengthen the Standard:**

- AIG Webpage
- Bi-Monthly PLC's with AIG Coordinator, AIG Specialists and/or AIG teachers
- Parent Advisory Committee

#### **Sources of Evidence:**

- self-assessment and survey data
- written AIG Plan and policies
- Board of Education approval
- agenda and minutes of review of practices, procedures, and evidences
- submission of AIG Plan to North Carolina Department of Public Instruction (DPI)
- ongoing review by specialists, coordinator, and the Instructional Effectiveness Team
- annual program evaluation review (evaluation instrument in the AIG Plan)
- school-based AIG Team agenda and minutes
- Professional Development agenda and roster
- annual surveys (teachers, students, and parents)
- documented meetings of central office personnel
- AIG annual report of expenditures
- budget
- expenditure Sheet
- performance data report for grades 3-12
- annual Drop-out report for high school AIG students
- meetings in which data is shared with stakeholders
- annual drop-out data for AIG students
- AIG performance data annually to share with the principals
- referral documentation
- placement Data

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- schedules
- Nurturing program rosters
- EVAAAS
- IB/AP rosters and testing data
- counselor record of DEP and IDEP review
- Intellectually Gifted documentation
- benchmark Data
- powerSchool Data
- alternate assessments
- printouts from the Personnel Department
- AIG Plan
- list of teachers who have pursued licensure in last 3 years.
- Professional Development Requirement for teachers of the gifted
- Parent Advisory Group meeting dates and notes
- State guidelines and standards
- Instructional Effectiveness Team meetings
- AIG Transfer Form
- training Meeting scheduled on school calendar
- roster for staff development and Sea System
- iMovie to address screening, referral, and identification, characteristics of gifted and nontraditional/traditional tests
- student AIG folders containing all consent forms and eligibility information
- AIG School-based team committee meetings
- parent/family meeting agenda and/or handouts
- Lenoir County AIG Plan on website in English and Spanish
- school-based AIG Team meetings and minutes and roster
- flowchart of identification procedures in AIG Plan
- referral forms
- form for district level monitoring for compliance of screening, referral and identification process
- AIG plan
- Procedure of Disagreement Resolution Agreement in the Appendix of the AIG Plan
- Article 9B

**Glossary (optional):**

**Appendix (optional):**

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