

Chatham County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2010-2013

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: Chatham County Schools (CCS) seeks to develop the academic and intellectual abilities of its gifted students. The AIG Program provides for nurturing and development of potential in students from different socioeconomic and cultural backgrounds. The AIG plan offers processes to ensure equity in screening, referral, and identification for all students, including those from historically underrepresented populations. The processes are currently in place; however, they must be communicated more effectively to stakeholders.

Goals: • AIG Program personnel will communicate through a variety of media to parents, students, school community, and the community-at-large, in both English and Spanish, AIG screening, referral, and identification processes.

Description: Many groups of stakeholders have an interest in the procedures for screening, referral, and identification of gifted students. The Plan for Gifted Education has been reviewed and revised with input from parents, the school community, and representatives of the Chatham County community. The components of the plan will be implemented in Chatham County Schools over the next three years.

Referral:

Any student in grades kindergarten through twelve may be referred for evaluation by a teacher, parent, or person having academic knowledge of the student. Students may also self-nominate. Students in kindergarten through second grade should be referred for evaluation for gifted services only if there is a clear need for instruction that is consistently two or more grade levels above the present grade.

All third graders are screened for gifted education services each spring using a system-wide assessment. Currently the Cognitive Test of Abilities, a valid and reliable, norm-referenced assessment is used. Annually AIG teachers in each school analyze the results from the North Carolina End of Grade Tests in reading and/or mathematics to target students who may qualify for gifted education services. All 7th grade students are screened annually to determine the need for Algebra I. The Iowa Algebra Aptitude Test is the tool.

The AIG teacher will complete an Individual Student Identification Profile on each referred student and will present all data to the school's Needs Determination Team (NDT). This Team, made up of the principal or assistant principal, the counselor, the AIG teacher, regular education teachers, and

support personnel, is representative of the various grade levels and subjects taught in the school. If appropriate, an Exceptional Children's teacher and/or an English as a Second Language teacher will be a member. The NDT will evaluate the data to determine if the student meets district criteria for AIG identification. If the student meets district criteria, the Team will determine what gifted education services are most appropriate. The NDT may conclude that a student requires gifted services even though s/he does not meet the criteria. In such a case, members will decide which services are most appropriate for that student.

Identification:

Students in grades kindergarten through twelve may be identified as academically and intellectually gifted (AIG) and receive gifted education services. A student may qualify for service options in reading and/or mathematics.

The following information will be reviewed in determining the need for gifted education services:

- classroom performance
- student interests
- student work products
- research-based inventories
- AIG identification from another school system
- standardized achievement test scores
- standardized aptitude test scores

Students demonstrating 3 or more of the following criteria will receive gifted education services in reading and/or mathematics:

- 90% or higher on a standardized aptitude test
- 90% or higher on a standardized achievement test
- 93% or higher in specific subject area(s)
- Portfolio of student work products demonstrating above-grade level performance
- Research-based teacher inventories assessing gifted characteristics
- Evidence of identification for gifted services in another school district

Placement:

Identified students will be matched with the program service options that best meets their individual academic and affective needs. Multiple indicators of giftedness are considered, and no single criterion will prevent a student from receiving gifted education services.

Each school year regular education teachers will collaborate with AIG teachers to complete a Differentiated Education Plan (DEP) for identified gifted students. The DEP will be developed for each classroom using a standard format and will outline the program service options appropriate for students in that grade. The DEP will list the learning environment, instructional and content modification strategies, and any special projects that match the learner's needs. Students will receive in-class differentiation in the regular education classroom in the area(s) of identification with the support, both directly and indirectly, of the AIG teacher. The Needs Determination Team and principal at each school will review all Differentiated Education Plans. Parents will receive a copy of the DEP at the end of the first grading period.

All high school students identified as AIG will have a DEP included in the information transferred from

middle school. The Four-Year Plan indicating their proposed secondary course of study will be attached to the DEP. Course selection in high school should match students' needs and is determined collaboratively by the student, the parent, the school administration, and the high school guidance counselor.

At any time, if a student no longer requires a particular gifted education service option(s) or if changes need to be made in service delivery, the school's Needs Determination Team will meet. The parent will be invited to a meeting to discuss service options and an Individualized Differentiated Education Plan (IDEP) may be developed.

Some students may not meet the district AIG placement criteria stated, but a school's Needs Determination Team may assess available information and find that gifted services are appropriate for a child. An IDEP will be developed for that student and services will be provided.

Each year the Needs Determination Team will review the gifted education services offered to identified students and determine appropriate services to be offered for the next school year. The NDT will consider a student's growth and achievement under the current options. Parents will be notified of any change in services.

Any student transferring into Chatham County Schools who has been identified as eligible for gifted services in another school district will be temporarily placed in the AIG program. Upon receipt of the student's records, the Needs Determination Team will review the data and determine appropriate service options.

Dissemination of information:

The AIG Plan is posted on the AIG webpage which is linked to the Chatham County Schools website. Copies of the AIG Plan are available in all schools. Copies of an AIG Parent Handbook are made available in all schools and a copy is provided to parents of gifted students at fall conference. All forms, letters, and parent materials are available in both English and Spanish. Each year, the AIG teacher conducts an Open House and/or presents information regarding the program at a PTA meeting. The AIG teacher at each school presents information to the school community about the program during a schoolwide staff meeting. Each AIG teacher will maintain a web page that is linked to his/her school's website and links to the AIG Plan. AIG teachers, the AIG Program Facilitator, and other school district personnel are always willing to speak with and answer questions regarding the program from parents and other community members.

Planned Sources of Evidence: • AIG Plan on school district's website

- AIG Plan hard copies in schools
- AIG Parent Handbook
- Agendas from schools' staff meetings
- Agendas from schools' PTA meetings
- Parent letters and forms
- AIG teachers' web pages

Other Comments: According to an online community survey posted on the Chatham County Schools website during Spring 2010, 51% of respondents indicated that they understand how AIG students are identified in the district. 27% of respondents were not sure how students are identified and 22%

indicated they do not understand how they are identified.

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

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: It is critical to understand, uncover, and document varied students' gifts. To gain a comprehensive view of a student, it is necessary to employ a wide variety of assessments, data, and documents that can point to characteristics of giftedness in all stages of development. Chatham County Schools uses a variety of measures and criteria to identify and nurture gifted characteristics in students.

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

Description: Students who have been referred by parents or teachers, or who have self-referred, will have data regarding their academic and intellectual abilities gathered by the AIG teacher. S/he will collect the most recent classroom scores in reading and/or mathematics, most recent End-of-Grade Test scores in reading and/or mathematics, and samples of the student's work. The AIG teacher will administer the appropriate level of the Cognitive Abilities Test and scores will be examined by individual subtest, as well as the composite score. The classroom teacher(s) will observe the child in multiple settings over time and complete a Teacher's Observation of Potential in Students (TOPS) form which identifies both teacher pleasing and non-teacher pleasing behaviors. If further data is needed, a more complete portfolio of student work is gathered.

Nurturing:

The AIG Program of Chatham County Schools serves the needs of all high-performing, non-identified students in the school district. Using a variety of assessment tools, high-potential students are targeted and provided enrichment experiences. With the goal of developing the academic and intellectual abilities of students, the program seeks to nurture and develop potential in students from different socioeconomic and cultural backgrounds, including underserved students.

Students may be recommended for academic nurturing via multiple criteria:

- Above-grade level classroom performance
- Portfolio of student work products demonstrating above-grade level performance
- Research-based teacher checklist assessing learning strengths
- Literacy and/or mathematics assessments
- Nine-week reading and/or mathematics benchmark assessments
- World-Class Instructional Design and Assessment (WIDA) test scores (for English Language

Learners)

Students in the academic nurturing component of the AIG program will be supported in these ways:

- The AIG teacher will provide direct and/or indirect services through collaborative teaching with the regular education teacher.
- K-3 students will receive whole class and small group thinking skills instruction.
- Students will be grouped flexibly with similar learners in reading and/or mathematics.
- Students will receive differentiated curriculum and instruction as needed.

In kindergarten through grade three a combination of high-level literacy materials that focus on critical thinking and shared inquiry (Junior Great Books), a thinking skills curriculum (Primary Education Thinking Skills), and topical, small group lessons (Interest Groups) are used to develop academic and intellectual potential. Kits containing high-level differentiated social studies curriculum materials are available in grades 1-5 classrooms for the AIG teacher to use with students.

