



**Randolph County Schools
Local Academically or Intellectually
Gifted (AIG) Plan**

Effective 2010-2013

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Randolph County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, July 2009). These Standards serve as a statewide framework and guide LEA's 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 LEA's transition to the new AIG Program Standards, every LEA participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEA's in their development of this local AIG plan for 2010-2013. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

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

Randolph County Schools Vision for local AIG program: The vision of the Randolph County Schools AIG Program is to meet the educational needs of its academically or intellectually gifted students in an environment responsive to their individual needs in order that they may become participating, productive citizens. We have a responsibility to identify, nurture, and develop the potential of each student by providing extended opportunities to accelerate or enrich the North Carolina Standard Course of Study, in order that the students may become participating, productive citizens. Randolph County Schools is committed to success for all students.

Sources of funding for local AIG program (as of 2010)

State Funding	Local Funding	Grant Funding	Other Funding
\$889842.00	\$0.00	\$0.00	\$0.00

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Six Standards for AIG Programming

Standard 1: Student Identification

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

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.

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.

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.

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.

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.

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 clear, comprehensive, and equitable screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

This practice is a Focused Practice for 2010-2013.

Rationale: Although screening and identification procedures are in place, they are not consistently communicated clearly to all stakeholders at this time. Procedures for a consistent plan for articulating and disseminating information need to be developed with input from multiple stakeholders.

Goals: To distribute copies of the local AIG plan to each school administrator and to AIG specialists at each school

To inform all school representatives regarding new plan and focus practices for the 2010-2013 renewal cycle

To distribute handbooks of forms and best practices for each AIG specialist who attends district level meetings

To publish the newly adopted plan on the district AIG website

To inform parents at annual DEP meetings

Description: In an effort to communicate these processes to a broader audience, all administrators and AIG specialists have a copy of the local AIG plan, and each specialist who attends monthly meetings has a handbook of procedures for proper implementation of plan. These representatives are to instruct the team members at their individual schools and share information from the plan and the handbook. Since the plan is a public document, the school should share and print information for parents upon request. When a student is screened for AIG, a copy of criteria qualifications is given to parents of AIG students as well as to those who do not qualify. The school based committee refers to the local plan in making placement decisions.

In addition, a copy of the local plan is posted on the district AIG website.

Planned Sources of Evidence:

Website

AIG Plan

AIG Handbook

SBC Notes and minutes

County office copies of parent forms

Standard 1: Student Identification

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

Practice B

Employs multiple criteria for student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student.

This practice is a Maintained Practice for 2010-2013.

Rationale: Current identification procedures incorporate multiple criteria for observing, assessing, and documenting students' abilities. Student performance information, which includes student observations, provides flexibility within the identification procedures for students to demonstrate their abilities in a different context.

Description:

Screening K-3

Randolph County Schools complies with the state legislation allowing a child to enter kindergarten early if he demonstrates extraordinary level of academic ability and maturity. The principal, working with the school AIG team, will make decisions on a case study basis, considering the following criteria: student aptitude, achievement, performance, observable student behavior/student interest, and motivation. It is the parent's responsibility to present this supporting information to the principal regarding the student.

In Randolph County Schools, various learning environments, enrichment opportunities, and programs are available to students. In grades K-3, informal assessments are used to identify students who are achieving above their peers. These indicators are as follows: Reading one to two grade levels above their current placement, informal assessments (ie. leveled texts, work samples), math performance one to two grade levels above their current placement, documented performance for at least 2 grading periods, and observation checklists and narratives from classroom teacher.

These students could be grouped within their class, within their grade, or across grades. The school AIG specialist collaborates with the classroom teacher to differentiate for the students. Any student performing 4 to 5 grade levels above his current placement may be considered for more intense differentiation. This is done on a case study approach.

Only in these cases will formal identification occur before the end of the third grade. Using this case study approach, Randolph County Schools will use the Iowa Acceleration Scale to determine if subject acceleration or whole grade acceleration is warranted.

Beginning in third grade, a formal student search will be conducted annually. Scores from system-wide End-of-Grade (EOG) and/or 3rd grade Cognitive Abilities Tests (CogAT) at the 85th percentile or above will be used to screen students. In addition, students from diverse cultures and socio-economic backgrounds or students with disabilities which may affect their learning will also be screened for gifted characteristics. Each school's English as a Second Language (ESL) & Exceptional Children (EC) teacher will be consulted to aid in the identification of students. Parents and/or teachers may also request that students be added to the screening pool. Supporting documentation should accompany these nominations.

Each school must maintain a list of student nominations and should review the needs of nominated students for differentiated services. Data collected from teachers, parents, psychologists, and central office staff will include:

standardized achievement test scores,
group and/or individual aptitude scores,
grade averages from at least two grading periods,
classroom observations, and
performance tasks/assessments.

Data will be recorded on the appropriate form.

The following indicators will be used for an ongoing, year-round effort to identify students to be reviewed for differentiated services:

teacher recommendations,
observation checklists,
parent referral,
standardized test results,
transfer students identified in another LEA, and
cumulative record indicates outstanding performance.

Screening strategies should lead to a determination that a student:

1. requires an additional assessment to determine the need for differentiated instruction
2. is already in a learning environment that is appropriate
3. requires differentiated services provided by the AIG Program

Identification/Placement

The next phase of the decision-making process involves assessment/review. When screening results indicate that a more in-depth assessment is warranted, parents are notified and given the opportunity to conference with appropriate school staff regarding the assessment(s). Assessment tools used as multiple indicators will come from the following categories:

1. Observation – an indicator of a student's need for differentiated instruction based upon observable behaviors. The student's regular education teacher should note observations on the observation checklist in the areas of characteristics, interests, and motivation. Once observations are recorded, a narrative form of the observation should be submitted to the AIG teacher for inclusion in the evaluation of need.
2. District Performance Task –an indicator of the level and quality of a student's work. This file provides written documentation, based on performance assessment tasks, of what the student is capable of producing. Performance assessment tasks will be judged for appropriateness by a committee of AIG teachers other than the AIG teacher from the student's base school. If the base school AIG teacher disagrees with the findings of the review committee, the assessment will be re-evaluated by a second committee of AIG teachers.
3. Achievement measures – an indicator of a student's knowledge. This may be shown through End-of-Grade test scores in grades 3-8 in reading and/or math or standardized test scores at the 85th percentile or above.
4. Aptitude measures – an indicator of a student's potential for learning. Aptitude may be shown by a standardized test score at or above the 85th percentile.
5. Performance data – indicators of how well the student is performing in the regular classroom. Grades

will be reviewed as indicators of performance and should be from at least two grading periods during the current school year.

Decisions will be made using appropriate sources to ensure that an accurate appraisal of the needs of the student has been made. No single piece of information will prevent a student from consideration of services; however, a single piece of information can indicate that differentiated services are warranted (e.g. an aptitude score that is in the superior range is indicative of outstanding intellectual aptitude).

School site decisions regarding the need for differentiated services will be made based on the information gathered on students and the decision will be documented on the appropriate form.

The completed student AIG record will be sent to the AIG program specialist at the central office for review of all decisions made by the School-Based Committee for Gifted Education.

Placement Criteria Grades 4-8

Pathway One

Must meet one criterion.

Aptitude -- 98%+ Composite or 98% Partial Composite

(Verbal + Quantitative = Reading & Math)

(Verbal + Nonverbal = Reading only)

(Quantitative + Nonverbal = Math only)

Pathway Two

Must meet all three criteria.

Aptitude Test -- 90%+ Partial or Composite

Achievement Test -- 90%+ Reading or Math

Grades "A" average in specific subject area (minimum of 2 nine-weeks)

Pathway Three

Aptitude and achievement test scores must be a minimum of 85% for consideration. Students must then meet four out of five criteria.

Aptitude Test -- 90%+ Partial or Composite

Achievement Test -- 90%+ Reading or Math

Grades "A" average in specific subject area (minimum of 2 nine-weeks)

Student Motivation -- 30+ on observation checklist

District Performance Task -- High rating on the system rubric

Students from different cultural or language backgrounds, economically disadvantaged, and/or disabled students will be considered for an alternative assessment, which may include the administration of a nonverbal aptitude test such as the Naglieri, rapid acquisition of English (ESL students), and use of available records, interviews, and observation data.

Planned Sources of Evidence:

School-Based Committee for Gifted Education meeting minutes

Student AIG folders containing identification information

LEA's AIG plan and stakeholder surveys

Standard 1: Student Identification

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

Practice C

Administers both non-traditional and traditional standardized measures that are based on current theory and research.

This practice is a Maintained Practice for 2010-2013.

Rationale: In addition to standardized test measures, Pathway 3 provides an opportunity for students to demonstrate giftedness through performance tasks. Both composite and partial composite scores may be used for identification criteria, as well as the Naglieri Nonverbal Test of Abilities for culturally/linguistically diverse and/or economically disadvantaged students.

Description:

Testing

To assess intelligence and achievement for the identification of AIG students, a review of standardized test scores should occur following the administration of such tests (see list for approved standardized tests). A score at the 90% or above for Pathway 2, but not less than 85% for Pathway 3 (see "Placement Criteria" for further explanation) would fulfill the intellectual ability and achievement requirements for the nomination of the student to the School-Based Committee for Gifted Education. If a student's aptitude or achievement score is below 85%, a student may qualify for a retest if there is a documented need for further evaluation. Administration of testing will follow all IEP and 504 modifications and accommodations.

To determine the appropriateness of a nomination without the availability of a valid standardized test score, the School-Based Committee for Gifted Education may elect to test using the appropriate level of Cognitive Abilities Tests (CogAT).

The Cognitive Abilities Test (CogAT) may be administered when a group intelligence test is needed. Specific levels of the CogAT should be administered to specific grade levels:

- Grade 3 – Level B
- Grade 4 – Level C
- Grade 5 – Level D
- Grade 6 – Level E
- Grade 7 – Level F
- Grade 8 – Level G

Both Composite scores and Partial Composite scores (any two batteries of tests) may be used. Partial Composites may be used for gifted placement if it better reflects the abilities of the student.

Single battery scores will be accepted only if a student qualifies for the use of Alternative Pathways.

The Naglieri Nonverbal Test of Abilities (NNAT) is recommended for individual administration for culturally/linguistically diverse and/or economically disadvantaged students and students with disabilities.

Additional tests may be used as long as there are national norms and the test is being used for the purpose for which it was developed.

To continue the nomination, various measures of achievement can be utilized to assess the level of academic achievement, which may determine a need for AIG services.

Approved Tests and Instructions for Gifted Education Consideration

Achievement Tests:

American College Testing Program
California Achievement Test
Comprehensive Test of Basic Skills
Comprehensive Testing Program/ERB
End-of-Grade (North Carolina)
End-of-Course (North Carolina)
Iowa Tests of Basic Skills
Iowa Tests of Achievement and Proficiency
Iowa Tests of Educational Development
Kaufman Test of Educational Achievement (KTEA & KTEA II)
National Educational Development Test
Metropolitan Achievement Test
SRA Achievement Series
Scholastic Assessment Test
Stanford Achievement Test
Stanford Test of Academic Skills
TerraNova
Test of Achievement & Proficiency
Test of Reading Comprehension
Wechsler Individual Achievement Test
Woodcock-Johnson Psycho-Educational
(W-J Revised & WJ III)

Aptitude Tests:

Cognitive Abilities Test
Differential Aptitude Test
Kaufman Adolescent and Adult Intelligence Test
Kaufman Assessment Battery for Children (KABC & KABC II)
Kuhlmann-Anderson Test
Matrix Analogies Test
Naglieri Nonverbal Ability Test
Otis-Lennon School Ability Test
Ravens' Progressive Matrices
Reynolds Intellectual Assessment Scales (RIAS)
Scholastic Abilities Test for Adults
Scholastic Aptitude Scale
Scholastic Aptitude Test
SOI Learning Abilities Test: Screen Form for Atypical Gifted

Short Form Test of Academic Aptitude
Stanford-Binet
Test of Cognitive Skills
Test of Non-Verbal Intelligence
Universal Non-Verbal Intelligence Test
Wechsler Scales (WISC III, WISC IV, WAIS-III, WAIS IV)
Woodcock Johnson Tests of Cognitive Ability

Placement Criteria Grades 4-8

Pathway One

Must meet one criterion.

