

Lee County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

Approved by local Board of Education on: 30-JUN-16

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Lee County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, Lee County Schools local AIG plan is as follows:

Lee County Schools Vision for local AIG program: Lee County Schools will develop a mindset of talent development. Recognizing that gifted behaviors may be evident in a student's aptitude, academic performance, motivation, or social interactions, Lee County Schools is committed to providing an academic, intellectual, and social/emotional support system so that students can develop their full potential. In partnership with parents and community, Lee County Schools will nurture, identify, and serve gifted potential in students.

ACADEMICALLY OR INTELLECTUALLY GIFTED GOALS

1. Identify academically and intellectually gifted students in order to provide differentiated learning opportunities.
2. Differentiate and enrich the core curriculum to challenge advanced learners in their identified area(s) of strength as part of an overall educational program that supports excellence for all students.
3. Provide information regarding opportunities to earn licensure in gifted education so that teachers responsible for teaching gifted students acquire and develop an appropriate base of knowledge and methodology in gifted education.

4. Set high expectations for academically and intellectually gifted students and support their attainment of knowledge, skills, and work habits to promote their becoming lifelong learners and productive members of society.
5. Provide appropriate counseling and support services to assure gifted students' social and emotional well-being is addressed.
6. Provide opportunities for gifted students to spend appropriate time with other students who are similar to themselves in order to foster cognitive, academic, and social growth.
7. Provide additional support to develop "gifted behaviors" in students who may not be maximizing their abilities or may not traditionally be recognized as gifted.
8. Provide young students (K-3) with access to an appropriately stimulating and challenging education to shape their learning habits and challenge and develop their potential.
9. Use an identification procedure with multiple criteria to appraise student need for differentiated service(s).

"Targets" for Elementary Schools

- T-1. Provide a full-time AIG Specialist for each of the seven elementary schools.**
- T-2. Provide training and implementation of the PETS nurturing program, and other enrichment and differentiation training at Warren Williams Elementary Alternative School.**
- T-3. Promote a mindset of growth and nurturing talent development.**
- T-4. Expand the role of the AIG Specialist to serve the total school community as a differentiation coach/resource.**
- T-5. Support/promote the research-based cluster model for placing students in homerooms, which facilitates differentiation and fosters growth in all students.**
- T-6. Match AIG State-licensed teachers, or teachers who have the local AIG certificate, with clusters of AIG students.**
- T-7. Provide staff development regarding the screening, referral, and identification processes (Standard 1) and service/differentiation (Standard 2) in the AIG Plan.**
- T-8. Encourage collaboration between elementary schools to ensure consistency and equitable services for gifted students across the district.**
- T-9. Meet with AIG Specialists monthly to promote consistency of service, receive feedback, and provide training/support.**
- T-10. Offer district-wide parent education/information sessions at least three times per year.**
- T-11. Offer after-school enrichment opportunities and other extracurricular activities for interested students.**
- T-12. Provide staff development for counselors, teachers and administrators with regard to the social/emotional needs of students who exhibit gifted behaviors.**
- T-13. Encourage more elementary school teachers to obtain the local AIG certificate or State AIG Licensure. Provide financial support for licensure as budget allows.**
- T-14. Collaborate with AVID to support at-risk AIG-identified students.**

"Targets" for Middle Schools

- T-1. Dispell the myth that AIG no longer exists after elementary school.**
- T-2. Provide AIG Specialist for the Middle Schools. (Secondary AIG Specialist)**
- T-3. Encourage collaboration between middle schools to ensure consistency and equitable services for gifted students across the district.**
- T-4. Offer district-wide parent education/information sessions three times per year.**
- T-5. Offer an elective course taught by an AIG Specialist or teacher with AIG local certificate.**
- T-6. Develop a process so that classroom teachers know which students on their rosters are identified and how they are identified.**
- T-7. Provide staff development for Guidance Counselors, teachers and administrators with regard to the social/emotional needs of students who exhibit gifted behaviors.**
- T-8. Encourage collaboration between the AIG Department and middle schools in the registration process, and in the development of a 4-year education plan/DEP (Differentiated Education Plan) for high school that begins with rising 8th graders for identified students. (IB)**
- T-9. Encourage more middle school teachers to obtain the local AIG certificate or State AIG Licensure. (provide financial support for licensure)**
- T-10. Match AIG State-licensed teachers, or teachers who have the local AIG certificate, with clusters of AIG students in advanced courses.**
- T-11. Collaborate with AVID to support at-risk AIG-identified students.**
- T-12. Collaborate with middle school and high school personnel to expand/promote the International Baccalaureate Diploma Program (IB) at the high schools, exploring the idea of including middle schools and elementary schools in the future.**
- T-13. Provide staff development regarding the screening, referral, and identification processes (Standard 1) and service/differentiation (Standard 2) in the AIG Plan.**