In grades four through eight the AIG teacher and the regular education teacher work together to serve all students in need of nurturing and enrichment. Collaborative teaching models, such as team teaching and complementary teaching, provide opportunities for high-performing students to experience advanced instruction through differentiated lessons, small group supportive learning activities, and extension lessons.

Guidance counselors monitor all high school students to ensure enrollment in appropriately rigorous courses. Formal identification as AIG is not necessary for enrollment in an honors level or Advanced Placement level course.

Academic nurturing students may not be formally identified as AIG; however, the goal of nurturing is to uncover and develop students' gifts which may lead to formal identification.

Planned Sources of Evidence: • Student AIG folders

- AIG Plan posted on CCS website
- Needs Determination Team (NDT) minutes

Other Comments:

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

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: It is necessary that standardized measures used for evaluation be equitable with respect

to issues such as ethnicity and socioeconomic status. The appropriate use of instruments grounded in current theories of giftedness that recognize broader ranges of abilities can lead to a more diverse population of AIG-identified students. Chatham County Schools makes available different standardized measures to use as appropriate with its students.

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

Description: The Cognitive Abilities Test may be administered to students using accommodations such as extended time and mark in book. Subtest scores of the CogAT (Verbal, Quantitative, or Nonverbal) may be used rather than a composite score. The Naglieri Nonverbal Ability Test (NNAT), a culture-fair measure of school ability which does not require the student to read, write, or speak, may be administered. WIDA test scores may be examined for English Language Learners.

Planned Sources of Evidence:

- Student AIG folders
- Cognitive Abilities Test (CogAT) results by individual subtest
- Naglieri Nonverbal Ability Test (NNAT) results
- World-Class Instructional Design and Assessment (WIDA) test results

Other Comments:

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

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 Maintained Practice for 2010-2013.

Rationale: The AIG-identified population of Chatham County Schools does not reflect the demographics of the total student population in many of our schools; however, the procedures currently in place have produced gains over the past three years in AIG population in the areas of ethnic diversity, English Language Learners, and economically disadvantaged.

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

Description: Student population percentage/ethnicity data: April 1, 2010

African-American	14.13
American Indian	.18
Asian	.87

Hispanic	24.34
Multi-Racial	4.83
White	55.65

AIG-identified student population percentage/ethnicity data: April 1, 2010

African-American	7.40
American Indian	.10
Asian	1.00
Hispanic	13.00
Multi-Racial	3.50
White	75.00

These numbers represent the following percentage/ethnicity data gains or losses in AIG-identified students since April 1, 2007:

African-American	+ .40
American Indian	+ .10
Asian	+ 0.00
Hispanic	+ 9.00
Multi-Racial	+ 1.50
White	-11.00

The successful strategies in place across the district:

- Use of Cognitive Abilities Test (CogAT) subtest scores rather than composite scores
- Use of Teacher Observation of Potential in Students (TOPS) forms as teacher referral instrument
- Materials provided to school staff regarding cultural contexts of giftedness
- Use of Naglieri Nonverbal Aptitude Test (NNAT), if appropriate
- Consideration of WIDA test scores for English Language Learners
- Needs Determination Teams can determine services are appropriate even if district criteria not met
- AIG teachers allotted by total school population, not AIG-identified population
- "Plus" time scheduled for extension- Plus time is a block of time scheduled each day when students work in small groups to address their needs, whether acceleration or reinforcement. (It is not available in all schools.)
- Third grade students scoring 87% or higher on any CogAT subtest during district screening are further evaluated for need for gifted services
- Exceptional Children teacher and/or English as a Second Language teacher must be a part of the NDT meeting if the student referred has either (or both) of these labels
- Highly gifted students may be content accelerated or grade accelerated. The Iowa Acceleration Scale (IAS) is the instrument used.

Planned Sources of Evidence: • AIG student headcount data

- Results from grade 3 district screening using CogAT
- AIG teacher allotments
- Completed TOPS forms
- Agendas from staff meetings where AIG teacher has presented information regarding giftedness in cultural contexts and use of TOPS forms

- NNAT scores
- WIDA test scores
- Schedules showing "plus" time
- IAS documentation

Other Comments:

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

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 Focused Practice for 2010-2013.

Rationale: All school personnel are expected to follow the approved AIG Plan; however, due to differences in schools, such as grade spans covered, student demographics, AIG teacher time on campus, scheduling issues, and levels of teacher expertise in addressing needs of the gifted, some processes related to referral and identification have not been consistently implemented across the district. Some community members and teachers, responding in the open-ended section of a Spring 2010 online survey, indicated a need for greater consistency across schools.

Goals: All school personnel who work with gifted students will seek to be consistent when implementing screening, referral, and identification procedures, following the district AIG Plan.

Description: • School personnel will follow the district AIG Plan when implementing processes to screen, refer, and identify students.

- Each AIG teacher will share information regarding screening, referral, and identification procedures with staff in the school(s) to which s/he is assigned.
- The AIG Instructional Program Facilitator will present information regarding the procedures to principals during a district principals' meeting.
- The AIG Plan will be posted on the district webpage.
- Each AIG teacher will share information regarding screening, referral, and identification procedures with parents during a parent and/or PTA meeting each fall.
- AIG teachers will meet at least quarterly as a Professional Learning Community, with these processes as one of the topics for discussion.
- Teachers will use standardized forms provided by the district.

Planned Sources of Evidence: • AIG-identified student headcounts (by school and by district)

- Agendas from staff meetings where AIG teacher shared information with staff
- Agendas from principals' meeting where AIG Instructional Program Facilitator shared information with principals
- CCS webpage with link to AIG Plan

- Programs/Agendas from PTA meetings and/or parent meetings
- Agendas, minutes from AIG Professional Learning Community meetings
- Sample forms in English and in Spanish
- AIG teachers' webpages

Other Comments:

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

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: Chatham County Schools AIG Plan includes a procedure to resolve disagreements between parents or guardians and school officials, requires parent permission to test and/or place students in the gifted program, includes a process for transfer students from other LEAs, and requires annual review of AIG students' needs for gifted services.

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

Description: • AIG parents receive a copy of the Parent Handbook at Open House and/or fall conference.

- The AIG Plan is posted on the CCS website.
- Forms for permission to test and permission for services are available in English and in Spanish.
- All AIG-identified students are evaluated annually to determine if there is a need for change in services. Parents are informed and invited to a meeting if a change is needed.

Annual Review:

Each year the Needs Determination Team (NDT) at each school reviews the gifted education services offered to identified students and determines appropriate services to be offered for the next school year. The NDT considers a student's growth and achievement under the current options. Parents are notified of any change in services and are invited to a meeting to discuss changes.

Transfer Students:

Any student transferring into Chatham County Schools who has been identified as eligible for gifted services in another school district is temporarily placed in the AIG program. Upon receipt of the student's records, the Needs Determination Team reviews the data and determines appropriate service options.

Procedure to Resolve Disagreement:

If a parent/guardian has a disagreement with the gifted education program:

1. The parent/guardian should meet with the regular classroom teacher and/or the AIG teacher to seek a resolution.
2. If the meeting does not resolve the disagreement, the parent/guardian may request a meeting with the principal. The parent/guardian should present written information regarding the concern(s).
 - 2a. Another option is for the parent/guardian to meet with the school Needs Determination Team and present the written information.
3. If no resolution is reached at the school level, the parent/guardian may request a meeting with Central Office personnel, in the following order:
 - AIG Instructional Program Facilitator
 - Director(s) of Education (K-8 or 9-12 as appropriate)
 - Assistant Superintendent for Instructional Services
 - Superintendent
 - Board of Education
4. If no resolution is reached at this level, the parent/guardian may seek mediation or file a petition for a hearing under Article 3 of Chapter 150B of the NC General Statutes. The decision of the administrative law judge is final.

Planned Sources of Evidence: • AIG Plan on CCS website

- Copy of Parent Handbook
- Permission to Test and Permission to Receive Services forms
- Documented grievance process, if such occurs
- Records pertaining to AIG-identified transfer student(s)
- Needs Determination Teams minutes

Other Comments:

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

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: The AIG Program currently maintains documentation regarding referral and identification for individual AIG students, and this information is reviewed annually. All available service options are described in the AIG Plan which is posted on the CCS website, are available in the Parent Handbook, and are presented each year to parents at a parent meeting and/or a PTA meeting in each school. Parents and community members responding to an online survey in Spring 2010 indicated the following when asked if they were aware of AIG procedures and practices: 44.27% Agree, 22.90% Not Sure, and 29.77% Disagree. The identification processes and service options are in place; however, the district must do a more effective job of communicating to stakeholders, especially

parents, that such are in place.