Aptitude -- 98%+ Composite or 98%+ Partial Composite

(Verbal + Quantitative = Reading & Math)

(Verbal + Nonverbal = Reading only)

(Quantitative + Nonverbal = Math only)

Pathway Two

Must meet all three criteria.

Aptitude—90% Partial or Composite

Achievement Test -- 90%+Reading or Math

Grades -- "A" average in specific subject area (minimum of 2 nine-weeks)

Pathway Three

Aptitude and achievement test scores must be a minimum of 85% for consideration. Students must then meet four out of five criteria.

Aptitude Test -- 90%+ Partial or Composite

Achievement Test -- 90%+ Reading or Math

Grades -- "A" average in specific subject area (minimum of 2 nine-weeks)

Student Motivation -- 30+ on observation checklist

District Performance Task -- High rating on the system rubric

Planned Sources of Evidence:

Student AIG folders containing information on achievement and academic measures

Testing calendars and list of administered instruments

LEA's AIG plan and stakeholder surveys

Standard 1: Student Identification

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

Practice D

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

This practice is a Focused Practice for 2010-2013.

Rationale: Occasionally, a student who is a candidate for AIG placement needs an assessment other than one with the traditional assessment tools. Students from different cultural or language backgrounds, economically disadvantaged, and disabled students are often underrepresented in the AIG program. The development of a plan, with input from multiple stakeholders, that includes an increase in the use of assessment instruments that are sensitive to differences or disabilities is needed. Some students might not yet qualify for gifted services but will indicate potential for giftedness. These students are eligible for nurturing within the gifted classroom and for differentiation within their regular classroom.

Goals: Develop a plan, with input from multiple stakeholders, that includes an increase in the use of assessment instruments that are sensitive to differences or disabilities.
Develop a district-wide plan for nurturing policies and a plan for increased screening and identification.

Description:

Nurturing /Placement of Special Populations

On occasion, a student who is a candidate for AIG placement is in need of an assessment other than the traditional assessment tools. Students from different cultural or language backgrounds, the economically disadvantaged and disabled students are often underrepresented in programs for the gifted. To ensure the abilities of these students are accurately assessed, they should be evaluated using assessment instruments that are sensitive to their differences or disabilities.

If the School-Based Committee for Gifted Education determines from anecdotal information that a student is in need of alternative assessment instruments, they must use professional judgment to select one of the tests/evaluation instruments listed in the Local AIG Plan which would best reflect the student's abilities. If documentation exists, a review will be conducted by the School-Based Committee for Gifted Education on a case-by-case basis to determine if placement or nurturing in the AIG Program is needed. The School-Based Committee for Gifted Education may choose to waive one or more of the pathway criteria. If the School-Based Committee for Gifted Education determines that placement in the AIG classroom is warranted, the use of the Alternative Pathway form should be completed and noted on the Recommendation/Approval for Placement form under 'Comments' and all committee members should sign. The Alternative Pathway form becomes part of the student's AIG record. The School-Based Committee for Gifted Education should also complete the appropriate form to define the additional support the student will receive.

Note: Schools with low socio-economic and high minority populations may nurture the highest performing students regardless of AIG identification criteria in order to repond to their academic potential. In addition at any school, the School-Based Committee for Gifted Education may choose, with parental consent, to nurture a student in the AIG classroom for a period of time to be determined by the committee to ensure that proper placement is made. The School-Based Committee for Gifted Education must provide additional support to ensure that the student will be successful.

Planned Sources of Evidence:

Comparison data for traditionally under-represented populations of AIG students.

Student AIG folders

Nurturing data sheets

Nomination Logs

Written district-wide procedures

Decision making guides for nurturing

Standard 1: Student Identification

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

Practice E

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

This practice is a Maintained Practice for 2010-2013.

Rationale: The identification procedures for formal placements are consistent in the AIG program.

Nomination Log

Each year all students who have been screened for possible AIG identification are listed on a nomination log. This log lists all the data that has been collected on each student. It is submitted to the AIG Program Specialist who reviews it for consistency and thoroughness.

Annual Review

Annually, all AIG students' progress will be reviewed to determine the level of need and appropriate service delivery options. The School-Based Committee for Gifted Education will conduct this review. If the School-Based Committee for Gifted Education recommends differentiated services for the upcoming school year, a Differentiated Education Plan will be developed.

Transfer Students

Students previously served in an AIG program in other LEAs must be considered for AIG services when they transfer to Randolph County Schools. Within thirty (30) calendar days, the School-Based Committee for Gifted Education should meet to discuss or complete the following:

1. All available information from the previous school for the purpose of determining the need for differentiated services.
2. A determination of what, if any, further information is needed.
3. All applicable forms based upon the findings.

If the child does not qualify for AIG services in Randolph County, an AIG withdrawal form is completed and parents are notified of the results of the review of their child's information and also of the appeal process.

School-Based Committee for Gifted Education

Each school site will develop a School-Based Committee for Gifted Education to:

- review student eligibility
- determine if further assessment is needed
- refer for appropriate services

Transfer students who have been previously identified as AIG will be reviewed for differentiated services upon entering Randolph County Schools utilizing the criteria in place for identifying the needs of district students. This review will be initiated as soon as the School-Based Committee for Gifted Education is informed of the previous placement of the transfer student. All transfer students must meet Randolph County Schools' guidelines for placement.

In addition, committee responsibilities will include:

- in-school monitoring and evaluation of the school's efforts for AIG learners
- assisting in the development and implementation of differentiated educational opportunities
- acting as a resource for individual parents who seek further assistance from the school in meeting the needs of a particular child
- assisting in the development and implementation of mechanisms for helping teachers learn more about the needs of gifted learners
- helping communicate to parents the general features of the AIG program at the school.

The Elementary School-Based Committee for Gifted Education will include (at a minimum):

- the school principal or designee
- the AIG teacher or the staff member designated to be the AIG school contact
- a teacher of the student being considered for eligibility who is knowledgeable about the child

The Middle and High School-Based Committee for Gifted Education will include (at a minimum):

- a teacher representative from the core curriculum area
- the school principal or designee
- a teacher of the student being considered for eligibility

The AIG teacher or a designated certified staff member of the School-Based Committee for Gifted Education who is knowledgeable and well informed about the AIG Program will serve as the contact for parent questions and concerns.

K-3: Classroom teachers observe all students for behaviors that exhibit potential and performance that might indicate a need for differentiation. The AIG specialist at each school is available to work in a consultative role with the regular classroom teacher to provide resources and educational experiences. Formal identification does not take place until the end of third grade unless the child is performing significantly above his grade level. Screening and identification is done on a case study basis, and the criteria is described in Standard 1, Practice B.

Grade 3: Annually, all students are given the Cognitive Abilities Test in the fall. From the test results, a screening pool is developed with anyone who scores 85%+ on a composite or partial composite. These students' names are placed on a nomination log. Other data is collected during the school year, including grades, EOG scores, and teacher observations and narratives. Formal identification takes place at the end of the third grade year.

Grades 4-8: In an on-going effort to identify students in need of gifted services, any student who exhibits a possible need for gifted services, is placed on a nomination log. Data is then collected that will include a current aptitude score, EOG data, grades, and possibly teacher observation, narrative and performance tasks.

Grades 9-12: Any student is able to enroll for classes of his choosing. In the event a student is a possible candidate for Governor's School and needs further assessment, that testing will take place to ensure all data is present.

Students Already Identified: If a student is identified as either reading or math only and wishes to be identified in both areas, he must meet the criteria set forth in the local AIG plan to be considered for the second area.

Transfer students: Any student who transfers to Randolph County Schools who exhibits a possible need for gifted services will be reviewed to determine if data supports identification. If further assessment or data collection is needed, that will be done and placement will be determined by the school based committee. Transfer students must meet the criteria established by the Randolph County Schools to receive gifted services.

Nurturing: Schools can nurture students who might not meet specific identification criteria, but who would benefit from accelerated and/or enriched experiences. Each school based committee has the ability to serve students who are strong, with particular attention given to ESL learners and low-socioeconomic populations. Placement is determined from year to year based on the student growth, and testing for gifted identification occurs when the student appears ready.

Planned Sources of Evidence:

School-Based Committee for Gifted Education meeting minutes
Agendas from presentations at faculty meetings and district AIG meetings
District calendar for AIG identification procedures and other documents
Differentiated Education Plans
Nomination Logs
Nurturing Logs
Review of AIG paperwork completed

Standard 1: Student Identification

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

Practice F

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

This practice is a Maintained Practice for 2010-2013.

Rationale: Written policies that safeguard the rights of AIG students and their parents/families are in place.

Description: The following is a description of Parent/Student Rights in Identification, Placement, and

Services for Gifted Education:

*The right to be informed of all data relating to identification.

*The right to examine all relevant records.

*The right to receive all information in the parent's/guardian's native language and primary mode of communication.

*The right to be informed before any significant change in program/service modification.

*The right to be informed of any proposed actions related to eligibility and plan for differentiation services.

*The right to receive the due process procedures if a resolution of differences over identification, placement and/or differentiated services with the school based committee cannot be reached.

Further explanation of parent and student rights is explained in Standard 6, Practice K.

Reassessment of AIG students: If a student is removed from the AIG program for any reason and the parent wishes for him to requalify, data (including current aptitude and achievement test results, grades, teacher observation and performance tasks) will be collected to determine if gifted identification is appropriate.

Transfer Students: All transfer students to Randolph County Schools must meet Randolph County School's criteria for identification. A temporary placement will be made until all data is received from his previous school. Within thirty calendar days the school based committee will determine identification or the need for further assessment.

Planned Sources of Evidence:

Review of procedures and any modifications deemed beneficial

Written copy of Parent/Student Rights given to parents at the beginning of the screening process

Written copy of the appeals process for Parents

Temporary Placement for Transfer Students form requiring parent signature

Parent signatures indicating knowledge of and agreement on all forms that document placement, services, or change of placement

Parent copies of all pertinent forms

Standard 6, Practice K

Standard 1: Student Identification

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

Practice G

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

This practice is a Focused Practice for 2010-2013.

Rationale: A formal annual review with parents/families of the identification process and service options is not conducted on a consistent basis in the school system. Based on needs assessment surveys in the spring, a plan to have district-wide procedures and expectations for the annual review with parents/families is needed.

Goals: To develop a district-wide formal plan for communicating information about the identification process and services options each year with parents/families.

To develop a procedure for documenting annual meetings with parents/families.

Service Options Once the School-based Committee for Gifted Education has determined that differentiated services are needed, the following information should be used when matching student needs with appropriate service options. The School-Based Committee for Gifted Education may, at any time, ask teachers, parents, and/or counselors for additional evidence of need.