"Targets" for High Schools

- T-1. Dispell the myth that AIG no longer exists after elementary school.**
- T-2. Provide AIG Specialist for the High Schools. (Secondary AIG Specialist)**
- T-3. Offer district-wide parent education/information sessions three times per year.**
- T-4. Offer an elective course taught by an AIG Specialist or teacher with AIG local certificate.**
- T-5. Develop a process so that classroom teachers know which students on their rosters are identified and how they are identified.**
- T-6. Provide staff development for Guidance Counselors, teachers and administrators with regard to the social/emotional needs of students who exhibit gifted behaviors.**
- T-7. Create a collaboration between the AIG Department and high schools in the registration process, and in the development of a 4-year education plan/DEP (Differentiated Education Plan) for identified students.**
- T-8. Encourage more high school teachers to obtain a State AIG Licensure. (provide support)**
- T-9. Match AIG State-licensed teachers, or teachers who have the local AIG certificate, with clusters of AIG students in higher-level courses.**
- T-10. Collaborate with AVID to support at-risk AIG-identified students.**
- T-11. Collaborate with high school personnel to expand/promote the International Baccalaureate Diploma Program (IB) at the high schools, exploring the idea of including middle schools and elementary schools in the future.**

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

State Funding	Local Funding	Grant Funding	Other Funding
\$757955.00	\$192305.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

District Response: The AIG Coordinator and the District AIG Lead Specialist conduct training with all teachers who teach gifted at the beginning of the school year. This training includes sharing the revised plan highlights, calendars, district initiatives, and refresher training for the screening and identification processes.

The AIG Coordinator and the District AIG Lead Specialist conduct an AIG Program Overview training with all certified staff at each school at the beginning of the school year. A PowerPoint presentation is shared.

The identification criteria and highlights of the gifted program are printed in the Sanford Herald at the beginning of the school year.

The AIG Coordinator and District AIG Lead Specialist conduct training with the AIG Specialists, and the Specialists then train school staff as needed. Elementary Specialists are the onsite resource for implementation of the plan throughout the school year at their respective schools.

A secondary AIG Specialist will serve the middle schools and high schools if budget allows. (LCS will add more secondary specialists as funds allow.)

AIG Parent Nights are held at every school at the beginning of the school year.

District-wide Parent Information Nights are held at least three times per year, to include guest speakers, student presentations, teachers, administrators, AIG Coordinator, community members, etc.

AIG Specialists plan / share with teachers in Professional Learning Communities (PLC).

Advisory Council meetings with all stakeholders represented are conducted once per quarter.

The AIG web page is updated as part of the Lee County Schools website including a FAQ section and a quick-reference guide to the AIG Plan. (Spanish / English)

The AIG department revises and publishes AIG (K-12) Program brochures in English and Spanish that outline screening, identification, and service procedures. Brochures are displayed at all schools and at locations around the community. The AIG Program brochures are shared at open houses, Kindergarten registration, and in new student/transfer registration packets.

The AIG Coordinator and the District AIG Lead Specialist collaborate with AIG Specialists and teachers of the gifted to create a quarterly AIG Newsletter. (Spanish and English)

Practice B

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

District Response: Multiple Criteria for AIG Identification (grades 3 – 12):

- *Teacher observation using Renzulli checklist.

- *Achievement Score (EOG/EOC, IOWA, ACT, SAT, AP, IB, or other standardized achievement test).

- *Aptitude test (CogAT or other standardized aptitude or IQ test).

- *Performance Grades: average of the first, second and third quarters

mClass (K-3)

Beginning of Grade (BOG), 3rd grade

WIDA / ACCESS data

TOPS portfolio (Teacher Observation of Potential in Students)

Portfolio of above-grade level class work and/or projects

Other approved assessments

- * Basic data gathered during screening on the AIG 6 – Summary of Student Eligibility.