Goals: Each AIG teacher will maintain accurate and current documentation for all AIG students on his/her AIG headcount that shows the data examined to identify the students as gifted. This information and the service options available to each AIG student will be reviewed annually by the school's Needs Determination Team and reported to the parents of each student.

Description: • The AIG teacher will maintain a folder for individual AIG-identified students, including but not limited to: completed Individual Student Identification Profile (also known as AIG2 form), signed Prior Notice and Consent for Evaluation form, signed Prior Notice and Initial Consent for Services form, completed Student Self-Description Checklist, completed Parent Observational Checklist, completed Teacher Observation of Potential in Students form, and copy of Differentiated Education Plan.

- The Needs Determination Team (NDT) at each school will annually review each AIG student's documentation. A copy of the Individual Student Identification Profile will be sent home with each AIG student. The Individual Student Identification Profile will indicate that the NDT has reviewed the student's data to determine if current service options are appropriate for the following school year.
- If a change in service for a student is determined by the NDT to be appropriate, the AIG teacher will contact the parent and arrange a meeting to discuss such changes.
- A copy of the Individual Student Identification Profile indicating annual review will be mailed home with the student's final report card.
- A copy of the Individual Student Identification Profile will be sent to the AIG Instructional Program Facilitator.
- A copy of the Individual Student Identification Profile will be placed in the student's AIG folder.

Planned Sources of Evidence: • AIG student folders

- Individual Student Identification Profile (AIG2 form) indicating annual review
- Minutes of NDT meetings
- Copy of letter(s) inviting parent(s) to meeting to discuss need for change in service

Other Comments: Each AIG teacher will maintain a web page. Service options and identification procedures could be available on them. Most AIG teachers send home periodic newsletters or have an AIG section in a schoolwide newsletter which can be another opportunity for sharing this information with parents.

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

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: Differentiation is the philosophy on which the CCS gifted education program is based. Curriculum and instruction are modified on a regular basis to address the widely diverse needs of gifted learners. Learners differ in important ways and must be engaged in instruction through different learning modalities, interests, and degrees of complexity. Thus, the responsibility for providing gifted services is shared by the regular education teachers and the AIG teachers through a collaboration and consultation model.

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

Description: • AIG teacher meets regularly with classroom teachers to plan and modify instruction for gifted students.

- AIG teacher and classroom teachers use collaborative teaching methods to instruct gifted students. These may include team teaching, complementary teaching, and/or supportive learning activities.
- AIG teacher provides higher-level resource materials to classroom teachers. These may include Junior Great Books, Primary Education Thinking Skills, social studies differentiated materials kits, and mathematics units for high-ability learners and/or Jacob's Ladder Reading Comprehension Program by The College of William & Mary.
- AIG teacher meets with small groups of students, as appropriate, to enrich and/or extend classroom lessons.
- Principals are asked to cluster students in order to facilitate differentiation and collaborative teaching.

Planned Sources of Evidence: • Lessons, activities, units

- Student work samples
- Higher-level resource materials

Other Comments:

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

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 Maintained Practice for 2010-2013.

Rationale: Both AIG and regular education teachers provide extension and enrichment of the North Carolina Standard Course of Study matched to student needs. AIG teachers provide materials and expertise to classroom teachers to assist in nurturing and addressing the needs of gifted learners. Service options are provided for students needing acceleration.

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

Description: • AIG teacher meets regularly with classroom teachers to plan and modify instruction for gifted students.

- AIG teacher and classroom teachers use collaborative teaching methods to instruct gifted students.
- AIG teacher provides higher-level resource materials to classroom teachers.

The following service options are available as appropriate for gifted students (The services are defined under Standard 4, Practice A):

- In-class flexible grouping
- Cluster grouping
- Content acceleration
- Grade acceleration
- Early admission to kindergarten
- Interest groups
- Independent study
- Online courses
- Dual enrollment
- Honors courses
- Advanced Placement (AP) courses
- Eligibility for NC Governor's School, NC Summer Ventures

Planned Sources of Evidence: • Lessons, activities, units

- Student work samples
- Higher-level resource materials
- Documentation regarding grade acceleration for a student(s)(Iowa Acceleration Scale)
- Class roster of students enrolled in online courses
- List of available honors level and AP level courses

Other Comments:

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

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 Focused Practice for 2010-2013.

Rationale: All students should have highly qualified teachers who are prepared to address the learning needs of an academically diverse population for maximum student growth and individual success. In an online survey administered in Spring 2010, 35.11% of CCS parents agreed that their child is appropriately challenged in the regular classroom, and 49.62% agreed their child is appropriately challenged when participating in out-of-classroom activities. Teachers need additional training and support in the use of effective instructional practices to ensure student success.

Goals: All personnel involved with the planning, development, and delivery of services to academically and intellectually gifted students should have the knowledge and skills necessary to provide appropriate instruction for these students.

Description: • The AIG Instructional Program Facilitator (IPF) will work with content IPFs to plan and provide professional development regarding instructional practices.

- The district K-12 Differentiation Instructional Program Facilitator will provide on-site assistance as requested by school administrators.
- The AIG teachers will share and model collaborative teaching strategies with regular education teachers.
- The AIG teachers will provide/share higher-level materials and accompanying lessons in Reading and/or Mathematics to regular education teachers for use in classrooms
- AIG teachers will meet in a district PLC at least once per quarter with a different "best practice" teaching strategy as a focus at each meeting.
- Each AIG student will have a Differentiated Education Plan (DEP) explaining how his/her academic needs will be addressed.
- Related professional development will be provided, as possible, to K-12 teachers.

Planned Sources of Evidence: • Copy of agenda(s) from professional development session(s)

- Copy of agendas from district AIG PLC meetings
- Evidence of teacher training at out-of-district locations (CEU form, certificate, materials)
- Sample DEPs
- Lessons, activities, and units
- Sample student work

Other Comments:

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

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: AIG teachers have been provided with multiple research-based resources to meet the needs of gifted students; however, additional use of these materials in the regular classroom, either through collaborative teaching lessons or a check-out process for regular education teachers, is needed. Regular education teachers may need support to choose and implement resources that can help meet the needs of AIG students.

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

Description: • AIG teachers and regular education teachers will teach collaboratively using supplemental resources available to AIG teachers. These include, but are not limited to: Junior Great Books, Primary Education Thinking Skills, William & Mary curriculum units, VersaTiles mathematics labs, Engine-Uity units, social studies differentiated kits, mathematics manipulative kits, digital camera, and flip video recorder.

- AIG teacher will make available to regular education teachers resources to support instruction for gifted students.
- Regular classroom teachers may request assistance from AIG teachers when choosing and implementing supplemental resources.

Planned Sources of Evidence: • Lessons, units, activities

- Checkout logs (if method used by AIG teacher)
- List of selected supplemental resources

Other Comments:

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

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 Future Practice (2013-2016) for 2010-2013.

Rationale: Currently, CCS teachers are making efforts to integrate these essential skills into the teaching of core academics. Applying the skills more effectively and more consistently will require district planning to provide supports to practitioners such as assessments, professional development, and curriculum.

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

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

Planned Sources of Evidence: This section does not need to be completed based on the chosen

category of the practice.

Other Comments:

Ideas of Strengthening: • Continue to strengthen 1-to-1 laptop initiative program in high schools
• Use technology more effectively to share information and communicate with parents and community
• Keep teachers and administrators mindful of the skills and needed supports

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: The use of frequent, interactive assessments of student understanding in order to pinpoint needs and target instruction can promote growth in student performance. CCS teachers, while recognizing the need for on-going assessments, would benefit from additional training in this area. There is a need for professional development that addresses benefits and barriers, strategies for initiating and sustaining formative assessments, and follow up sessions after teachers have had opportunities to implement strategies in their classrooms.

Goals: • Teachers will use a variety of on-going assessments in order to meet diverse students' needs.

Description: • Teachers will use pre-, post-, formative, and summative assessments to monitor student needs and student progress.

- AIG teachers and regular education teachers will examine data from formative and summative assessments to differentiate and adapt their teaching to meet students' needs.
- Professional development will be offered, as possible, in the analysis of classroom, school, and district data to plan instruction.