Students who exhibit gifted characteristics but are also learning disabled, hearing impaired, visually impaired, limited in English proficiency, or economically disadvantaged may need an Individual Differentiated Education Plan if the standard AIG service options are not appropriate or an Individual Intervention Plan if additional support services are needed.

Note 1: The following information outlines the continuum of services available to students needing differentiated services; however, non-identified AIG students may be receiving similar instructional accommodations as part of regular education.

Note 2: AIG students must meet all of the same eligibility requirements as regular education students for inclusion in advanced classes. (i.e. 8th grade Algebra I placement contingent on meeting Algebra I placement criteria.)

K-8 Service Options and Content Modifications

The service options below are available to all AIG students in grades K – 8 depending upon demonstrated need. The School-Based Committee for Gifted Education is responsible for determining the entry level of services.

SERVICE OPTIONS K-8

- Resource support
- In-class flexible grouping
- Cluster grouping with a regular class
- Cross-grade grouping with a regular class
- Subject grouping
- Resource class
- Resource coordination
- Whole grade acceleration/Grade skipping

CONTENT MODIFICATIONS

- Differentiated units
- Integrated units
- Learning centers
- Curriculum compacting
- Tiered assignments
- Learning contracts
- Advanced content

Thematic units
Independent study

Whole grade acceleration/grade skipping is an additional option available to Pathway 1 students. These students must meet the criteria established in the section under "Whole Grade Acceleration/Grade Skipping."

9-12 SERVICE

By the end of the eighth grade, AIG students will be assisted in the development of a four-year High School AIG Plan. This plan must reflect challenging, rigorous course work in the student's area of giftedness. AIG students must also meet any prerequisites and requirements necessary for course inclusion and all graduation requirements.

K-8: Whole-grade Acceleration/ Grade Skipping

When whole-grade acceleration/grade skipping is first considered by the principal, the principal should contact the AIG program specialist to arrange for a consultation. After reviewing the student information, if it is determined that the student might be a candidate for whole-grade acceleration, the assessment will proceed in the following manner:

1. A child study team will be formed to discuss strengths and potential difficulties for the child being considered for acceleration. Team members should typically consist of the child's parent(s), one or more teachers, a counselor, the school principal, an AIG teacher, and the AIG program specialist. The team approach ensures that all who have relevant knowledge of the child will have input in rating the child about important factors such as ability, attendance, motivation, attitude toward learning, etc.
2. The child study team, using the Iowa Acceleration Scale, 3rd edition, provided by the AIG program specialist, will complete a thorough study of the child consisting of:
 - a. Ability tests (i.e. Differential Ability Scales, Kaufman Assessment Battery for Children, Stanford-Binet Scales, Wechsler Scales, Wechsler Intelligence Scale for Children – Revised, or Woodcock-Johnson III Tests of Cognitive Abilities)
 - b. Above-level achievement tests – Iowa Tests of Basic Skills at the level of projected placement
 - c. On-level achievement tests – Iowa Tests of Basic Skills or Woodcock-Johnson III Tests at current grade level
 - d. Piers-Harris Children's Self-Concept Scale
 - e. School history
 - f. Observed adult and peer relationships
 - g. Student's attitude toward learning, and other factors that have bearing on the decision to accelerate
3. After all assessments are completed, the child study team will have a thorough discussion concerning the decision about whole-grade acceleration. The goal of the team is to:
 - take an objective look at the student
 - analyze the major factors to be considered when making the decision about whole-grade acceleration
 - weight the relative importance of the major factors
 - document the student's strengths and areas of concern
 - develop a plan for implementation, acceleration, and differentiation.

Whole-grade acceleration should only be considered after other regular education options such as cross-grade grouping, subject advancement, or AIG resource classes have been attempted.

DESCRIPTION OF SERVICE OPTIONS

In-Class Flexible Grouping – Students in each class are assigned to a small group for instruction. These groups may be heterogeneously or homogeneously grouped according to skill level. To be effective, grouping should be flexible and fit the instructional purpose. It is important for each student to be provided with tasks that are challenging and appropriate.

Cluster Grouping within a Regular Class – A cluster (4 to 10 gifted students are assigned to a regular heterogeneous class.) The cluster group teacher receives training to design an appropriate, differentiated curriculum for this group, which includes both resources and teaching strategies.

Subject Grouping – Students are grouped for specific subjects based on their aptitude and/or performance. Grouping may not be limited to identified AIG students, but may include other high achievers.

Cross-Grade Grouping – Multi-aged students are grouped within a school by interests or skills. The most effective multi-aged groups have included no more than a two year age span. This is particularly appropriate for small schools that have a small population of AIG students.

Resource Support – Support is provided to cluster teachers to help them design differentiated activities for students and to secure appropriate resources for classroom use.

Resource Class – Resource classes meet on a regular basis, often daily, and focus on a specific content area, usually reading or mathematics. The AIG teacher provides the lesson and grades the work. Such classes often replace the regular classroom.

Resource Coordination – The AIG teacher coordinates services such as additional testing, transportation, concurrent enrollment, paper work, meetings with stake holders, etc. This option should only be used when all other learning environment and content modifications are not sufficient to meet the needs of the profoundly gifted student.

Whole Grade Acceleration/Grade Skipping – Students move ahead one or more years, skipping levels in the normal sequence of promotion. This has traditionally been used successfully with highly gifted students as a method of acceleration.

Honors Courses – Course content, pace and academic rigor as specified by the North Carolina Honors Standard Course placing high expectations on the student. Such courses demand a greater independence and responsibility.

Advanced Placement Courses – Advanced Placement Course content, pace, and academic rigor are college-level as required by the College Board and are geared to enable students to pass the Advanced Placement Examination.

Special Post-Secondary Elective – this option allows a student to be enrolled in a course offered by a post-secondary institution.

Early Post-Secondary Admission – Students enter college earlier than their age and peers. Specific guidelines for early entrance must be met on both secondary and post-secondary levels.

Online Courses – Online courses carry full credit and are available at secondary and post-secondary

levels. Courses may be taken as an independent study and can be an enrichment opportunity. Students should be self-motivated and able to work independently. A faculty member will serve as an advisor.

Planned Sources of Evidence:

Student AIG folders containing AIG paperwork
Annual parent meeting agendas/minutes
LEA's AIG plan and stakeholder surveys
Parent rosters indicating attendance at annual DEP meetings

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) according to identified abilities, readiness, interests, and learning profiles, K-12.

This practice is a Maintained Practice for 2010-2013.

Rationale: Adaptation of the NC Standard Course of Study is occurring within the district. A plan for staff development has been formulated and is in place. We continue to concentrate efforts to improve this adaptation.

Description: The North Carolina Standard Course of Study is the baseline for AIG curriculum in Randolph County Schools. As part of the DEP's and IDEP's, AIG specialists and teachers identify how they will differentiate the curriculum for each year. This differentiation is based on pre-assessment of student skills prior to teaching the content.

Once pre-assessment has taken place, the teacher is able to determine flexible grouping for instruction and instructional strategies that will be used. These instructional strategies will include a range of options including homogeneous grouping, Socratic questioning, direct instruction, think-pair-share, curriculum compacting, independent study, contracts, etc.

Teachers are encouraged to provide product choices for students that reflect their interests and accommodate their learning styles. The AIG handbook is being modified to include a differentiation reference guide that includes multiple strategies and options for their use.

To further ensure consistency staff development is occurring to refresh teacher awareness of multiple strategies and the need to differentiate. Based on staff development needs surveys each year teachers are given opportunities to indicate areas they need to know.

Planned Sources of Evidence:

Differentiated units
Tiered assignments
Records of curriculum compacting
Lesson plans
Differentiation Reference Guide

Advanced course syllabi
Staff development needs survey results
Staff Development Notes and Rosters

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 B

Enriches, extends, and accelerates the curriculum to address a range of ability levels in language arts, math, and other content areas as appropriate.

This practice is a Focused Practice for 2010-2013.

Rationale: Student growth and achievement provide the most important reasons for the need of high quality curriculum and instruction, which must be designed respectfully for all learners. Using the North Carolina Standard Courses of Study, teachers of AIG students provide curriculum differentiation, which is a process used to ensure student growth and learning by matching various curriculum modifications to characteristics shared by subgroups of learners, e.g. cognitive ability, prior knowledge, learning style preference, interests or learning rate.

Goals: To provide AIG teachers with on-going, continuous staff development in the area of gifted education.

To document occurrences of differentiated units and lessons

To document collaborative efforts between AIG specialists and K-3 classroom teachers

K-3

AIG specialists serve as consultants for K-3 classroom teachers who have questions or needs for differentiation above their normal practices. The AIG specialist often provides resources, instructional strategies, and ideas for differentiation. At one elementary school, materials and training in USTARS-PLUS has been provided so that nurturing, recognition of potential, and response can occur.

Differentiated curriculum modifications bring about change in content, process, product, assessment, grouping practices, teaching strategies, resources, pace of learning, and other adjustments to the North Carolina Standard Courses of Study for each grade. Many advanced, research-based curriculum and program models will be applied in part or in whole for the creation of differentiated curriculum and instruction. The following is a sampling of some of the models that are implemented:

The Parallel Curriculum Model (Tomlinson, Kaplan, Leppin, Purcell, Renzulli, Burns): A framework for providing high level, effective instruction which challenges all students by allowing flexibility to meet their various needs.

Consultation and Collaboration in Gifted Education Model (Landrum): Classroom teachers and AIG teachers combine their areas of expertise to collaboratively and regularly design and deliver curriculum and instruction that are modified for high ability learners.

The Autonomous Learner Model (Betts): A framework for leading students through exploration, investigations, and in-depth studies on curricular topics of interest and passion for the learner is theorized.

The Literacy-Collaborative Model (Fountas and Pinnell) and Reading-Writing Workshop (Atwell):

Reading and writing instruction is focused on holistic process rather than skill components. Methods are student-centered, language-based, and process-oriented.

Problem-based Learning (Gallagher): Complex, open-ended problems based on real world issues and dilemmas require systematic analysis of problems and generation of possible solutions.

Various models for talent identification and acceleration (Stanley and others): K-12 students may be accelerated by an entire grade level, such as Early Admission to Kindergarten and grade-skipping; grade-skipped within a subject area; accelerated in self-contained, fast-paced classes, or within a course when evident of need is established. Qualifying students participate in the Duke Talent Search and related programs that offer opportunity for accelerated study. In addition to curricular models, a wide variety of instructional strategies and methods will be utilized in the creation and delivery of advanced, differentiated curriculum and instruction.

Many of the following methods are effective tools for learning with all students as well as AIG students.

Concept-Based Instruction: Learning is based around a key concept to develop connections among many interdisciplinary ideas for extension and relevance.

Collaborative Learning: Students are part of small, dynamic communities for social construction of knowledge through group learning and problem-solving.

Socratic Search and Paideia Seminars: A shared text, work of art, or experience is discussed in a didactic way that is open to in-depth analysis, high level interpretation, and transformation through synthesis of multiple ideas, contexts, and perspectives.

Inquiry Learning (individual and group investigations): Complex, real-world situations, and problems provide opportunities for students to analyze and bring to the surface underlying understandings that can be applied to new contexts for learning.

Flexible Grouping (Kulik, Slavin, Robinson, Tomlinson, and Rogers): Within-class and across-grade groupings of students in mixed ability, K-8 classrooms accommodate students needing the same interventions for learning. Groupings are flexible by topic or unit of study based on pre-assessment of student needs.

Cluster Grouping (Gentry and Owen): Four to nine high potential and/or high ability students identified to receive nurturing and enrichment and AIG services are placed in a regular elementary classroom or middle school language arts or math classroom with a teacher who differentiates curriculum to meet their needs.