Standardized test scores should have been administered within the last two years.

Use current year grades and Renzulli from current year teacher(s).

A single criterion may reveal a need for service. However, no single criterion can eliminate a student from consideration.

Screening:

Lee County Schools seeks to promote and support gifted behaviors prior to formal identification with a K-3 nurturing program. AIG screening for student identification begins as nurturing with the Primary Education Thinking Skills (PETS) in K-3 (whole class and small group), and the use of Teacher Observation of Potential in Students (TOPS) portfolio in K-2 for students exhibiting gifted behaviors. These folders follow students from grade to grade in the primary grades to provide data to support their need for differentiated instruction. Screening also occurs through the review of student data such as mClass, state reading and math assessments, and local benchmarks.

Although students may be referred for identification in any grade, Lee County Schools conducts a broad sweep of all students in grades 3 and 5 to screen for students that may qualify for the gifted program. An aptitude test, the CogAT (Test of Cognitive Abilities), is administered to all students in grades three and five in the fall of each school year. It is used as a screening instrument and is one of the multiple criteria used to formally identify gifted students. The CogAT gives three subtest scores: Verbal (reading), Quantitative (math), and Nonverbal (visual/spatial aptitude). These subtests will be referred to by initials V, Q, and NV in this plan. Other screening occurs in 3rd, 4th, and 5th grades

through the review of student data such as mClass, EOG, iReady and local benchmarks.

In the middle schools and high schools, screening is ongoing through the review of all available data for students such as iReady, EOG/EOC, ACT, SAT, AP, IB, and local benchmarks. Also reviewed are students who excel in atypical learning environments, or exhibit high interest/participation in enriching extra-curricular activities.

Referrals: Referrals to be evaluated for gifted services are accepted all year long. In addition, at the elementary schools, the school-wide referral process begins in the spring of the year, with decisions made by the school AIG Team in June. Referrals may be made by a student (self-nomination), parent, teacher, administrator or other school staff member.

Identification Grades K-2:

Students in K-2 who exhibit gifted behaviors documented in the TOPS portfolio may be screened with appropriate aptitude and achievement assessments. Identification will be based on 98th percentile scores/two grade levels above current grade on an achievement, aptitude and/or ability test.

Identification Grades 3 – 12:

AIG Identification Process: (AIG 6 – Summary of Student Eligibility)

Measuring Tool	Score	Points	Weighting
Student Achievement			
EOG	95th-99th Percentile	25	25%
	88th-94th Percentile	20	
	80th-87th Percentile	15	
Student Aptitude			
CogAT (subtests)	90th-99th Percentile	25	25%
	85th-89th Percentile	20	
	80th-84th Percentile	15	
Student Performance			
Grades	90-100	25	25%
	85-89	20	
	80-84	15	
Observable Student Behaviors			25%

Renzulli	Very high	129-172	25
Checklist of	High	112-128	20
Displayed			
Characteristics (AIG 9)			

Range to Qualify: 75-100 total points

Percentile ranges were created based on local norms: district CogAT and EOG data.

Five Areas of Gifted Identification with corresponding criteria:

Academically Gifted in Reading – AR (75-100 total points on reading criteria)

EOG% in reading
CogAT subtest (Verbal)
Grades in reading
Renzulli Checklist
Other evidence

Academically Gifted in Math – AM (75-100 total points on math criteria)

EOG% in math
CogAT subtest (Quantitative or Quantitative/Nonverbal composite)
Grades in math
Renzulli Checklist
Other evidence

Academically Gifted in both reading and math– AG (75-100 total pts in both areas)

EOG% in reading and math
CogAT subtests (Verbal and one of these: Quantitative or Q/NV composite)
Grades in reading and math
Renzulli Checklist
Other evidence

Intellectually Gifted – IG

95% or higher in one of the following subtests of CogAT or other aptitude/IQ test:
Verbal, Quantitative, or Nonverbal.
Other evidence

95% and above is the 9th stanine (highest level on CogAT) and used for Duke TIP.