Planned Sources of Evidence: • K-2 Literacy assessment folders

- Developmental Reading Assessments (DRA)
- Mathematics Profile folders
- 9-week benchmark data
- Documentation of flexible grouping (literature groups, cross-grade groups, AIG interest groups)
- Teacher-made assessments, teacher notes regarding student needs, performance
- Agenda, CEU from professional development session(s)

Other Comments:

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

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 Future Practice (2013-2016) for 2010-2013.

Rationale: While high-ability students are generally as well-adjusted as their peers, they can face issues that may constitute a risk to their social and emotional needs. Explicitly targeting affective components may lead to greater development of talents and gifts. CCS teachers and counselors are aware of this, but may not give it adequate attention due to other increasing responsibilities and demands. Additional focus on the social and emotional development of gifted students and assistance in providing curriculum and strategies to meet these needs are needed to support educators in this area. In an online parent survey in Spring 2010, 12.21% of parents felt the counseling/guidance program addresses students' needs related to giftedness.

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

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

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

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

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

Other Comments:

Ideas of Strengthening:

- Provide teachers, counselors, and administrators with information and/or professional development opportunities regarding the social and emotional needs of gifted students
- Offer parent session on the social and emotional needs of gifted children
- Have AIG teachers focus on the topic during district PLC meeting(s)

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 Maintained Practice for 2010-2013.

Rationale: With the longterm goal of developing the academic and intellectual abilities of K-3 students, the AIG program continues to nurture and develop potential in students from different socioeconomic and cultural backgrounds, including historically underserved students. In the open-

ended section of an online survey given in Spring 2010, multiple respondents made favorable comments regarding the K-3 nurturing component of the AIG Program and requested that it continue and if possible, be expanded.

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

Description: Students may be recommended for academic nurturing via multiple criteria:

- Above-grade level classroom performance
- Portfolio of student work products demonstrating high level performance
- Research-based teacher checklist assessing learning strengths
- K-2 literacy and/or mathematics assessments
- Nine-week reading and/or mathematics assessments
- Grade three reading and/or mathematics pre-tests for NC End-of-Grade Tests (when available)

Students in the academic nurturing component of the AIG program will be supported in these ways:

- The AIG teacher will provide direct and/or indirect services through collaborative teaching with the regular education teacher.
- K-3 students will receive whole class and small group thinking skills instruction.
- Students will be grouped flexibly with similar learners in reading and/or mathematics.
- Students will receive differentiated curriculum and instruction as needed.

In kindergarten through grade three a combination of high-level literacy materials that focus on critical thinking and shared inquiry (Junior Great Books), a thinking skills curriculum (Primary Education Thinking Skills), topical, small group lessons (Interest Groups), and kits containing differentiated high-level social studies curriculum materials are used to develop academic and intellectual potential.

Planned Sources of Evidence: • AIG headcount data for K-3

- Nurturing Count data for K-3
- Lessons, activities, units
- Communications related to interest groups, other small groups

Other Comments:

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

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: Chatham County Schools has implemented the use of Professional Learning

Communities (PLCs) to provide professional staff with opportunities to collaborate to meet the needs of students. When creating schedules, every effort is made to allow AIG teachers time to be a part of school PLCs and/or to plan with other teachers. AIG teachers and other specialists may serve more than one school and meetings may be scheduled when the AIG teacher is not on campus. AIG students may not be clustered but spread over multiple classrooms, requiring collaborative meetings with numerous teachers. AIG teachers may not be included in creating or revising district content initiatives.

Goals: AIG teachers need additional opportunities to dialogue and exchange expertise with other school professionals in order to meet the needs of gifted students.

Description: • Schedules will be created, as possible, to enable AIG teachers to attend grade level PLC meetings.

- The district will continue to work toward its goal of one AIG teacher per 600 students.
- Principals will be provided with information regarding clustering and encouraged to use the strategy when possible.
- AIG teachers will be invited to serve on teams working on district initiatives, such as curriculum guides and benchmark assessments.
- AIG teachers will employ multiple forms of communication to share expertise with other teachers (email, newsletters, web page, intra-school mail, Wiki).

Planned Sources of Evidence: • Teacher schedules

- AIG teacher allotments
- Agenda from principals' meeting where clustering information was shared
- Samples of communications used by AIG teachers

Other Comments:

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

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 Maintained Practice for 2010-2013.

Rationale: The AIG Plan informs stakeholders of district procedures for providing services to gifted K-12 students. It seeks to provide a framework that ensures programming consistency across the district.

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

Description: Chatham County Schools has again developed a local plan designed to identify and establish a procedure for providing appropriate education services to K-12 academically and intellectually gifted students. The plan for gifted education services is reviewed and revised every three years per state legislation, and is based on input from parents, the school community, and representatives of the Chatham County community. In addition, it is locally reviewed each year by AIG personnel to determine if changes or additions are needed.

Based on the plan, student performance and achievement are enhanced using curricular and instructional modifications designed for the specific needs of gifted learners. Extension and enrichment of the North Carolina Standard Course of Study are matched to student needs through a continuum of services. The components of this plan will be implemented in Chatham County Schools over the next three years.

Planned Sources of Evidence: • Approved AIG Plan for 2010-2013

- Differentiated Education Plans/ Individualized Differentiated Education Plans
- Lessons, activities, units
- Agendas, minutes from AIG meetings

Other Comments:

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

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 Maintained Practice for 2010-2013.

Rationale: In order to provide the particular educational needs of gifted learners, CCS expects the AIG Instructional Program Facilitator (IPF), and other AIG personnel, to have the necessary knowledge and competencies. Key personnel should have special training in content and pedagogy related to gifted education and should have AIG-licensure.

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

Description: Roles and responsibilities of the AIG IPF:

- Helps plan, develop, and coordinate the system gifted education program
- Ensures the components of the AIG Plan are implemented
- Evaluates the effectiveness and appropriateness of services to gifted learners
- Coordinates professional development activities for teachers of gifted learners
- Interprets gifted education program goals and objectives to system personnel

- Meets regularly with AIG Teachers
- Helps develop and disseminate gifted education program information to parents
- Chairs the AIG Advisory Board
- Serves as system liaison to NC Department of Public Instruction, including monitoring of state requirements, headcount data, and reporting procedures
- Assists with the financial management of the program
- Advocates for gifted students and gifted education

Planned Sources of Evidence: • Evidence of AIG licensure of AIG Instructional Program Facilitator
• Qualifications of AIG IPF

Other Comments:

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

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 Maintained Practice for 2010-2013.

Rationale: CCS identifies, hires, and supports highly qualified personnel to provide services to academically and intellectually gifted students. The primary responsibility of AIG personnel is to ensure that AIG students receive services that meet the students' academic, intellectual, social, and emotional needs.

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

Description: Roles and responsibilities of AIG teachers:

- Helps plan and develop the school program for gifted education
- Collaborates with and supports regular education teachers and other school personnel in implementation of the components of the AIG Plan in the school
- Collaborates with regular education teachers to develop Differentiated Education Plans for identified students
- Provides direct services to students when appropriate
- Chairs the school Needs Determination Team
- Maintains records related to the school gifted education program, including identification, testing, placement, annual reviews, and student headcount database
- Disseminates information about the gifted education program to school personnel, parents, and community members
- Communicates and provides follow-up to professional development opportunities as needed
- Participates in district PLC meetings

- Advocates for gifted students and gifted education

Planned Sources of Evidence: • Evidence of AIG licensure of AIG teachers

- Schedules
- Minutes/Notes from planning sessions
- Needs Determination Team minutes
- Lessons, activities, units
- Samples of communications with parents, school personnel, community members
- Sample student AIG folders

Other Comments:

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

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 Future Practice (2013-2016) for 2010-2013.

Rationale: Gifted students should learn from highly qualified personnel who understand and can address their qualities, characteristics, and abilities. Personnel who work with gifted students need meaningful professional development opportunities based on current research and best practices to increase their effectiveness in meeting the needs of these students. CCS needs a comprehensive professional development plan for personnel involved in AIG services that is aligned with the district's Strategic Plan.

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

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

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

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

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

Other Comments:

Ideas of Strengthening: • Investigate possibilities of cohort model for AIG-licensure with local college or university. Consider use of online program.