Taxonomies of Higher Level and Metacognitive Thinking (Bloom/Marzano/Costa): Frameworks that go beyond basic knowledge or factual levels of thought are used for developing questions and learning activities to create a hierarchy of higher levels of thinking, e.g. students are asked to analyze, apply, evaluate, and synthesize information.

Thematic and Interdisciplinary/Integrated Curriculum: Thematic units of study connect various disciplines authentically to provide real world contexts and applications for learning.

Curriculum Compacting: Students are allowed to test out of work they have already mastered through pre-assessment and, instead of regular classroom work, they work on alternate, more challenging studies.

Tiered Lessons and Units: Students of varied abilities or readiness work on the same content at varied levels of challenge. Advanced resources and more complex learning activities provide higher levels of challenge.

Independent Study: The student completes an in-depth study of a particular topic under the direction and guidance of the classroom teacher or the AIG teacher.

Advanced Placement Program (College Board): A secondary programming option for high-level courses that earn college credit for those students who earn the required score on the AP exam at the end of the course.

Grades 4 & 5

Students identified as AIG in grades 4 and 5 will be offered instruction with a teacher who has AIG licensure or in an inclusion setting with the classroom teacher and/or a teacher who has AIG licensure. During this time, teachers will present advanced instruction in mathematics and language arts. Students may participate in one or both subject areas in the AIG program. The emphasis is on structuring a physical and emotional environment that addresses the characteristics of gifted students and accommodates their learning styles.

The AIG teacher guides students in special projects and independent study activities, serving to facilitate advanced learning. The teacher is also responsible for ensuring that the students have demonstrated mastery of the skills and acquired the knowledge in the North Carolina Standard Course of Study for that grade level.

Middle School

At the middle school, AIG students are served in advanced mathematics and language arts classes. Emphasis is placed on expansion and application of basic skills and augmentation of the program's content, process, and products beyond the regular classroom level of instruction. Students strengthen their knowledge of the concepts that are covered in the grade-level curriculum and move rapidly to more sophisticated, abstract levels of understanding. Students are expected to delve into more challenging reading, writing, and mathematics with greater sophistication. Their studies of literature and mathematical concepts are conducted with greater depth and breadth than would be found in the general educational program on their grade level.

High School

High school courses provided for AIG students are offered in two levels above the general curriculum: Honors and Advanced Placement. By local school board policy, all high school courses are available to students who have the necessary prerequisites, without regard to identification as AIG.

Honors classes provide an opportunity for students to engage in a more challenging program in their area of concentration. In honors classes, more work is assigned, and a higher quality of performance is expected. Students who successfully complete honors coursework receive a higher level of credit in the calculation of their grade point average (GPA), which is the student's weighted academic average. The student's GPA also is used to determine class rank.

Advanced Placement (AP) courses are open to any high school student who has met the course requirements and has a teacher's recommendation. AP courses are college-level courses and most colleges and universities give college transcript credit or advanced standing to students who successfully complete the courses.

North Carolina Virtual Public School provides online course offerings, student-centered instruction, flexible scheduling, and heightened critical thinking and written communication skills to middle school and high school students.

Early graduation is authorized by the local Board of Education for students who have met the school system's graduation requirements. Students must apply and meet certain criteria. Successful application leads to a high school diploma.

Planned Sources of Evidence:

Sample curriculum units, lessons, or activities
Sample student work products and assignments
DEPs/IDEPs/etc.
LEA's AIG plan and stakeholder surveys

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 C

Employs diverse and effective instructional practices to address a range of learning needs.

This practice is a Maintained Practice for 2010-2013.

Rationale: District wide staff development has occurred and is continuing to be offered to ensure consistency in all schools within the district.

Description: A district-wide staff development needs survey has been completed to highlight areas of continuing need. AIG district representatives receive staff development and current articles monthly to update not only their skills, but to also provide them with materials to take back to their schools.

Planned Sources of Evidence:

Concept Based Instruction staff development
Concept Based Units
Advanced Course Syllabi
Tiered Assignments
Various service delivery models
AP Courses
See Standard 2, Practices A and B for complete lists

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 D

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

This practice is a Maintained Practice for 2010-2013.

Rationale: Supplemental resources are available to all AIG teachers. Plans to develop an AIG professional library at each school are also in place.

Description: AIG teachers at all levels are provided with supplemental resources for their gifted instruction. Each AIG specialist has purchased materials that match his/her particular need, but some county wide materials have been purchased to ensure consistency. These materials include but are not limited to the following:

Junior Great Books have been purchase for elementary and middle school AIG language arts teachers at every school. Training has been provided and teachers are encouraged to use these texts and Socratic seminars to advance gifted language arts instruction.

Jacob's Ladder materials are in every elementary school for use by the AIG specialist in grades 3-5 instruction in reading.

Math materials by Ed Zaccaro are in each elementary and middle school for use by math teachers as they tier the mathematics instruction.

Planned Sources of Evidence:

Materials inventory from schools
Inventory of countywide purchases

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 E

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

This practice is a Focused Practice for 2010-2013.

Rationale: Updated technology in the school district allows for the infusion of 21st century content and skills. Staff development to help teachers maintain current knowledge about technology and how it can be used appropriately in the classroom is needed. In addition, a focus is placed on concept development, real-world problem solving, collaboration, and habits of mind in gifted instruction.

Goals: To update technology and integrate it into gifted classrooms
To study concept development and to create concept based units
To study Habits of Mind and learn how to integrate these habits into gifted curriculum
To increase use of problem based learning

Description:2010-2011 In an ongoing effort to support AIG teachers and gifted students in their learning, Randolph County Schools is offering a pilot program for one elementary and one middle school for a set of e-readers for the classroom. These classroom sets of e-readers will be used with reading selections and internet research and discussion in conjunction with other technology; ie. the SmartBoard. In addition to the e-readers, each school will be provided with 2 classroom sets of books for the e-reader. Data will be collected to determine the effectiveness of and the attitude about the e-readers, and these pilot sites will serve as models for other school personnel. The program will be expanded as funding permits.

To understand how to develop big ideas and essential understandings, concept development is being explored during the 2010-11 school year in the monthly district meeting through a book study and

discussion of Stirring the Head, Heart and Soul by H. Lynn Erickson. Beginning in 2011-2012, these AIG specialists and teachers will undertake the writing of concept based units for use not only in their classrooms, but also for use district wide.

2011-2013 Study of Habits of Mind practices and its incorporation into the units of study being developed will be a focus. These 16 habits are integral to achievement and self-actualization of gifted learners in the 21st century and can be easily incorporated into the lessons.

Project based learning is used district wide, but there will be an increased effort to train teachers to move to more abstraction and real-world problem solving with problem based learning. This can be incorporated into the summative assessments that will be part of the concept based units that will be developed.

Planned Sources of Evidence:

Book Study of Stirring the Head, Heart, and Soul

Concept based units

Rosters of staff development

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 F

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

This practice is a Focused Practice for 2010-2013.

Rationale: Data from formative assessments has not been used consistently to differentiate classroom instruction. There is a need to provide teachers with training on how to develop and use formative assessments and data and how to plan for differentiated instruction.

Goals: To develop systematic use of various forms of assessment that will drive classroom instruction and differentiation

To document use of assessment

To use data from assessment to modify instruction and to differentiate more effectively

Description: Although AIG specialists and teachers use formative and summative assessments, the practice varies from teacher to teacher and is limited in scope. 2010-2011 A questionnaire will be given to district representatives asking them to list the kinds of assessments they use as pre-assessments, formative assessments, and summative assessments. Teachers will be asked to have NC Falcon training to enhance these skills.

2011-2013: As part of the concept based unit development, focus will be on various forms of assessment and how this could modify instruction. Teachers will be made aware not only of assessment types, but their compatibility with various types of products, learning styles, and the kinds of information they provide. Informal assessments such as K-W-L's, entrance and exit tickets, Frayer models, pencil-and-paper questions, interviews, etc. will be discussed. More formal assessments like ClassScape will be analyzed each quarter so that teachers will strategically instruct their students in areas of need. Finally, as part of the increased work with real-world problem solving, teachers will be trained in the development

of rubrics for evaluation of original work. Rubrics are particularly effective tools to assess quality of abstract, original products.

Planned Sources of Evidence:

Handbook
Differentiation Reference Guide
Staff Development Handouts, agendas, and minutes
Concept Based Units
NC Falcon training

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 G

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

This practice is a Focused Practice for 2010-2013.

Rationale: Limited practices are currently in place to meet the social and emotional needs of AIG students. There is a need to plan for staff development for school counselors and AIG teachers so that information about the affective needs of AIG learners can be disseminated into individual schools.

Goals: To meet with guidance counselors and AIG teachers regarding the affective needs of AIG learners

To develop AIG professional libraries that includes resources that address affective needs of gifted students

To incorporate Habits of Mind into gifted instruction

To include affective concepts into concept based units

Description:2010-2011 The AIG Program Specialist meets with guidance counselors and informs them of the new AIG standards and Randolph County's plan to address these standards. While meeting with the guidance counselors, the Program Specialist will provide books that address the social and emotional needs of the students. In monthly AIG meetings, the Program Specialist will highlight the texts that the schools will receive and ask AIG specialists and teachers to review them and incorporate the ideas into their classrooms.

2011-2013 Habits of Mind will be studied and will be part of concept based units. Concept based units will have affective concepts as part of the unit and essential understandings. Sharing with counselors and AIG teachers will continue and materials will be added to the professional libraries.

Planned Sources of Evidence:

AIG Professional libraries
Staff Development records
Concept based units

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 H

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

This practice is a Future Practice (2013-2016) for 2010-2013.

Rationale: Some schools have an informal plan for nurturing K-3 students. However, a structured plan needs to be developed with input from multiple stakeholders. At present one school has the USTARS-PLUS materials, but implementation of USTARS needs to be emphasized at that school, and its effectiveness evaluated before it could be expanded when funding allows. There is no other formal strategy in place, and this would require more research.

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 I

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

This practice is a Focused Practice for 2010-2013.

Rationale: There is inconsistency from school to school in the collaboration between AIG personnel and other staff. Collaboration with principals and other professional staff is needed in order to develop a systematic plan for the school district.

Goals: To create channels for more communication between AIG personnel and others within each school

To create district wide opportunities for collaboration of gifted services

To develop scope and sequence for gifted instruction

Description: Communication among professionals is crucial in order to expand and strengthen gifted services. Through initiatives that have begun and that have been addressed with other standards in this plan, increased communication is beginning.

Guidance counselors and administrators are meeting with the AIG Program Specialist regarding gifted programming, and the AIG specialists and teachers are conferencing with them as well on school based committees and in site level staff meetings. AIG specialists and teachers have already been collaborating with classroom teachers regarding the needs of the gifted students.

2011-2013: Beginning working on a scope and sequence for gifted instruction

Refer to Standard 4, Practice A and Practice B.

Planned Sources of Evidence:

Agendas, minutes from meetings
School based committee minutes
Scope and sequence for gifted instruction

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 J

Develops and documents a plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students. The document is reviewed annually to ensure effective programming, a continuum of services, and school transitions.

This practice is a Focused Practice for 2010-2013.

Rationale: The Randolph County Schools AIG program has a plan that outlines the differentiated program for grades 4-12. Additional work is needed to ensure that middle and high school staff are fully aware of the plan and that the curriculum is appropriately differentiated at all levels.