Academically and Intellectually Gifted – AI *effective summer 2016

Meets AG and IG criteria

APPROVED ALTERNATIVE ASSESSMENTS FOR USE IN FORMAL IDENTIFICATION OF ACADEMICALLY AND/OR INTELLECTUALLY GIFTED STUDENTS (Not a complete list):

Individual IQ Tests

1. Comprehensive Test of Nonverbal Intelligence (CTONI)
2. Differential Ability Scales (DAS) or (DAS 2)
3. Leiter International Performance Scale (Revised Leiter-R)
4. Naglieri Nonverbal Ability Test (NNAT)
5. Reynolds Intellectual Assessment Scale (RIAS)
6. Stanford Binet-Fifth Edition (SB5)
7. Universal Nonverbal Intelligence Test (UNIT)
8. Weschler Adult Intelligence Scales-Third Edition (WAIS-III)
9. Weschler Preschool & Primary Scales of Intelligence-Third Edition (WPPSI-III)
10. Weschler Intelligence Scale for Children-Fourth Edition (WISC-IV)
11. Woodcock Johnson Tests of Cognitive Abilities-Third Edition (WJ-III Cog)

Individual Achievement Tests

1. Woodcock-Munoz Battery III
2. Diagnostic Achievement Battery--Third Edition (DAB-3)
3. Gray Oral Reading Test - Third Edition (GORT-3)
4. Kaufman Test of Educational Achievement-Second Edition (KTEA-II)
5. Key Math Revised, Normative Update (KeyMath-R,NU)
6. Test of Early Mathematics Ability-Third Edition (TERA-3)
7. Test of Early Reading Ability-Third Edition (TERA-3)
8. Test of Early Written Language-Second Edition (TEWL-2)
9. Test of Early Reading Comprehension-Third Edition (TORC-3)
10. Test of Written Language-Third Edition (TOWL-3)
11. Weschler Individual Achievement Test-Second

Ability Tests

1. Otis-Lennon School Ability Test – Eighth Edition (OLSAT)

Any alternate assessment should have a mean of 100 and a standard deviation of 15. If testing is completed by a private psychologist, the most recent form/version of the test must be utilized in order for the results to be valid for possible use. (The Department of Public Instruction has given a general rule of thumb that school psychologists have two years to transition to the most recent instrument.) Use of independent test results is at the discretion of the school AIG Team and/or the AIG Coordinator under the advisement of the Exceptional Children's Department, if necessary.

If the AIG Team determines that individual testing is needed, the AIG Specialist or AIG Chairperson will obtain parent consent with the AIG 3 form, obtain vision and hearing screening from the school

nurse by completing the Health Assessment request form, and complete a request for additional testing form (AIG 5) which goes to the Exceptional Education department.

An AIG Specialist may administer the CogAT in small groups, or to individuals, as needed for any student that may have missed the whole grade screenings at 3rd and 5th grades or for any referred student whose existing aptitude score is over two years old.

TRANSFER STUDENTS

Parents of eligible students transferring from one Lee County School (LCS) to another LCS should have the opportunity to meet with the AIG teacher to discuss the receiving school's plan for service and DEP as stated in Lee County School's local AIG plan. It is expected that, as a courtesy, the teacher from the sending school will contact the teacher at the receiving school to make sure the student begins services upon arrival at the new school, if transfers are within the system.

Every effort is made for a student who was formerly placed in a gifted program outside our district to receive services as soon as possible after enrollment in a Lee County School. Upon enrollment, students will be placed in the gifted program with written and/or verbal AIG identification documentation from the previous school. Within 30 days of enrollment, the receiving school's AIG Team will meet to review the student's qualifying criteria from the previous school, and place/match the student with the appropriate gifted services by using the AIG 6 (Summary of Student Eligibility Form).

Students who transfer to LCS and cannot provide documentation of placement in a gifted program will be treated as any other student in our system in relation to screening and identification procedures.

If a student withdraws to move within the district, or outside the district, the AIG Coordinator and the PowerSchool data manager should be notified of this move via email. This will ensure appropriate coding within the information system as well to ensure the sending of appropriate information to the student's next school.

Practice C

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

District Response: Lee County Schools continues to seek ways to identify under-represented populations in the AIG program and strives to align representation in the gifted program with that of the district student population. Lee County Schools administers traditional standardized measures based on current theory and research. The district reviews performance on the North Carolina EOGs as achievement indicators and EVAAS data for growth. To ensure accessibility for non-traditional students, the district researches alternative assessment measures for consideration.