- Administer online teacher survey to determine possible areas for focus.
- Offer in-district AIG-related sessions as possible.
- AIG IPF informs school personnel of out-of-district AIG-related professional development opportunities.

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 Future Practice (2013-2016) for 2010-2013.

Rationale: Gifted students should learn from highly qualified personnel who understand and can address their qualities, characteristics, and abilities. Currently, CCS does not have enough AIG-licensed classroom teachers to meet this need. The implementation of a professional development plan (see Standard 3, Practice C) could provide the district with more personnel trained to address the needs of gifted students.

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

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

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

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

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

Other Comments:

Ideas of Strengthening: • Provide opportunities, as possible, for personnel to receive AIG-related training, especially regular education teachers who are assigned a cluster of gifted students.

- Encourage principals to cluster group AIG students with AIG-licensed teachers, as possible.

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: Professional development opportunities should allow teachers to refine their practice and increase their effectiveness in meeting the needs of all students. Aligning these opportunities with the CCS Strategic Plan, School Improvement Plans, the AIG Plan, and other district initiatives will enable teachers to make connections between and across programs and content areas to more effectively impact student achievement. All instructional programs in CCS have similar goals for high student achievement, and they fall under the overarching mission of our school system and our Strategic Plan.

Goals: Align professional learning experiences that span the needs of K-12 students with district programs and initiatives.

Description: • Include AIG teachers in training for district initiatives.

- Include AIG teachers on teams creating district documents, such as curriculum guides and benchmark assessments.
- Encourage regular classroom teachers to attend sessions related to AIG curriculum and instruction.
- Encourage high school teachers to receive training for teaching Advanced Placement (AP) courses.
- The AIG IPF will work closely with other content area IPFs to plan and present professional development to K-12 teachers.

Planned Sources of Evidence: • Agendas, CEUs of professional development sessions

- Copies of emails, fliers inviting teachers to sessions

Other Comments:

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

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 Future Practice (2013-2016) for 2010-2013.

Rationale: Professional development in CCS is aligned with the North Carolina Standard Course of Study. As the new NC Standards and Assessments are implemented, and as additional supports are provided to personnel to integrate 21st century skills into teaching (see Standard 2, Practice E), professional development opportunities should be aligned with these.

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

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

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

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

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

Other Comments:

Ideas of Strengthening: • The AIG Instructional Program Facilitator (IPF) will work closely with other IPFs (language arts, mathematics, science, differentiation) to align professional development with 21st century skills and updated state and national standards.

• District personnel will disseminate to school administrators and teachers the new NC Standards and Assessments as they are available.

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 Maintained Practice for 2010-2013.

Rationale: Collaboration among AIG specialists and regular education teachers can help teachers meet the needs of gifted students in the regular classroom and improve education for all learners. Teachers need opportunities to refine skills, share successes, address concerns, and problem-solve issues. CCS provides such opportunities, as possible, for all of its teachers.

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

Description: • Teachers meet regularly in PLCs.

- As schedules permit, AIG teachers meet with grade level PLCs and/or individual teachers.
- AIG teachers and regular education teachers use collaborative teaching strategies.
- AIG teachers and regular education teachers communicate with one another through a variety of media.

Planned Sources of Evidence: • Collaboratively planned lessons, activities, units

- Notes/Minutes from PLC meetings or other planning sessions
- Teacher schedules

Other Comments:

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

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Maintained Practice for 2010-2013.

Rationale: CCS has a thoughtful AIG Plan that is formulated by a variety of stakeholders and that seeks to meet the needs of high-potential students. It is based on state-approved program standards and practices, communicates which student needs will be addressed, and provides a wide range of choices for a diverse group of high-ability students.

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

Description: • K-12 students may be referred for AIG evaluation by teacher, parent, or self-referral.

- A variety of data are examined by the schools' Needs Determination Teams (NDT) to determine appropriate service options for each student.
- The NDT conducts annual reviews for each AIG student to determine if current services will be appropriate for another year or if changes are needed.
- Accurate and up-to-date records are maintained for each AIG student in his/her AIG folder.
- A continuum of services is offered for AIG students:

1. **In-Class Flexible Grouping:** This service option is used with all students. Learners have regular opportunities to be grouped by ability, readiness, or interest to fit the instructional focus and ensure peer academic support in a mixed ability classroom. Flexible grouping of students facilitates instructional planning and delivery, enabling teachers to address learning styles, student interests, and student readiness levels. Grouping may be in-class, across-grade level, or above-grade level for part of the instructional day. Groups are formed and reformed for the instructional needs of students.
2. **Cluster Grouping:** This service option involves the assignment of groups of students having similar academic needs and abilities to a regular education, mixed ability classroom. A cluster is made up of four to eight AIG-identified students. Clustering as a placement option provides students with academic peers and allows the regular education teacher, with the ongoing collaboration of the AIG teacher, to differentiate curriculum and instruction for a group of identified students.
3. **Content Acceleration:** In this service option, students who need accelerated instruction in one or more content areas are placed in classes with older peers for part of the day. The student remains with his/her grade level class for most of the day.
4. **Grade Acceleration/Grade Skipping:** The grade acceleration service option is appropriate for a small percentage of gifted students whose academic and social needs are substantially more advanced than their age/grade peers. The decision to implement this option involves a team including the student's current teacher, prospective receiving teacher, guidance counselor, AIG teacher, administrator, and parent. The team gathers data using a research-based acceleration scale (Iowa Acceleration Scale). Multiple factors are weighed, the team makes a recommendation, and the principal makes the final decision for grade acceleration/grade skipping.
5. **Early Admission to Kindergarten:** The service option for early entrance to kindergarten must be made in accordance with state law. Parents are responsible for providing the information necessary to determine the need for early placement, including testing information. The principal makes the

final decision for early admission.

6. Resource Classroom: The student may work with the AIG teacher on differentiated curriculum at regularly scheduled sessions or as needed. The assignments/activities completed in literacy and/or mathematics extend the regular course of study.

7. Interest Groups: This service option involves multiage, flexible groups for high-achieving students. Students work in the resource classroom with the AIG teacher on a thematic unit for a specific number of sessions. Topics change each nine-weeks grading period. Students do not have to be formally identified as AIG to participate.

8. Independent Study: An independent study service option exists for a small percentage of gifted learners who demonstrate an exceptional need for acceleration or enrichment. The student may participate in an individualized, independent study while continuing his/her regular class activities. The activity is teacher-recommended and teacher-directed.

9. Online Courses: This service option is available to a student when the student has a need for academic acceleration that is not available in his/her school (or another school in the district, if appropriate) and whose needs for academic acceleration can be addressed through an online course.

10. Dual Enrollment: This service option is available to any student in a CCS high school. Students are permitted to enroll in community college credit courses at Central Carolina Community College if they attend a CCS high school program for at least 50% of their day. Students in the dual enrollment program will be awarded college credit(s) upon successful completion of the course(s).

11. Honors Courses: This service option is available to all CCS high school students. Honors courses adhere to specific state standards designed to provide rigorous curriculum, instruction, and assessment.

12. Advanced Placement (AP) Courses: This service option is available at the high school level for students ready for college level instruction. Our high schools offer AP courses in some content areas. These courses are first-year college courses offered in high school. Students may earn college credit if they score at the required level on the respective AP exam. CCS covers the cost of AP exams for its students, ensuring access to these courses for all interested students.

13. Extra-Curricular Opportunities: This service option takes various forms depending on the availability at each school. These services are not solely for AIG-identified learners. Extra-Curricular opportunities may include academic competitions, academic clubs, visual and performing arts clubs, journalism opportunities (newspaper, yearbook), writing contests, science fairs, Duke University Talent Search Program for 4th-5th grades, and Duke University Talent Identification Program for 7th-12th grades (TIP).

Planned Sources of Evidence: • Approved AIG Plan

- Available service options
- DEPs
- Student AIG folder(s)

Other Comments:

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

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 Maintained Practice for 2010-2013.

Rationale: Every effort is made to align the resources of CCS with the goals of the AIG program and the services the program provides to high-potential and high-achieving students.

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

Description: • The total sum of state-allocated AIG funds is used to provide salaries and benefits to AIG-licensed personnel whose primary duty is working with AIG students.

- CCS allocates local funds to support the district AIG Program.
- CCS serves AIG-identified K-12 students in the areas of reading and/or mathematics.
- An array of service options is provided that meets both areas of AIG identification.
- An AIG Advisory Committee, made up of a variety of stakeholders, supports and assesses the components of the AIG Plan.
- The AIG teacher aligns his/her school program with the School Improvement Plan.
- The AIG Program is aligned with the district Strategic Plan.