Goals: To monitor differentiated program and documents
To retain copies of signed documents for county office review

Description: DEP's and IDEP's are written each year in order to accommodate the learning needs of the gifted students. This practice is addressed in Standard 1, Practice G. In order to ensure consistency, each school is required to submit copies of the signed DEP's to the AIG Program Specialist for review and filing. AIG teachers are asked collaborate with their peers prior to the DEP meetings to discuss options and select those options they will recommend to the parents at the annual meeting. Parents have input annually and then the document is signed. The options may change from year to year depending upon the needs of the students.

Planned Sources of Evidence:

Signed DEP's and IDEP's
Parent rosters from DEP meeting

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(s) to guide, plan, develop, implement, revise, and monitor the local AIG program.

This practice is a Focused Practice for 2010-2013.

Rationale: Beginning with the 2010-11 school year, both the AIG program director and the AIG program

specialist will have AIG certification on their professional license. However, a specific plan for monitoring the local AIG program is not currently in place.

Goals: A plan for the monitoring the AIG program at the district level will be developed.

Description: The AIG program specialist will collaborate with the AIG program director to develop a checklist for monitoring the local AIG program, which will include specific expectations for how the AIG program specialist will assist with collecting data for monitoring local school AIG programs.

Planned Sources of Evidence:

Job description for AIG program specialist

Professional qualifications of AIG program director and AIG program specialist

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 B

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

This practice is a Focused Practice for 2010-2013.

Rationale: A plan to ensure consistency in addressing all of the needs of AIG learners needs to be developed in collaboration with multiple stakeholders to ensure AIG student success.

Goals: To provide support and services that are appropriate for AIG students.

Description: AIG specialists and classroom teachers for the gifted are provided with the following to ensure that rigor is part of the learning experience for gifted. Each teacher is asked to document grouping and differentiation strategies that are used throughout the year, and Randolph County Schools is developing a plan to monitor these practices. The AIG Program Specialist through classroom observations will note the use of these strategies and will conference with teachers regarding these practices.

Elementary AIG specialists have received training within the last three years in seminar discussions, Jacob's Ladder reading materials and use, brain compatible strategies, differentiation strategies, and are currently part of a book study about concept based unit development. A professional AIG library is being established at each school with books covering such issues as concept based curriculum development, perfectionism, underachievement, bibliotherapy, parenting concerns, overexcitabilities, stress, and social and emotional curriculum.

Middle: Some AIG language arts teachers have received training in seminar discussions, and several of the middle schools have had specific training in differentiation strategies. Currently a math and a language arts AIG teacher from each middle school is part of a book study about concept based unit development, with the expectation they will share this experience at the school level. A professional AIG library is being established at each school with books covering such issues as concept based curriculum development, perfectionism, underachievement, bibliotherapy, parenting concerns, overexcitabilities,

stress, and social and emotional curriculum.

This year all elementary and middle school AIG representatives to the district meeting are encouraged to attend the annual NCAGT conference.

High School: This year 2 AP teachers attended the professional development opportunity hosted by DPI to bridge the gap between AP and AIG. This training included 1/2 day training on social and emotional needs for the gifted. The expectation is that they will train other AP personnel within the district.

Planned Sources of Evidence:

AIG Schedules

Sample lesson plans

AIG professional libraries at each elementary and middle school

Staff development agendas and sign in rosters

Documentation of grouping and differentiation strategies

Classroom observations

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 C

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

This practice is a Focused Practice for 2010-2013.

Rationale: Focused professional development is needed to ensure that all personnel are adequately prepared to work with AIG students. Current practices do not involve all personnel involved in the AIG program.

Goals: AIG certified personnel will receive continuing training as needed.

Non-AIG certified personnel working with gifted students will have training at the district level.

AIG professional staff will share information with their school faculty and staff.

Opportunities will be offered for teachers to obtain AIG licensure as funding permits.

Description: A focused professional development plan is being developed to include training for all personnel involved in the AIG programs and services.

AIG Certified Personnel: Professional development is at the heart of improving quality and effectiveness of gifted instruction. Therefore, all elementary AIG specialists and one math and one language arts gifted teacher from each middle school attend monthly AIG meetings led by the AIG Program Specialist. The middle school representatives are asked to share this information with other AIG teachers at their schools.

A staff development needs survey will be given at the beginning of each school year to determine the professional development areas where the specialists feel they need more information. The survey includes topics ranging from gifted characteristics, differentiation strategies, concept based unit development, and social/emotional needs of the gifted. Once the highest priority topics are chosen, the monthly staff meetings will be devoted to those topics. The expectation is that these specialists will return to their respective schools and deliver information to others at their school.

In addition, current research and best practices articles from gifted publications are shared with the specialists who in turn are asked to distribute this information at their schools. Outside the district development, the specialists are encouraged to attend NCAGT annual conference for further professional development.

Non-AIG Certified Gifted Teachers: Since all the gifted elementary students are served directly in reading and/or math in a resource setting by an elementary AIG specialist, the prevailing need is for middle school classroom teacher training. In 2010-2011 a plan is in place for professional development for middle school teachers who are currently teaching gifted students but who are not certified. Each principal is asked to send three teachers to a three day professional development opportunity at the district office. The AIG Program Specialist will conduct the sessions: one day will cover characteristics and behaviors of the gifted; one day will discuss differentiation strategies that are effective for gifted instruction; and one day will be devoted to the social/emotional needs of the gifted.

Guidance Counselors: Beginning in 2010-2011 the AIG Program Specialist will be speaking periodically to the guidance counselors at the district level meeting to share information about the affective needs of the gifted. Books will be given to them for the AIG professional library at each school. The books cover a range of topics from social/emotional curriculum development, bibliotherapy, perfectionism, overexcitabilities, underachievement, and stress management. The AIG Program Specialist will explain the social/emotional components of the standards in the new AIG plan and will introduce the books and "unpack" some of the highlights from each book. The counselors and the AIG specialists at each school are encouraged to collaborate in providing for the gifted students' affective needs. In addition, the counselors are encouraged to participate as team members of the gifted school based committee.

School Administrators: Each school administrator has been given a copy of the 2010-2013 AIG plan. School administrators are asked to make time at the beginning of each school year for the specialists who attend the monthly AIG meetings to share the AIG plan and information at a faculty meeting. Additionally, school administrators are part of the gifted school based committee that considers identification and placement of gifted students.

Exceptional Children's Personnel: The AIG specialists at each school interact with the exceptional children's personnel to identify gifted students who are twice-exceptional and to provide best programming for them. Through the AIG professional library available at each school the exceptional children's personnel have access to materials for the gifted/exceptional student.

Planned Sources of Evidence:

Professional development guidelines for various personnel
Documented professional development participation

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 D

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

This practice is a Focused Practice for 2010-2013.

Rationale: An awareness of the importance of appropriately clustering and placing AIG students needs to be emphasized as well as training for non-certified personnel.

Goals: To provide quality staff development for teachers who do not have AIG licensure but who serve AIG students.

To develop awareness among elementary principals about the importance of cluster grouping.

To develop more consistent cluster grouping system-wide so gifted students can be served by teachers who have some gifted professional development.

To encourage those non-certified teachers to seek AIG licensure as funds provide

Description: Beginning in 2010-2011 the AIG Program Specialist will conduct a three-day training for non-AIG certified teachers who teach gifted students. Since the need is most clear at the middle school level, principals will be asked to send three non-certified teachers to a three-day workshop on gifted students and their needs.

Day 1: characteristics and behaviors of gifted students

Day 2: differentiation strategies for gifted instruction

Day 3: social/emotional needs of the gifted

In subsequent school years, this three-day training will continue for new personnel and for those who were not part of the first cohort. Follow-up training will be provided once initial need is met.

Planned Sources of Evidence:

District list of licensed AIG personnel

AIG student class assignments/class rosters

Documented professional development participation

DEPs/IDEPs/etc.

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 E

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

This practice is a Focused Practice for 2010-2013.

Rationale: Based on survey results from the spring 2010, both teachers and school administrators indicated a need for AIG to enrich, extend, and accelerate the NCSCOS more often. As Randolph County continues to implement Professional Learning Communities in all schools, conversations about the alignment of all professional development should occur. Input from multiple stakeholders is needed in order to ensure that AIG professional development is aligned with district initiatives.

Goals: To encourage dialogue among all school professionals about AIG curriculum alignment.
To develop a plan to provide quality professional development that parallels district initiatives and at the same time enhances gifted instruction.
To assure AIG personnel have access to all district staff development opportunities

Description: When Randolph County Schools offers professional development, AIG teachers are always given the opportunity to participate. This ensures that the AIG personnel is involved in all regular education initiatives.

Beginning in 2010-2011 the AIG Program Specialist will communicate directly with guidance counselors, school administrators, parents in an advisory council, exceptional children's personnel, and other teachers to determine the best ways gifted professional development can align with other district initiatives.

Upon request, the AIG Program Specialist will provide staff development at individual schools to encourage the inclusion of gifted best practices in the school curriculum.

Planned Sources of Evidence:

Meeting agendas and minutes
Professional development handouts and topics
Professional development rosters

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 F

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

This practice is a Focused Practice for 2010-2013.

Rationale: Beginning with the 2010-11 school year, new teacher evaluation standards will be implemented in all schools. As teachers and administrators focus on 21st century skills and content, opportunities for professional development should arise. Input from teachers and administrators is needed to develop and align professional development opportunities with standards. Based on spring 2010 survey results from both teachers and administrators, AIG curriculum needs to focus more on extending, enriching, and accelerating the NCSCOS.

Goals: To develop district-wide expectations for explicit teaching of critical thinking skills.
To train teachers in the development of real-world problem solving through authentic or simulated performance tasks.

To assist teachers in the development of concept-based units.

To encourage professionals to provide more opportunities for students to work collaboratively on problem solving.

To encourage more rubric development for evaluation of complex problem solving.

To enhance use of technology and social media in student product development and communication.

Description: Beginning in 2010-2011 AIG teachers who attend monthly meetings are having discussions about concept-based instruction. In 2011-2012 these same teachers will begin working on concept based units of instruction that they along with their peers will be able to use.

In 2010-2011 the AIG teachers attending the monthly meetings are working on developing and field testing performance tasks that are used to identify students in Pathway 3. This effort is providing part of the foundation for the concept unit designs they will begin.

As a pilot program in 2010-2011 one elementary and one middle school will be given class sets of e-readers for use with gifted students. These pilot sites and AIG specialists will serve as model sites and provide informal consultation for others about documentation of the effectiveness of e-readers for gifted instruction.

Planned Sources of Evidence:

Staff development rosters

Concept based units

E-readers at pilot sites

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 G

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

This practice is a Focused Practice for 2010-2013.

Rationale: An in-depth assessment is needed to determine how to structure opportunities for AIG teachers and other teachers to plan, implement, and refine applications of their professional development learning. Input from teachers and administrators is needed to ascertain the availability of time and opportunities for collaboration.

Goals: To get feedback from school administrators and teachers regarding opportunities for collaboration.

To establish periodic times throughout the year for collaboration in planning and implementation of their learning.

To encourage more grade level collaboration of AIG teachers at the middle and high school levels.

Description:Elementary: In 2010-2011 AIG specialists from each school are encouraged to bring successful lessons to share with their peers at monthly meetings, and they are provided with some time during each meeting to share their ideas and concerns. Collaboratively, decisions are reached about programming.

Middle School: In 2010-2011 middle school representatives to monthly meetings spend part of the time working collaboratively with their peers in specific disciplines of math or reading. This provides district wide perspective regarding practices as they share and learn from one another.