School AIG Teams actively seek underserved populations who are demonstrating evidence of gifted potential. School AIG teams consider alternate tests such as nonverbal measures or measures in the student's native language. Psychologists are present at the AIG Team meetings in order to make

professional judgments regarding the most appropriate test for the child under consideration.

Psychologists assist in identification when needed by administering aptitude, intelligence and achievement tests and making recommendations related to AIG placement. The Lee County AIG Program has additional aptitude test(s) such as the Naglieri Nonverbal Ability Test Individual (NNATI) and/or the Otis-Lennon School Ability Test (OLSAT) 8th Edition that can be administered by the AIG Specialist, Lead Teacher, or AIG Coordinator.

AIG Specialist, AIG Lead teachers, and school AIG Teams collaborate with ESL and EC staff to consider students who quickly test out of ESL and exceptional education students who may be twice exceptional. An AIG staff member attends IEP meetings of any twice exceptional student.

An annual review is conducted by the AIG Team at each school and by the AIG Advisory Council to evaluate effectiveness in identifying under-represented populations.

AIG staff analyzes data from TOPS and PETS to seek correlations between students serviced K-3 and identified/not identified within different subgroups by 4th grade.

During the identification process, the School AIG Team considers, in their pool of potential AIG students, high academic performers from different subgroups. The testing coordinator shares with the team the top 20% of student scores from standardized achievement tests (district-wide) for screening purposes.

The School AIG Team can make the decision to identify a student in the AIG program if the evidence is strong. For example, a student might miss one qualifying criteria by a small margin, but other gifted characteristics are strong. AIG Teams may also make the decision to identify a child who shows gifted characteristics to an exceptionally high degree on one criterion. In either case, the AIG Team can recommend placement with an Individualized Differentiated Education Plan. (AIG 8N - A Need for Differentiation)

Individual Differentiated Education Plans (IDEPs) are developed for AIG students who are struggling (AIG 8R - Reduction in Scores). These plans are developed for students whose grades and EOG scores are less than 80% during the annual review or students who need an individual support plan. The plan involves the teacher, the student and the parent. Areas that are affecting performance are addressed in the plan. Sometimes the assistance of a counselor is needed if social and emotional factors need to be addressed. The development of an IDEP is an opportunity to plan for, and deliver assistance to, the gifted student who might be struggling academically. It is a year-long plan. At the end of the year the plan is evaluated for effectiveness and either continued, modified, or no longer needed. The student continues to be served as gifted and is not exited from the AIG program.

Part 1 of the IDEP is started at the end of the academic year by the classroom teacher and the AIG specialist, and a parent conference is held. Part 2 of the IDEP is completed by the end of first quarter of the next school year during a parent conference in which the new content teacher, the student, and the parent will each write their strategies. Strategies on the IDEP address academic, social, and emotional issues that affect school success. At the end of the year the IDEP is reviewed and is either continued, modified, or no longer needed.

Input from EC, ESL, counselors and other appropriate staff should be gathered, as appropriate, when

completing a student IDEP.

The AIG Coordinator and AIG Lead Specialist provide ongoing training with all teachers (classroom, EC, ESL, resource, etc.), administrators, and counselors on how to best recognize and serve gifted students, especially in under-represented populations.

Practice D

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

District Response: Personnel

Full-time AIG Coordinator

District AIG Lead Specialist

Full-time AIG Office Support

7 AIG Specialists, 1 at each elementary school

1 AIG Specialist itinerant position for middle and high schools

(Additional secondary specialists as funds allow)

Identification Process Timeline 3rd-12th grades

- 1- Teacher observation of gifted behaviors using the Renzulli checklist. (Year-long)
- 2- Aptitude assessed with the Cognitive Abilities Test (county-wide) at 3rd and 5th grades. (Nov.)
- 3- Performance assessed by averaging grades for reading and math from 1st , 2nd, and 3rd quarter grading periods. (late March, early April) (end of 3rd quarter)
- 4- Renzulli checklist completed by student's teachers. (late March, early April)
- 5- 3rd quarter AIG Team meeting for review of student data. (late March, early April)
- 6- Eligibility Form (AIG 6) will be started (mid-April) for students who would qualify by meeting one more criterion (EOG).
- 7- Achievement assessed with End of Grade/End of Course tests (June).
- 8- Final End of Year AIG Team Meeting for identification decisions (June).
- 9- Parent conferences for any student for whom an AIG 6 was started (June).