Planned Sources of Evidence: • Printout of AIG budget allocations, both state and local

- List of committee members, agendas and/or minutes from AIG Advisory Board meetings
- Example of School Improvement Plan (with AIG components)
- Examples of alignment with district Strategic Plan
- Student DEPs

Other Comments:

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

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 Maintained Practice for 2010-2013.

Rationale: CCS has a clearly defined and well developed strategic plan which is aligned with the education goals of the state. The AIG program connects with and elaborates on instructional-related goals and objectives of the district strategic plan.

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

Description: • Annually, the Chatham County Schools Board of Education selects a number of goals and objectives from the Strategic Plan on which to focus.

- All CCS schools align their School Improvement Plan to the annual Board of Education priorities.
- At a district PLC meeting early in the school year, AIG teachers discuss the chosen priorities, as well as other objectives, and how the AIG program at each school can connect with them.
- Each AIG teacher reviews his/her School Improvement Plan(s) to plan specifically how the AIG program and services at each particular school can connect with the priorities.
- AIG teacher plans collaboratively with other school personnel.

Planned Sources of Evidence: • Strategic Plan

- School Improvement Plans
- Agenda from AIG teachers meeting
- Minutes/ Notes from PLC meetings
- Student AIG folders

Other Comments: The AIG Plan aligns with multiple goals and objectives found in the Chatham County Schools Strategic Plan. The closest areas of alignment with the Strategic Plan are with Goal 1- CCS will produce globally competitive students; Goal 2- CCS will be led by 21st century professionals; and Goal 4- CCS leadership will guide innovation.

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

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 Maintained Practice for 2010-2013.

Rationale: It is the responsibility of AIG personnel to inform administrators and staff about the AIG program in the schools. Administrators, teachers, and support staff must continue to be made aware of the components of the AIG Plan and any policies and/or procedures that affect gifted education.

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

Description: • The AIG Plan is posted on the Chatham County Schools website.

- The AIG Plan is posted on each AIG teacher's school web page.
- The AIG teacher hosts a Parent Night and/or PTA presentation each fall to inform the community about the AIG program.
- The AIG teacher presents information regarding the AIG Plan and the school AIG program at a staff meeting early in each school year.

- The AIG IPF presents information about the AIG Plan to school administrators annually.
- The AIG teacher and regular education teachers plan and teach collaborative lessons.
- The AIG teacher and regular education teachers communicate through a variety of media.

Planned Sources of Evidence: • AIG Plan on CCS website

- AIG Plan on AIG teachers' webpages
- Agendas, fliers about Parent Night, PTA presentation
- Agenda from staff meetings
- Agenda from principals' meeting
- Lessons, activities, units
- Samples of communication

Other Comments:

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

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: Teachers and counselors make efforts to ensure smooth transitions and provide appropriate services to K-12 AIG students. In an online survey administered in Spring 2010, some parents asked that more attention be given to AIG students when transitioning into middle school and again into high school. The middle school subcommittee for the revision of the AIG Plan made a similar recommendation, asking that the AIG students at these key transition points be given more assistance choosing courses and that parents be more involved in those choices.

Goals: AIG personnel, school administrators, teachers, and counselors will communicate and share the responsibility for the effective continuation of K-12 AIG services, especially when students are transitioning into middle school and/or into high school.

Description: • School personnel will share information regarding class choices for AIG students entering middle school and/or high school.

- School personnel will share information with parents of AIG students entering middle school and/or high school.
- Rising 9th grade students will complete a 4-Year Plan with the assistance of teachers and the school counselor.

Planned Sources of Evidence: • Agendas from meetings where information is shared with students and/or parents

- Samples of communication regarding information meetings

- Sample student 4-Year Plans

Other Comments:

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

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: Academically and intellectually gifted students are a very diverse group with unique learning needs. Depending on these needs, a number of teachers and specialists may collaborate in order to best serve students. Through Professional Learning Communities (PLCs), Needs Determination Teams (NDTs), parent conferences, School-based Committees, Response to Instruction Committees (Rtl) and/or other communications, collaborative discussion and planning occurs among the adults responsible for meeting student needs.

Goals: Provide opportunities and supports to allow collaborative discussion and planning among school personnel and families to meet the needs of a diverse group of AIG students.

Description: • Arrange AIG teacher schedules, as possible, to allow participation in multiple PLCs.

- At beginning of school year, counselor provides all involved teachers with pertinent information, as possible, about AIG students (twice-exceptional, learning concerns, other special needs).
- Involve all appropriate staff in writing student DEPs.
- Require appropriate staff to serve on NDT or other committees as students' needs demand (EC, ESL, OT, etc.)
- AIG teacher, other teachers and specialists, and/or parents communicate through a variety of media concerning student needs and services.

Planned Sources of Evidence: • Agendas/Minutes/Notes from meetings: PLC, NDT, SBC, Rtl, conferences

- Student DEPs
- Samples of communications, such as invitation to conference/meeting
- Teachers schedules
- AIG2 forms with NDT signatures

Other Comments:

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

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 Future Practice (2013-2016) for 2010-2013.

Rationale: Social and emotional needs of AIG students should be addressed in a systematic way to maximize learning and promote positive well-being. Providing schoolwide emphases, addressing diversity, and assessing needs are some of the things that should happen; however, CCS will need to provide professional development to increase awareness, educate parents, and develop teachers' and counselors' expertise in these areas.

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

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

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

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

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

Other Comments:

Ideas of Strengthening: • Provide counselors with texts/information about the social and emotional needs of gifted students.

- Provide parent session on the topic.
- Survey AIG students regarding social/emotional needs of gifted students.

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 Maintained Practice for 2010-2013.

Rationale: Accelerative options are necessary in a gifted education program in order to match curriculum and instruction to the needs of some AIG students. CCS offers a range of options for gifted students to be used when appropriate.

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

Description: Accelerative options provided:

1. **In-Class Flexible Grouping:** Learners have regular opportunities to be grouped by ability, readiness, or interest to fit the instructional focus and ensure peer academic support in a mixed ability classroom. Flexible grouping of students facilitates instructional planning and delivery, enabling teachers to address learning styles, student interests, and student readiness levels. Grouping may be in-class, across-grade level, or above-grade level for part of the instructional day. Groups are formed and reformed for the instructional needs of students.
2. **Content Acceleration:** In this service option, students who need accelerated instruction in one or more content areas are placed in classes with older peers for part of the day. The student remains with his/her grade level class for most of the day.
3. **Grade Acceleration/Grade Skipping:** The grade acceleration service option is appropriate for a small percentage of gifted students whose academic and social needs are substantially more advanced than their age/grade peers. The decision to implement this option involves a team including the student's current teacher, prospective receiving teacher, guidance counselor, AIG teacher, administrator, and parent. The team gathers data using a research-based acceleration scale (Iowa Acceleration Scale/IAS). Multiple factors are weighed, the team makes a recommendation, and the principal makes the final decision for grade acceleration/grade skipping.
4. **Early Admission to Kindergarten:** The service option for early entrance to kindergarten must be made in accordance with state law. Parents are responsible for providing the information necessary to determine the need for early placement, including testing information. The principal makes the final decision for early admission.
5. **Independent Study:** An independent study service option exists for a small percentage of gifted learners in grades four through twelve who demonstrate a exceptional need for acceleration or enrichment. The student may participate in an individualized, independent study while continuing his/her regular class activities.
6. **Online Courses:** This service option is available to a student when the student has a need for academic acceleration that is not available in his/her school (or another school in the district, if appropriate) and whose needs for academic acceleration can be addressed through an online course.

- Teachers or parents may request an accelerative option for a student.
- In-class flexible grouping (high ability group) is determined by classroom data indicating above grade level ability.
- Content acceleration is determined by well-above-grade level ability. The current teacher, accelerated content teacher (from next grade level), AIG teacher, principal, and parent should meet to discuss option and make placement, if appropriate.
- Independent study is teacher-recommended and teacher-supervised.
- Online courses must be approved up front by the principal.

Planned Sources of Evidence: • Student profiles/Body of evidence used to make placement
• Completed Iowa Acceleration Scale forms
• Minutes/Notes from meeting(s) to discuss option for a student

Other Comments:

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

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 Maintained Practice for 2010-2013.