The AIG Program Specialist provides both elementary and middle school representatives with current articles about gifted instruction, and discussions are held regarding the implications of research and how it affects gifted programming in Randolph County.

In monthly district-wide meetings in 2011-2012, both elementary and middle school representatives will work in discipline-specific teams to develop units of study for use system-wide. These representatives are encouraged to spend time with their peers in the local schools talking about AIG issues and programming.

In the spring of 2011 as part of the administrator and teacher surveys, feedback will be gathered about additional collaboration and planning opportunities that can be incorporated into the schedule.

Planned Sources of Evidence:

- Meeting agendas and notes
- Articles shared with AIG representatives to district meetings
- Survey results
- Products developed by teachers
- Requests for more specific professional development

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Focused Practice for 2010-2013.

Rationale: An extensive review of current programs and services needs to be conducted to assess areas of strength and areas that need growth. Teams that include school counselors, teachers, administrators, and parents need to be formed to determine how the program can be enhanced. In parent survey results from spring 2010, the large majority of parents felt the AIG program enriches, extends, and accelerates the NCSCOS and that this program supported the social and emotional needs of gifted students. Randolph County Schools wants to improve our work in this area and plans to solicit the advice of parent advisors from multiple schools to do that.

Goals: To organize parent/school advisory teams for AIG program.
To solicit feedback from these teams regarding strengths and opportunities for growth in AIG program.

To develop a student survey and organize action based on the results.

To begin developing an scope and sequence for AIG curriculum in academic and affective areas.

Description: Randolph County Schools through a variety of service delivery models and course offerings provides for the academic and intellectual needs of AIG students. In 2010-2011 teams will be organized at the district level to provide more extensive and consistent feedback about ways to strengthen gifted programming to support both the academic and social/emotional needs of gifted students.

Student Input

Surveys will be sent to a random sampling of students at all schools to solicit their feedback about how effective the AIG program is with providing for both instructional and counseling needs. This feedback will be reviewed and an action plan will be developed based on this feedback.

School Personnel

Beginning in 2010-2011 all counselors, administrators, gifted specialists, and gifted education teachers will be given opportunities to provide information about the strengths and deficits of the AIG program through meetings and discussions with the AIG Program Specialist and through surveys.

Current Practices

School Based AIG Committees at each school have guidance counselors participate in the process of screening, identification, and discussion about specific AIG students.

Elementary

Personal counseling is available to gifted students with the guidance counselors, AIG specialists, and the regular classroom teachers. The student, parent(s), or the school personnel can make the recommendation.

Group counseling can occur from time to time if a common need becomes apparent with a small group of AIG students. The AIG specialist or students may make this request. At other times the counselor provides whole class lessons.

Orientation for middle school occurs in the spring of the fifth grade when AIG students visit the school and are counseled regarding their upcoming classes and choices for enrichment.

Enrichment opportunities are announced to AIG students by the AIG specialist or the guidance counselor. Special programs offered by Duke University (4th/5th Grade Talent Search) are made public for AIG students who are encouraged to participate.

Middle

TIP with Duke University is an opportunity available to qualifying AIG students, who are encouraged to apply and participate.

Enrichment opportunities are announced to AIG students by the AIG teachers or guidance counselor.

Personal and group counseling are available to AIG students, and referrals can be made by student, parent, or AIG teachers. At other times counseling is provided to entire classes. Orientation is provided to 6th graders at the beginning of the year about school policies and opportunities available to them. The eighth grade students in the spring of the year are counseled about their course selections for high school.

High School

Governor's School is an option for all qualifying 10th and 11th grade AIG students, who are informed about the advantages of participating in this special program.

PSAT/NMSQT 9th, 10th, and 11th AIG students are given information on registering for the PSAT, taking

it, and the National Merit Scholarship information.

SAT and ACT information is disseminated to all AIG students and they are encouraged to register for all college admission tests.

College and Scholarship applications and their processes are discussed with AIG students. They are encouraged to work with the guidance counselor and their parents in completing this work in a timely manner.

Financial aid information regarding grants, work study, and federal programs is posted for AIG students to know deadlines and process.

Guidance can be individual, small group, or whole group depending on the needs of the AIG students
2011-2012 A guide for high school students will be developed to assist them as they prepare for education beyond Randolph County Schools. This guide will list an agenda each student should consider at each grade of his high school experience. ie. college visitation, test taking, college application deadlines, etc.

Planned Sources of Evidence:

Survey results

Parent advisory teams recommendations

Meeting notes

DEP's

Course offerings

High School Guide to Higher Learning

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 B

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

This practice is a Focused Practice for 2010-2013.

Rationale: An assessment of the degree of consistency within the district needs to be conducted so areas of need can be identified. Once the assessment has been made, then a scope and sequence for the local AIG program needs to be developed in order to provide program consistency within the system.

Goals: To develop a means to assess the degree of consistency within the district.

To identify needs that should be addressed.

To begin developing a scope and sequence for the AIG program within the district

Description: Currently Randolph County Schools identifies students at the end of third grade as AIG in either reading, math, or both. Once identified, the students are then provided with programming in the areas identified. This ensures he is receiving services in his talent area.

Additionally, during 2010-2011 an assessment tool will be developed to determine the consistency of programming within the district. Once this assessment is completed, an action plan will be developed to address the needs that have become apparent.

The AIG Program Specialist will solicit feedback and collaborative support from the elementary and middle school specialists along with other district wide supervisors to ensure that the gifted programming is both rigorous and compatible with regular education initiatives.

By studying other LEA's scope and sequence, the AIG Program Specialist can gain insight into what is both feasible and cost efficient. All stakeholders will be consulted in the development of this scope and sequence, which will be phased in over the course of five years.

2010-2011 Assessment of need and action plan developed to address needs

2011-2012 Solicit feedback from AIG specialists and review other districts' ideas for scope and sequence

2012-2013 Begin phasing in the elementary scope and sequence for AIG programming

2013-2014 Begin phasing in middle school scope and sequence and continue elementary development

2014-2015 Begin phasing in high school focal points and continue other levels of implementation

Planned Sources of Evidence:

Assessment tool

Feedback from assessment

Minutes from specialists' feedback

Scope and sequence for K-12

DEP's reflecting area(s) of identification

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 C

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

This practice is a Focused Practice for 2010-2013.

Rationale: The North Carolina Standard Course of Study needs to be used as the baseline for instructional practices to enrich and/or accelerate learning for AIG students. The district needs to develop a process for telescoping, compacting, etc. the curriculum to ensure appropriate use of the NCSCOS with AIG students.

Goals: To ensure the NCSCOS is the baseline for gifted instruction

To provide additional professional development to prepare teachers for best practices in differentiation strategies

To establish guidelines for and tools for recording of differentiation.

To maintain documentation of differentiation.

To monitor implementation of NCSCOS and its enrichment and acceleration through observations.

Description: Randolph County includes all AIG teachers in any staff development that is available in the district. Since the NCSCOS is the focus for all departments, the focus for all professionals is connected. The AIG teachers adapt the NCSCOS in variety of ways to best meet the needs of AIG students. AIG teachers regularly collaborate and consult with regular classroom teachers to integrate the instructional programs. Since they are the trained AIG personnel in each school, they serve as resources for gifted

programming. Through each school's AIG professional library teachers can access information about best practices.

2010-2013 A reference guide of differentiation strategies and possible ways to use them will be developed by the AIG Program Specialist. Along with the definitions and explanations, the specifics of "how" to use them, and classroom management strategies, forms and guidelines will be included to allow teachers to access this information quickly.

The AIG Program Specialist will develop a list of internet resources that can assist the AIG teachers. AIG Specialists will be encouraged to use wequests, project as well as problem based learning projects, NCLEARN, and gifted resources on the internet to enhance their instruction.

The AIG Program Specialist will develop an observation checklist for classroom observations that will allow the observer to note if best practices are being implemented.

Planned Sources of Evidence:

Documentation of AIG teachers planning with regular education teachers

Differentiation Reference Guide

Internet Resource List

Completed lessons and documentation of enrichment and acceleration of NCSCOS

Refer to Standard 3.

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 D

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

This practice is a Focused Practice for 2010-2013.

Rationale: The district will develop a needs assessment tool for both school and system-wide staff development in order to be able to provide targeted staff development.

Goals: To develop a staff development needs assessment tool

To determine the most pressing needs and provide professional development

To provide regular feedback from the AIG program about gifted initiatives and plan implementation and regulations related to AIG

Description: 2010-2011 A staff development needs survey was distributed at the beginning of the school year for those attending district monthly meetings, and staff development has begun based on the results of that survey.

Those attending are providing feedback to their individual schools regarding the new plan and focal points for the district over the next three years as well as best practices for differentiation.

A copy of the plan has been distributed to every school administrator and to all the elementary specialists in addition to the middle school math and language arts representatives from each school.

The representatives have been given additional materials in the form of a handbook describing procedures specific to paperwork, observations, and performance task administration.

2011-2012

A staff development survey will be provided for schools to solicit feedback from them regarding their needs for professional development regarding differentiation and best practices. Based on the results of that survey, an action plan for training will be developed.

2010-2013

Development and distribution of Differentiation Reference Guide will take place.

Planned Sources of Evidence:

Staff Development Needs Survey and results

Professional Development Rosters

Local AIG Plan

Local AIG Handbook

Differentiation Reference Guide

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 E

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

This practice is a Focused Practice for 2010-2013.

Rationale: There has been very limited communication in key transition years to ensure an effective continuation of K-12 AIG services. Clear, concise information is needed in order to ease the apprehension that often accompanies transitions.

Goals: To increase communication between stakeholders within the individual schools.
To increase communication between stakeholders concerning issues related to AIG services at key transition points.

Description: Regular and comprehensive communication among AIG teachers and between schools is critical. Therefore, efforts are made for these communication channels to be strengthened.

Elementary AIG Specialists

At the beginning of the school year the AIG specialists at the elementary level are interacting with the gifted students' regular classroom teachers and/or exceptional education teachers about programming for the gifted students. The AIG specialist and the student's other teachers confer and his teachers sign the DEP's when the parents attend the DEP meeting. The student's teachers are present at the gifted school based committee meetings when a student's screening, identification, and programming is discussed. Throughout the school year dialogue takes place when a particular educational or affective need arises.

At the AIG school based committee meetings the AIG specialist, an administrator, the classroom teacher, and the guidance counselor might all be present while decisions are being made.

Middle School AIG Teachers

Weekly, the AIG teachers plan collaboratively and meet with their teammates and grade level counterparts. They have regular discussions about the needs and programming of their gifted students. These AIG teachers serve on the AIG school based committee with an administrator, lead teacher, guidance counselor and/or other stakeholders. At the beginning of the school year, AIG teachers meet and discuss the options they will present for that year's DEP for the parents, and AIG teachers of a student will meet with the parents and sign the DEP.

Joint Meetings of AIG Specialists

The monthly AIG meetings of elementary and middle school specialists focus on the same staff development; therefore, the training is similar and common language is developed. Beginning in 2010-2011 there will be at least one joint elementary and middle school AIG specialist meeting where teachers can interact and discuss specific concerns and needs that arise as students transition from one school to another. As needs for improvement emerge, a plan will be developed to address and remedy those needs.

Beginning in 2010-2011 the elementary AIG folders will be delivered to the district office and will be handed to the representatives from the middle school. If there is any discussion that needs to take place at that time, it can be completed. This ensures there are no gaps in a student's services.