The AIG Coordinator creates and implements AIG referral process checklists for teachers and AIG specialist at each school to ensure each step of the process is completed. Staff development is provided for teachers, AIG specialists, and AIG Team members at each school by the AIG Coordinator and the District AIG Lead Specialist.

The AIG Coordinator and the District AIG Lead Specialist meet with the AIG Specialists from the schools at least quarterly to explain procedures and give information for specialists to share with their school staff.

The AIG Coordinator attends all district Administrative Meetings, Directors' Meetings, and Curriculum and Instruction Meetings throughout the year to share AIG processes, timelines, updates, highlights, etc.

K-3 NURTURING

All students in K-3 have an opportunity to participate in enrichment/nurturing opportunities in Primary Education Thinking Skills (PETS) and Jacob's Ladder reading materials. These materials aid in

nurturing thinking skills and extend gifted potential for learners who have indicated such a need. K-2 teachers have been trained in the use of the Teacher Observation of Potential in Students (TOPS) Portfolio to help informally identify and support students with gifted characteristics. They have also received training in strategies and materials that support differentiation for the gifted characteristics observed. Such training will be on-going. The K-2 TOPS portfolios follow the K-2 student to the next grade level. This provides the next year's teacher with valuable information about observed characteristics from the previous year's teacher. TOPS portfolios may be used in the identification process as "other evidence."

In 3rd grade, teachers use the Renzulli checklist to document gifted behaviors. At the beginning of the year in 3rd grade, a Renzulli checklist should be started on any student that has a TOPS portfolio from any grade K-2 and for any other student exhibiting gifted behaviors.

The AIG Team

The AIG Team includes individuals with a background in gifted education and others. A team/committee is established at each school site and includes the principal (or principal's designee), AIG teacher(s), ESL teacher(s), EC teacher(s), and school psychologist and/or guidance counselor. In addition, at the elementary level, one classroom teacher per grade level also serves on the committee. At the middle school, at least two teachers (one being AIG language arts and the other AIG math) per grade level serve on the committee. The high school committee also includes one representative from each content area/department. The AIG Specialist, if assigned to a school, serves as the chairperson of the AIG Team.

Team members may volunteer and/or be nominated by the principal to serve. It is suggested that members serve for 2 to 3 years, with experienced members rotating off and new members joining the team in such a way the AIG Team always consists of experienced and inexperienced members.

Classroom teachers, or other staff, nominating a student for referral should attend the AIG Team meeting (at the time pertinent to that student) to share supporting information about the referred student, but will not participate in any committee decision regarding that particular student.

Each school submits an AIG 16 form, listing the members of the school AIG Team, to the AIG Coordinator in September of the new school year.

AIG Specialists, along with their AIG Team members, create an AIG 11, Data Collection Spreadsheet, to document all students being referred in a given referral window. The AIG 11 contains all student data to be considered and any decisions made by the AIG Team. All students who are referred are listed on the AIG 11 and remain there, whether the team decision was to qualify or not. During the identification meetings, data on the AIG 11 spreadsheet is displayed for the team to review/discuss together.

All completed AIG 11 spreadsheets are shared electronically with the AIG Coordinator at Central Office and saved to the school's AIG flash drive. Minutes of the meeting are kept in the AIG Green Notebook at each school.

AIG Team: Decision-Making Process for Nominations/Identifications

STEP 1: Nomination/Evaluation

STEP 2: Collection of All Evidence

- STEP 3: Review of All Data
- STEP 4: Decision
- STEP 5: Individual Parent meeting (conference)
- STEP 6: Development of DEP and/or IDEP with parent conference

Practice E

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

District Response: AIG Green Folder:

A green AIG folder, considered part of the student's cumulative record, is created for any individual student who is referred to the AIG Team to be evaluated for AIG identification. The green folder contains all documentation related to the student's AIG referral, and service.

During district-wide screenings at grades 3 and 5, (after whole-grade administration of the CogAT) green folders are only created for students who, after gathering data related to aptitude, grades, and Renzulli, could meet the criteria with points from EOG/achievement scores.

If a referred student qualifies for AIG services, an official Lee County Schools AIG green services folder is created and considered an active AIG folder. If a referred student does not qualify for AIG services, AIG paperwork is placed in a basic green file folder and labeled "inactive." Parent conferences are required for any student for whom a green folder is created, regardless of whether the student qualified or not. Parents must receive copies of all paperwork that requires their signature and a copy of the Parents' Rights Booklet at the time of the conference.