Rationale: Chatham County School has a diverse student population. With the approval of the former AIG Plan (2007-2010), a goal of the district was to implement practices to identify and serve traditionally underrepresented populations. Gains have been made in this area and CCS will continue to use successful practices.

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

Description: • Scores from individual subtests on the Cognitive Abilities Test (CogAT) may be used in evaluation for gifted services.
• Some students may not meet the district AIG placement criteria, but a school's Needs Determination Team may assess available information and find that gifted services are appropriate for a child. An IDEP will be developed for that student and services will be provided.
• If a student being referred for gifted services has an Exceptional Children or an English Language Learner label, a teacher representing that department must serve on the Needs Determination Team for that student.
• A Nurturing Program is in place for grades kindergarten through third with a focus on development of critical thinking skills.
• All AIG forms and letters are available in English and in Spanish.
• AIG teachers are allotted per total school enrollment, not AIG-identified enrollment.
• Tests administered by AIG personnel as part of a student's evaluation may be given with testing accommodations as deemed necessary by a student's Individualized Education Plan or by teacher recommendation.

Planned Sources of Evidence: • Ethnicity data trends

- Student DEPs
- AIG teacher allotment data
- Sample forms in English and Spanish
- AIG2 form with NDT signatures with EC and ELL representatives as appropriate

Other Comments:

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

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 Maintained Practice for 2010-2013.

Rationale: CCS makes available to its students multiple opportunities to participate in extra-curricular programs and events. Availability of time, resources (including personnel), and money impact decisions made regarding which programs/events may be offered. These may vary by school.

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

Description: Extra-curricular options may include, but are not limited to:

- Academic competitions (Battle of the Books, Spelling Bee, Geography Bee, Quiz Bowl, Young Authors)
- Science Fair
- Journalism opportunities (yearbook, newspaper)
- Online competitions (MATHCOUNTS, Stock Market Game)
- Duke Talent Identification Program (TIP)
- Clubs (academic, arts, service)

• Make available to parents a list of extra-curricular offerings to increase participation, facilitate communication, and encourage ownership. Increased parent participation means increased ability to offer extra-curricular options to students.

Planned Sources of Evidence: • Academic team rosters

- Club membership rosters
- Programs from events
- Sample of student newspaper, yearbook
- Records of students participating in Duke TIP
- Results of team competitions

Other Comments:

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

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 Maintained Practice for 2010-2013.

Rationale: Effective communication is essential to the success of the AIG program, ensuring clarity, inviting collaboration, and promoting understanding. CCS communicates information about the AIG program with parents and the community through a variety of methods.

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

Description: • The AIG Plan is posted on the CCS website.

- Parents, teachers, administrators, and community representatives serve on the AIG Plan revision committees.
- Informational meetings are held each school year for parents: details of the AIG program are shared, questions and concerns are addressed, Parent Handbooks are distributed
- Informational meetings are held each school year for school staff: details of the AIG program are shared, such as information about referral, identification, TOPS forms, and available services.
- An online survey was administered Spring 2010 via the CCS website requesting feedback from the community about the AIG program.
- All AIG materials are available in English and in Spanish.
- The CCS website has an AIG page.
- Each AIG teacher maintains a school webpage.
- Copies of a brochure about the AIG program are available in all schools.
- AlertNow communication system is utilized to share important information with families.

Planned Sources of Evidence: • Agendas, notes from informational meetings, Advisory Board meetings

- Parent conferences
- Signed DEPs
- AIG webpages
- Copies of progress reports
- Copies of Parent Handbook, AIG brochure
- AlertNow messages

Other Comments:

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

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 Maintained Practice for 2010-2013.

Rationale: CCS shares information about all aspects of the AIG program with its stakeholders.

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

Description: • The AIG Plan is posted on the CCS website.

- Parents, teachers, administrators, and community representatives serve on the AIG Plan revision committees.
- Informational meetings are held each school year for parents: details of the AIG program are shared, questions and concerns are addressed, Parent Handbooks are distributed
- Informational meetings are held each school year for school staff: details of the AIG program are shared, such as information about referral, identification, TOPS forms, and available services.
- An online survey was administered Spring 2010 via the CCS website requesting feedback from the community about the AIG program.
- All AIG materials are available in English and in Spanish.
- The CCS website has an AIG page.
- Each AIG teacher maintains a school webpage.
- Copies of a brochure about the AIG program are available in all schools.
- AlertNow communication system is utilized to share important information with families.
- Activities, contests, awards involving AIG students are shared as press releases on the CCS website.

Planned Sources of Evidence: • Websites

- Roster of AIG Plan revision committees
- Agendas, notes from informational meetings
- Copy of online survey
- Sample AIG materials in English and in Spanish
- Parent Handbook
- AIG brochure
- Copy of press releases, AlertNow communications

Other Comments:

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

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 Maintained Practice for 2010-2013.

Rationale: CCS is committed to the promotion and involvement of parents, families, and the community in its overall program. The AIG Plan, reflecting the most current guidelines for gifted education provided by NCDPI, is reviewed and revised every three years based on input from parents, the school community, and representatives of the Chatham County community.

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

Description: • The AIG Plan is posted on the CCS website.

- Representatives from multiple groups of stakeholders are invited to serve on the AIG Plan revision committees. Their names may be recommended by teachers or administrators.
- The AIG Advisory Board is comprised of representatives from multiple stakeholder groups, such as parents, EC, ESL, counseling, teachers, administrators, and Central Office, with attention given to including diverse ethnic groups. The Board meets semi-annually to monitor the local AIG program.
- A notice is posted on the CCS website inviting stakeholders to serve on various AIG committees, such as AIG Plan revision committees and AIG Advisory Board.
- Members of a school NDT must include representatives reflecting students' individual needs, such as ESL or EC.
- An online survey was administered Spring 2010 via the CCS website requesting feedback from the community about the AIG program.
- AlertNow communication system is utilized to share important information with all families.

Planned Sources of Evidence: • Roster of AIG Plan revision committees

- Roster of AIG Advisory Board
- Copy of press releases, notices inviting participation on AIG committees
- Copy of online survey
- Webpages

Other Comments:

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

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 Focused Practice for 2010-2013.

Rationale: AIG students, their families, and community members need timely information regarding

available opportunities. The AIG program should do a better job of sharing information about upcoming activities, programs, and/or events of interest to gifted students as well as share the participation of AIG students in such opportunities.

Goals: Make more effective use of available methods of communication to share opportunities available to AIG students.

Description: • Include AIG information in the district publication, "Summer Opportunities for Students."

- Submit press releases on the CCS website about upcoming activities or events for gifted students.
- Submit press releases on the CCS website about the participation of AIG students in activities or events.
- AIG teachers will include information about opportunities in AIG newsletters or in the AIG section of schoolwide newsletters.
- Allow sharing at AIG PLC meetings so AIG teachers can discuss opportunities with and get ideas from one another. (These can then be shared at the school level).
- Use the services of the district translator for press releases and other forms of communication.
- As needed and as possible, have translator present at meetings and sessions for parents.

Planned Sources of Evidence: • AIG newsletters or AIG section in schoolwide newsletters

- Agendas from parent sessions on topics concerning gifted students
- Sample press releases
- Translated materials
- Minutes/Notes from AIG PLC meetings

Other Comments:

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

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 Future Practice (2013-2016) for 2010-2013.

Rationale: The success of the AIG program requires involvement, support, and a continuing dialogue with school personnel, parents, students, and the general community. Per Goal 4, Objective 3 in the CCS Strategic Plan, "CCS will increase/expand partnerships with community agencies; faith-based, parent, civic, business, and national/international organizations; and higher education institutions to support our district's mission of graduating literate, responsible citizens." The AIG program should work closely with other CCS programs and departments to implement initiatives.

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

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

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

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

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

Other Comments:

Ideas of Strengthening: • AIG Instructional Program Facilitator can contact AIG leaders in other school districts to find out about specific initiatives that have been successful in other districts.
• AIG Instructional Program Facilitator can contact other CCS leaders to learn about family and/or community involvement initiatives in place within the district.

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: The AIG program must plan effective ways to communicate with and form partnerships within the community in order to attract attention to the needs of high-ability learners, to invite and promote collaboration, and to promote community ownership of the program.