High School

In the spring the high school representatives hold meetings at the middle schools to counsel the eighth grade AIG students in developing their four year academic plans and to prepare them for transition to the high schools. Once at the high school the content area teachers meet regularly to plan and collaborate. The guidance counselor provides for affective concerns and provides assistance in readying and planning for the post secondary part of the student's education.

Planned Sources of Evidence:

Agendas, minutes, etc. from meetings with related personnel
AIG stakeholder surveys
LEA and school websites
DEPs/IDEPs/etc.
Four Year Plans
Records from AIG transfer from feeder school to receiving school

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 F

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

This practice is a Focused Practice for 2010-2013.

Rationale: A plan needs to be established for identifying and disseminating information to all stakeholders. Special teams need to be formed at each school and at the district level to discuss the needs of all students.

Goals: To create a plan to ensure collaboration and involvement of all stakeholders in AIG programming.
To develop multiple venues for dissemination of information to all stakeholders.
To continue to improve collaboration among school personnel involved with AIG.

Description: 2010-2011: District wide advisory teams will be organized to begin this collaboration. Their input will be invaluable as Randolph County Schools seeks to provide opportunities for involvement among all stakeholders to improve gifted services. There will be continued effort to improve collaboration and involvement within each school and between schools.

2011-2013: Based on the suggestions from the district teams, a plan will be developed to improve efforts to involve all stakeholders at each school. Continued analysis of feedback will provide the impetus for improvement.

Planned Sources of Evidence:

Agendas, minutes, recordings of suggestions

Focus group suggestions

Improved survey results from questions relating to collaboration and information about program

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 G

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

This practice is a Focused Practice for 2010-2013.

Rationale: The district needs to determine what training is needed to assist school personnel in meeting the needs of gifted students. Once the needs are known, a system-wide plan needs to be devised to address the social and emotional needs of AIG students.

Goals: To determine training needed to meet the social and emotional needs of AIG students.
To establish a communication link with guidance counselors to train them about the affective components of the AIG plan.
To provide resources for AIG professional libraries at the school sites.
To provide parents/families with resources that will inform and assist them in nurturing their children.

Description: 2010-2011: AIG Program Specialist will begin meeting with guidance counselors at their district level meeting to inform them about the local plan practices that involve social/emotional needs of gifted students and the role counselors play in the development of the affective curriculum. At these meetings, the Program Specialist will provide resources and highlight key components of them so the counselors will have an idea where to look to address a specific concern.

Parents who are part of the district level teams will receive a book on parenting gifted children and each school team representative will receive the same book for the AIG professional library. Ideas from this book will assist the AIG teachers in helping parents understand the needs of their child at home and at school.

School level: The AIG specialists and AIG teachers are asked to send a newsletter home quarterly, and part of this newsletter could include information that addresses the social and emotional needs of students as well as the affective curriculum that has been covered.

District website: The district website will have a link to resources that parents can access to read further about the social and emotional needs of their students.

Planned Sources of Evidence:

Materials distributed to school personnel

Materials distributed to parent team members

Website

Quarterly newsletters

Agendas and notes from meetings

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 H

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

This practice is a Focused Practice for 2010-2013.

Rationale: Randolph County Schools does have a detailed plan for accelerative instructional and placement options; however, the district needs to a plan for developing a training module for accelerative instruction and a review of options that support the instruction should be conducted.

Goals: To articulate a plan for training school personnel in decision making about accelerative instruction. To train school personnel as needed.

Description: 2010-2011 All elementary and middle school representatives to district meetings will be trained on using and facilitating the use of the Iowa Acceleration Scale 3rd Edition for possible use in grades K-8. See Standard 1, Practice G for further clarification.

Planned Sources of Evidence:

See Standard 1, Practice G.

Staff Development Rosters

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 I

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

This practice is a Future Practice (2013-2016) for 2010-2013.

Rationale: A study of existing programs in other systems needs to be conducted to evaluate the feasibility of implementing and utilizing the programs and services in Randolph County in the future. Although we do not currently have organized, systematic services for under-represented populations, nurturing is taking place. We need to study ways of providing more consistent, system-wide services according to best practices.

Ideas of Strengthening:

To review what other systems are currently doing to provide these organized services
To review best practices literature
To develop a framework of possibilities based on funding availability
To solicit feedback from stakeholders regarding practices that can be effectively implemented within Randolph County Schools

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 J

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

This practice is a Focused Practice for 2010-2013.

Rationale: Opportunities and options for K-12 programs need to be explored in order for the district to make an informed decision about extra-curricular programs and events that would be appropriate to offer to Randolph County AIG students.

Goals: To explore opportunities and events appropriate for AIG students
To develop an enrichment opportunity for elementary and middle school students within the school district
To develop an effective means of disseminating this information to stakeholders

Description: 2010-2011: The AIG Program Specialist will begin reviewing opportunities that are regularly available to AIG students, and the specialist will disseminate this information to the professionals who attend the monthly meetings. The AIG Program Specialist will work with the elementary and middle school representatives to include these opportunities as part of their quarterly newsletters and teacher websites. The enrichment opportunities will be included on the district AIG website as a link for parents and students to access.

2011-2013: The AIG Program Specialist will work with stakeholders to explore the possibility of other in-district enrichment opportunities that can be provided for the AIG students. Based on feedback from the stakeholders, opportunities will be provided for AIG students as funding allows.

Planned Sources of Evidence:

Agendas/minutes from monthly meetings
Newsletters/teacher websites
District website links
Printed information about opportunities

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

Partners and communicates with parents/families and the community to ensure that the most appropriate services for the academic, intellectual, social, and emotional needs of AIG students are provided.

This practice is a Focused Practice for 2010-2013.

Rationale: A district AIG advisory council needs to be formed for input and to assist with moving the AIG program forward in Randolph County. In addition exploration needs to be done regarding more ways the community can be included in this process.

Goals: To develop an AIG advisory council

To solicit feedback from this council regarding improvement suggestions for the AIG program
To explore more ways to include the community at large in the AIG program

Description: Effective communication and collaboration with all stakeholders is necessary for a strong partnership. Therefore, beginning 2010-2011 parent advisory councils will be formed for the elementary and middle school levels.

2010-2011 Each elementary school principal is asked to submit the name of a parent of a gifted student who is interested and has time to serve on our EMPACT team. Each school will have one parent and the AIG specialist or administrator who will attend a meeting to hear about the new AIG plan and to ask questions and discuss the education of gifted students in Randolph County. At the initial meeting each attendee will be given a book on parenting the gifted child. The school copy will become part of the AIG professional library at the school.

As part of on-going collaboration the EMPACT team will be involved in extra-curricular opportunity development for the AIG students; ie. Odyssey of the Mind, etc. In the spring the EMPACT members will become part of a focus group to provide feedback on the effectiveness of the gifted program. The middle school EMPACT team will meet separately because their concerns and issues might differ from the elementary team. The selection process will be the same with each middle school having one parent representative and one school official (administrator or AIG teacher). The team members will receive the same book for their reference.

In subsequent meetings the team members will be given articles or links to helpful resources for their use, as the meetings will be both educational in nature and a useful form of feedback and ideas for strengthening the AIG program.

The parents on EMPACT teams will be representatives in our community and can become positive advocates for gifted education in their work environment.

2011-2013 AIG Program Specialist will solicit ideas from these advisory teams regarding ways to improve communication with all the stakeholders. Based on their feedback changes will be implemented.

Planned Sources of Evidence:

Formation of EMPACT teams
Agendas/minutes from meetings

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 B

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

This practice is a Focused Practice for 2010-2013.

Rationale: Communication with all stakeholders needs to be increased. Although communication with stakeholders takes place, it is limited and takes place inconsistently.

Goals: To share relevant information concerning the AIG program and local plan with stakeholders
To increase venues for sharing relevant information

Description: Parents and Students Each school principal and the AIG specialists have a copy of the local AIG plan. These plans are available for parent review at any time. In addition the AIG website posts a copy of the local plan and includes links to useful resources and pertinent information including the brochures.

Parents are invited to attend DEP meetings at the beginning of each school year. This is a time to meet the teachers, hear about the differentiation and curriculum plan for the year, and to ask questions and provide additional input. An agenda for the meeting will be kept. At that point questions about screening, identification, and service will be answered. Parents are encouraged to contact the AIG teachers at any time when questions arise and when they support their child at school events.

Every AIG specialist sends home a newsletter to parents of gifted students each quarter informing them of events happening in the classroom. A brochure is also available for parents explaining the plan and service options.

In the spring surveys are given to gifted parents, students, administrators, and teachers to elicit input about the effectiveness of the program and opportunities for improvement.

Other Stakeholders (Administrators and Teachers)

Agendas and minutes from each meeting are kept to document the discussions that take place. In addition an AIG school based committee notebook is kept to document any discussion and actions that occur on any particular student or group of students.

Community

The district website posts the local plan and pertinent resources.

Brochures will be modified and developed and available in printed format at each school and on the district website.

2011-2013 Constant updating of information and improvements will be made based on annual stakeholder surveys and input from teams.

Planned Sources of Evidence:

Publicly posted local AIG plan
AIG stakeholder surveys
Agendas/minutes/etc. from meetings
Websites (teacher and district)
Brochures

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 C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

This practice is a Focused Practice for 2010-2013.

Rationale: The district needs to investigate the possibility of beginning a parent organization and also be diligent about involving parents at the local school level to assist in providing feedback about the AIG program.

Goals: To develop EMPACT teams reflecting the diversity of the AIG population and the school district
To solicit feedback from these teams on effective ways to involve multiple stakeholders
To conduct annual surveys to collect data regarding diverse populations and their perceptions

Description: 2010-2013: Principals are asked to select EMPACT members to reflect the diversity of its gifted population. The EMPACT members will be the focus groups during the year to provide valuable feedback to the AIG Program Specialist regarding the implementation of the local plan and suggestions for improvement.

A random sampling of parents, all principals, and all teachers of gifted students are given surveys each year regarding their perceptions of the gifted programming the students receive. Review of these first-hand perceptions will allow for valuable change in the program.

The AIG Program Specialist will solicit feedback from each school and from the EMPACT teams regarding more and better ways to involve diverse populations in the improvement of the AIG program.

Planned Sources of Evidence:

Annual Survey results
Agendas/minutes from EMPACT team meetings

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 D

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

This practice is a Future Practice (2013-2016) for 2010-2013.

Rationale: The district needs to investigate opportunities available to AIG students outside of the school by contacting universities, summer camps, etc. to determine what is available for AIG students. The information needs to be disseminated to parents in a timely manner. Furthermore, we need to develop a plan for providing enrichment for gifted students within the school community. Extensive exploration is needed before this can take place. The information we do have currently is available only in English and to translate this information once we obtain it, will take time. We do not have resources to do this at this time.

Ideas of Strengthening:

To compile a list of opportunities available on a yearly basis
To translate introductory information into other languages

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 E

Implements initiatives to intentionally involve parents/families and the community in meaningful ways to support gifted education.

This practice is a Focused Practice for 2010-2013.

Rationale: A parent survey needs to be conducted to determine their interest for involvement in AIG programming. A parent section needs to be a part of the district AIG website.

Goals: To organize EMPACT teams

To inform these teams about parent organizations

To survey parents about their involvement interests regarding AIG

To create a parent section on the district AIG website

Description: 2010-2011: EMPACT teams will be formed, and information will be shared with them regarding AIG program and needs. These teams will be asked to provide information and feedback regarding the program. A parent section on the district AIG website will be developed.

2011-2013: EMPACT teams will be informed regarding PAGE organizations and will be asked about interest in forming one. Simultaneously, all parents will be surveyed regarding interest in forming a PAGE chapter. Additionally, parents will be asked for their interests in further involvement. Based on feedback, further action will be taken.

Planned Sources of Evidence:

Formation of EMPACT teams
District AIG website
Possible formation of PAGE chapter

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 F

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

This practice is a Future Practice (2013-2016) for 2010-2013.

Rationale: Businesses and institutions need to be contacted to gather information about the possibility of forming partnerships for the benefit of AIG students in Randolph County. In 2010-2013 Randolph County Schools is putting into place some of the structure and foundation to explore these options.

Ideas of Strengthening:

To begin forming alliances and partnerships with nearby universities
To begin networking with local businesses through parental contacts

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Develops a written AIG plan describing the local AIG program in accordance with state legislation and policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

This practice is a Maintained Practice for 2010-2013.

Rationale: Randolph County's local AIG plan is revised every three years according to North Carolina standards.

Description: The AIG plan outlines the identification process, service options, a delivery of services for AIG students in grades K-12.

Planned Sources of Evidence:

Board of Education approved local AIG plan
LEA AIG plan review

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 B

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

This practice is a Focused Practice for 2010-2013.

Rationale: Documentation of AIG program monitoring needs to be maintained to ensure fidelity of implementation of all AIG program components.

Goals: To develop a comprehensive system of documentation for the AIG program.
To develop an observation tool for classroom observation

Description: The AIG Program Director and the AIG Program Specialist will monitor the implementation of the local plan.

The AIG Program Specialist Job Description includes the following:

LEA Coordination

- Advocate for AIG students
- Serve as an AIG liaison between schools and community
- Oversee implementation of the program Maintain documentation of AIG program implementation
- Coordinate AIG plan revisions as directed by NCDPI
- Oversee AIG headcount
- Maintain and update AIG website
- Attend regional and statewide •AIG meetings
- Purchase materials for AIG program
- Maintain and update AIG forms, brochures, and handbook procedures

Screening/Identification Administration

- Coordinate screening and identification of AIG students
- Coordinate/administer testing at various levels as needed
- Coordinate Governor's School test administration, application process, and district level selection of candidates
- Audit AIG folders for compliance

Professional Development

- Lead monthly elementary and middle school AIG district level meetings
- Lead professional development within Randolph County Schools for AIG continuing education
- Share newest research, findings, and best practices for AIG education with all stakeholders
- Consult with teachers/administrators
- Observe AIG classrooms and model best practices in differentiation strategies

Classroom visits: The AIG Program Specialist will observe for learning environment, specific differentiation strategies, and content. The AIG specialists are asked to keep a log of units and strategies for review by the AIG Program Specialist.

The AIG Program Specialist in cooperation with the AIG specialists will do the following:

September: Copies of all DEP's are sent to the district office for review and filing.

October: During the administration of third grade CogAT's, mitigating circumstances are logged and forwarded to the district office in the event a student is not performing to his potential. Further testing might be warranted in that event. After the CogAT scores are received, the AIG specialists develop a screening pool of possible AIG candidates.

January: All elementary folders are brought to the district office for review of proper paperwork completion according to district guidelines for screening and identification.

January-March: AIG specialists collect data from grades and teacher observation inventories for students who are in the screening pool.

April: The AIG Program Specialist provides a screening/testing guideline and timetable to each AIG specialist and principal so that proper identification can be accomplished in a timely manner.

May/Early June: All performance tasks are brought to the district meeting for discussion and scoring according to the plan.

June: All new folders are brought to the district office for review. Nomination logs are maintained on all students screened, whether or not they were identified. Annual review logs are kept and submitted to the district office recording growth in reading and math from the EOG scores.

2010-2011 : Nurturing charts will be developed for specialists to document who has been nurtured including sex and ethnicity.

Planned Sources of Evidence:

- Disaggregation of EOG and EOC data
- AIG stakeholder surveys
- Evidence of school-based programming checks/audits
- Annual Review logs
- Nurturing logs
- Mitigating circumstances log
- AIG Program Specialist Job Description

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 C

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

This practice is a Maintained Practice for 2010-2013.

Rationale: State AIG funds are spent entirely on the AIG program.

Description: State AIG funds are used to pay the salaries of AIG certified teachers and to provide instructional resources for AIG students.

Planned Sources of Evidence:

Annual budget statement

Teacher licensure and PRC 034 funds

Contracts for professional development

Receipts/invoices/purchase orders for materials and curriculum products

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 D

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

This practice is a Focused Practice for 2010-2013.

Rationale: Statistics on student performance growth and drop-out data is not currently collected for AIG students.

Goals: To monitor student performance growth and reduce the drop-out rate for AIG students.

To develop method to share this data

To analyze data to determine more effective means of increasing student growth and decrease student drop out

Description: 2010-2011

In June of each school year the elementary and middle school specialists submit an annual review log documenting growth AIG students have had on EOG in reading and math from the previous year. This log is filed and reviewed for growth over a multiple year time span.

2010-2013 The AIG program specialist will work with the accountability department and the secondary education department to develop a method of collecting and monitoring AIG student performance growth and drop-out data for high school AIG students.

These results from elementary through high school will be analyzed, and a plan will be developed to share this information with school officials to determine best ways to improve performance and reduce drop outs.

Planned Sources of Evidence:

Disaggregation of EOG and EOC data
Drop-out data including AIG students
DEPs/IDEPs/etc.

Agendas/minutes from district AIG meetings where the results of analyzing student performance growth and annual drop-out data for AIG students is shared
Annual review logs

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 E

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

This practice is a Future Practice (2013-2016) for 2010-2013.

Rationale: A plan for monitoring the representation and retention of under-represented populations in the local AIG program is not currently in place. Current data/trends need to be analyzed and a plan needs to be developed to ensure appropriate representation of all populations. Because Randolph County Schools is now focusing on Standard 5, Practice D, all data will be collected. Then the data needs to be disaggregated to identify these special populations. Ultimately, a plan will need to be developed to address not only retention but also more effective programming for these special populations. All this cannot be accomplished in this one renewal cycle.

Other Comments: To disaggregate performance and drop out data to identify special subsets of AIG students

To develop a plan for retention of these special AIG populations

To develop a plan for more effective programming of these special population groups

Ideas of Strengthening:

To target ways to strengthen programming for these AIG special populations

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 F

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

This practice is a Focused Practice for 2010-2013.

Rationale: Data regarding the credentials of personnel serving AIG students is not currently maintained at the district level.

Goals: To develop a process for communicating with principals and maintaining documentation of the credentials of personnel serving AIG students.

Description: District level AIG staff will request that school level administrators provide data on the credentials of personnel serving AIG students in the school. Each school will be encouraged to place AIG students with teachers who hold licensure in AIG or who have the three-day Randolph County Schools training.

Planned Sources of Evidence:

Licensure reports
Professional development records
Use of PRC 034 funds
AIG student placement data

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 G

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

This practice is a Focused Practice for 2010-2013.

Rationale: An advisory group comprised of multiple stakeholders is not currently in place. Through collaboration, a plan for identifying potential members of an advisory group needs to be developed.

Goals: To identify potential members for advisory council
To organize and meet with advisory council

Description: See Standard 5, Practice A.

Planned Sources of Evidence:

Agendas/Minutes from meetings with EMPACT

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 H

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

This practice is a Focused Practice for 2010-2013.

Rationale: Regular feedback from stakeholders regarding the quality and effectiveness of the local AIG program has not been collected in the past, but it will be done annually as of 2010-2011.

Goals: Annually to survey stakeholders in the AIG program about the quality and effectiveness of the AIG program.

Description: The district will develop and revise as appropriate, an annual survey for stakeholders in the local AIG program. These stakeholders will be teachers, administrators, parents, and students. Results will be used to improve program services.

Planned Sources of Evidence:

AIG stakeholder survey data

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 I

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

This practice is a Focused Practice for 2010-2013.

Rationale: A formal process for reviewing and revising the local AIG plan is not currently in place. Based upon feedback from DPI and multiple local stakeholders, an extensive process needs to be developed to focus on continuous program development.

Goals: To involve multiple stakeholders in soliciting input for data to strengthen the local AIG program
To develop surveys to be completed annually from administrators, teachers, parents, and students
To conduct interviews with multiple stakeholders
To conduct focus group sessions with EMPACT members

Description: Utilize feedback from multiple sources (test data, survey data, DPI input, local stakeholder input) to modify the local AIG plan as needed to best serve the students in Randolph County.

Planned Sources of Evidence:

Review comments noted by DPI on local AIG plan and returned to LEA
Explicit plan revisions based on various feedback
Survey results
Notes from focus groups and/or interviews

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 J

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

This practice is a Focused Practice for 2010-2013.

Rationale: AIG program evaluation results have not been disseminated to the public in the past.

Goals: To develop a plan for disseminating program evaluation results after each monitoring cycle.

Description: Provide all necessary documentation to allow for monitoring of the local AIG program and research options for disseminating monitoring and evaluation results to the public.

Planned Sources of Evidence:

Annual report posted
Information posted on district website and in AIG newsletters

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 K

Protects the rights of all AIG students through policies, procedures, and practices.

This practice is a Maintained Practice for 2010-2013.

Rationale: Randolph County has policies, procedures, and practices in place to protect the rights of AIG students. There is also an appeal process for parents if they have disagreements regarding screening, identification, or service options.

Description: Randolph County Schools Appeal Process for Parents

If parents/guardians have disagreements regarding screening/nomination, identification, or service options, they may appeal the School-Based Committee for Gifted Education (SBC-GE) decision by following these procedures:

STEP I Appeal to the SBC-GE

- Parents must send a written request for a conference to the SBC-GE. The request must address the nature of the appeal. The SBC-GE will schedule a conference with the parent within ten (10) days of the written request.
 - Prior to the scheduled conference, the SBC-GE will review all relevant information and determine if any additional information is needed.
 - SBC-GE will then discuss their decision concerning placement with the parents.
- If parents wish to appeal the SBC-GE decision, they may proceed to STEP II.

STEP II: Appeal to the AIG Program Director

- Parent has up to five (5) working days after the SBC-GE conference to make a written appeal to the AIG Program Director.
- The AIG Program Director will review the grievance and respond to the parent and the SBC-GE in

writing within ten (10) working days.

If parents wish to appeal the AIG Program Director's decision, they may proceed to STEP III.

STEP III: Appeal to the Assistant Superintendent or Superintendent.

- The parent may appeal the decision by the Director to the Assistant Superintendent or Superintendent within five (5) working days of receiving the response. Appeal should be in writing.
- The Assistant Superintendent or Superintendent will review the grievance and respond in writing to the parent and the Director within ten (10) working days.

If parents wish to appeal the decision by the Assistant Superintendent or the Superintendent, they may proceed to STEP IV.

STEP IV: Appeal to the Randolph County Board of Education

- The parent may appeal the previous decision to the Randolph County Board of Education within five (5) working days of receiving the response. The written appeal should be directed to the Superintendent who will inform the Board Chairperson of the request for appeal.
- The Randolph County Board of Education will review the grievance and respond in writing to the parent and the Assistant Superintendent or Superintendent and the Director of Instruction within ten (10) working days.

If parents wish to appeal the decision by the Randolph County Board of Education, they may proceed with STEP V.

STEP V: Appeal to the State

- The parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:
 - (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student.
 - (ii) whether the local plan has been implemented appropriately in regard to the child.
- Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Planned Sources of Evidence:

Documentation of complaints and subsequent LEA responses and changes

Parent appeal process written and shared in various ways