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

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

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

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

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

Other Comments:

Ideas of Strengthening: • Additional press releases
• Use assistance of district Public Relations Officer to promote AIG program on radio and in district publications

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: CCS has again developed its three-year AIG Plan per the guidelines of Article 9B of Chapter 115 of the North Carolina General Statutes. The plan requires approval by the local Board of Education and subsequent submission to the NC State Board of Education/Department of Public Instruction for review and comments. The AIG Plan was developed following the guidelines of the North Carolina Academically or Intellectually Gifted Program Standards approved by the SBE in July 2009.

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

Description: • The AIG Plan addresses the 6 standards and 51 practices of the 2009 NC AIG Program Standards as required by the SBE.

• The plan is submitted to the Chatham County Schools Board of Education for review and approval and then sent to the NC State Board of Education/Department of Public Instruction (SBE/DPI), no later than July 15, 2010.

Planned Sources of Evidence: • Completed and approved AIG Plan

• Comments from the state's review of the AIG Plan

Other Comments:

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

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 Maintained Practice for 2010-2013.

Rationale: The Superintendent, the Assistant Superintendent for Instructional Services, the Directors of Education, and the AIG Instructional Program Facilitator (IPF) oversee the implementation of the

AIG Plan. The AIG IPF meets regularly with AIG teachers, visits schools regularly, and examines AIG program documents to ensure fidelity of implementation across the district.

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

Description: • The AIG Instructional Program Facilitator (IPF) facilitates the monthly AIG Professional Learning Community meetings during which implementation is discussed.

- The AIG IPF reviews all program documentation for accuracy, completeness, and consistency.
- The AIG Plan is formally reviewed and revised every three years.
- The AIG Advisory Board meets semi-annually to discuss implementation of the local plan.

Planned Sources of Evidence: • Program documents, such as Differentiated Education Plans, Individual Student Identification Profiles (AIG2s), and Needs Determination Teams minutes

- Agendas, notes from AIG PLC meetings
- Agendas, notes from AIG Advisory Board meetings

Other Comments:

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

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: CCS annually creates a budget and demonstrates accountability in use of state funds allocated for AIG services. The Assistant Superintendent for Instructional Services oversees the process.

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

Description: • Budget is prepared to provide essential services to students served by the AIG program.

- Budget is approved by the local Board of Education.
- The budget aligns with the goals of the AIG Plan.
- Budget expenditures are monitored by the AIG Instructional Program Facilitator, the Directors of Education, and the Assistant Superintendent for Instructional Services.

Planned Sources of Evidence: • Approved AIG budget using state funds

- AIG teacher licensure records

Other Comments:

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

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: Accurate and current data is necessary to make effective, informed AIG program decisions. Administrators, teachers, and counselors are not provided sufficient data at this time regarding AIG-identified students.

Goals: AIG-identified students' data will be gathered and assessed to determine performance growth and drop-out numbers.

Description: • End-of-Grade Tests data will be analyzed for AIG-identified students' performance growth.

- End-of-Course Tests data will be analyzed for AIG-identified students' performance growth.
- Education Value Added Assessment System (EVAAS) data for AIG-identified students will be analyzed.
- Director of Testing and Accountability and AIG Instructional Program Facilitator will meet to discuss data needs.
- AIG personnel will be included in use of EVAAS data training.
- AIG Instructional Program Facilitator will have access to district drop-out data.

Planned Sources of Evidence: • EOG scores

- EOC scores
- EVAAS reports

Other Comments:

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

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 Maintained Practice for 2010-2013.

Rationale: The AIG IPF checks student headcount data to monitor demographics of AIG population by school and by district, and to determine if AIG populations mirror overall student demographics, again by school and by district.

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

Description:

- AIG teachers submit updated student headcounts 3 times per year.
- AIG teachers are provided with school and AIG headcount demographic information for comparison.
- AIG teachers train staff in use of TOPS folders for student referrals.
- AIG teachers share successful strategies for teaching diverse under-represented populations.
- Regular education teachers and AIG teachers are provided copies of student Individualized Education Plans (IEPs) and 504 Plans for those students who have them.

Planned Sources of Evidence:

- Student headcount data

- Completed TOPS forms
- Use of CogAT subtest scores for identification
- Enrollment data from honors and AP courses

Other Comments:

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

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 Maintained Practice for 2010-2013.

Rationale: The CCS Human Resources Division maintains data on all personnel in the district. All AIG teachers and the AIG IPF have AIG licensure. Cluster grouped AIG students are placed in regular education classrooms with an AIG-licensed teacher as possible.

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

Description:

- The AIG IPF receives data on AIG-certified teachers
- AIG teachers are required to be AIG-licensed or currently taking coursework at a college or university leading to AIG certification.
- Teachers who have an AIG cluster of students are encouraged to take coursework leading to AIG

certification.

Planned Sources of Evidence: • List of AIG-licensed teachers in the district
• List of teachers working toward AIG certification

Other Comments:

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

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 Maintained Practice for 2010-2013.

Rationale: Members of the CCS AIG Advisory Board play an important and necessary role in the development and monitoring of the AIG program. They provide advice and support to those who implement the plan and serve as a liaison for gifted education to the community.

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

Description: • The AIG Advisory Board is comprised of representatives from multiple stakeholder groups, such as parents, EC, ESL, counseling, teachers, administrators, and Central Office personnel, with attention given to the inclusion of diverse ethnic groups.

- The AIG Advisory Board meets semi-annually to monitor the local AIG program.
- The AIG IPF and at least one AIG teacher are members of the Advisory Board.

Planned Sources of Evidence: • List of members of the AIG Advisory Board
• Agendas, notes from AIG Advisory Board meetings

Other Comments:

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

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: The AIG program needs a more well-planned process for eliciting feedback from stakeholders.

Goals: Elicit data regularly from stakeholders that can be used in AIG program evaluation.

Description: • Post an online survey for parents annually on the CCS website regarding the effectiveness of the AIG program.

- Parents without access to a computer may come to their child's school to complete the online survey. Use AlertNow system to inform parents of survey and the school computer option.
- Survey middle school students annually regarding their perceptions about the AIG program.
- The AIG IPF and AIG teachers are available via phone, email, and/or conference to parents and school personnel to discuss the AIG program.
- Each AIG teacher has a web page at his/her school.
- The AIG Advisory Board meets semi-annually.
- Each school will address AIG Plan implementation via strategies in the School Improvement Plan.
- Parents will have the opportunity to respond to the AIG Plan implementation strategies as presented in the School Improvement Plan.

Planned Sources of Evidence: • Online survey results

- Middle school students survey results
- Data from meetings with stakeholders
- School Improvement Plans from all CCS schools

Other Comments:

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

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: The AIG Plan will be formally reviewed and revised every three years per state legislation using multiple sources of data. Recommendations by the SBE will be noted and changes made as possible. Changes can be made during the life of the plan on an as-needed basis with local Board of

Education approval.

Goals: Annually review the AIG Plan for possible need for improvement based on data from stakeholders.

Description: • The plan will be submitted to the state BOE by July 15, 2010. The state BOE will review the plan and return it with comments to CCS. The comments will be noted and revisions made as possible.

- An annual report regarding AIG data will be presented to the local Board of Education each year.
- Per Standard 6, Practice H, more consistent and frequent feedback will be elicited from stakeholders.

Planned Sources of Evidence: • State comments

- Plan revisions, if any
- Surveys
- Agendas, notes from AIG Advisory Board meetings
- Copy of annual reports to local BOE

Other Comments:

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

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: All stakeholders should have access to data regarding the AIG program evaluation.

Goals: Make public the data from the evaluation of the AIG Plan.

Description: • Post AIG Plan on CCS website.

- Post evaluation data on AIG page of the CCS website.
- The AIG IPF and the AIG teachers will provide to stakeholders written copies of evaluation data upon request

Planned Sources of Evidence: • CCS website

- Posted evaluation data

Other Comments:

Ideas of Strengthening: This section does not need to be completed based on the chosen category

of the practice.

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: It is the expectation of CCS that the rights of all AIG students are equitably protected through the consistent implementation of policies, procedures, and practices.

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

Description: • The AIG Plan will be implemented as written in all CCS schools.

- Each AIG student has a Differentiated Education Plan (DEP).
- A procedure to resolve disagreements is in place.

Planned Sources of Evidence: • AIG Plan

- Student records
- Minutes, notes from NDT meetings
- Data regarding procedure to resolve disagreements, if takes place

Other Comments:

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