Both active and inactive green folders are housed directly behind the student's cumulative folder in the student records' filing cabinet. As the student progresses from elementary to middle school and middle to high school, the green folder, along with the cumulative folder, follows the student. If the student transfers to another school within the district, the green folder, along with the cumulative folder, follows the student. If a student transfers out of the district, copies of the contents of the green folder are made and sent to the receiving school. The actual green folder is then stored with the cumulative folder in the designated filing cabinet for students who have withdrawn.

Green folders include the following forms (required):

- AIG 1: Access to folder sign-in sheet
- AIG 4: Request for Conference (One or more)
- AIG 6: Summary of Student Eligibility Record (one or more)
- AIG 7: Differentiated Education Plans (DEP) (one for every year of service)
- AIG 9: Renzulli Checklist (one or more)
- AIG 17: Annual Review (one for every year of service)

Green folder may include the following forms (as needed):

- AIG 3: Permission for evaluation

AIG 5: Request by AIG Team for Additional Information
AIG 8: Individualized Differentiated Education Plan (IDEP) – Need for Differentiation
AIG 8: Individualized Differentiated Education Plan (IDEP) – Reduction in Scores
AIG 15: Performance Notification
Parent request to exit letter
Other parent request/letters
Individual testing results
AIG documentation from previous district/state (transfer students)

The contents of AIG green folders are kept for three years after graduation.

AIG 6 – Summary of Student Eligibility (K-12):

A Summary of Student Eligibility form is created when a student is referred to the school's AIG Team to be evaluated for AIG identification. This is a 3-page document that summarizes student data for evaluation, the AIG Team's decision, the area(s) of identification, the parent's response regarding the AIG Team's decision, and acknowledgement that the parent has received the AIG Parents' Rights booklet. An AIG 6 is completed each time a student is evaluated for gifted services, even if already identified and adding an additional service area.

AIG 7 - Differentiated Education Plan (DEP)(K-5) (6-8)(9-12+):

There are three levels of Differentiated Education Plan (DEP); one for grades K-5, one for grades 6-8, and one for grades 9-12+. A Differentiated Education Plan is created for each identified student at the beginning of each year to explain how the student's area(s) of identification matches service options. The student's teacher(s) creates the DEP in collaboration with the AIG Specialist, AIG Lead Specialist, or AIG Coordinator. DEPs are shared with parents before the end of September. They may be shared at a group meeting such as the AIG Parent Night, while giving parents the option to schedule an individual conference, if preferred. Parents sign and receive a copy of their child's DEP. A copy of the annual DEP is filed in the student's AIG folder. The teacher(s) creating the DEP keeps a copy on file in the classroom. The annual high school DEP (9-12+) includes service options for both semesters.

AIG 17 – Yearly Performance Review of Progress (K-8):

Annual Review: The AIG Team at each school meets at the end of the year and reviews each identified student's performance (grades) and achievement (EOG/EOC) to determine if additional services are needed for the next year, to continue existing services, or to create an IDEP to provide support or additional enrichment. A copy of the AIG 17 goes home to parents in the final report card. If an IDEP is needed, a parent conference must be held and a parent signature obtained.

At high school, ongoing identified student performance reviews take place at each grading period by the secondary AIG Specialist, AIG Lead Specialist and/or AIG Coordinator in collaboration with the school counselor. AIG staff will synergize with guidance counselors, teachers and students to create a system to encourage and enable student self-assessment. Performance indicators such as grades, End of Course tests, Advanced Placement Exams, ACT and SAT scores, independent projects may be reviewed. The school counselor, AIG Specialist, District AIG Lead Specialist, or AIG Coordinator may conference with student/parent regarding performance and/or course selection as needed.

AIG 11 – The Data Collection Spreadsheet:

Each school creates and maintains an AIG 11 spreadsheet for each grade level of referred and identified students.

The AIG 11 serves as documentation of students that have been referred, AIG Team decisions regarding identification, and areas in which students qualified. AIG 11 spreadsheets are saved electronically on a flash drive kept by the AIG Specialist and should be saved to computers.

AIG 11 spreadsheets are sent electronically to the AIG Coordinator and AIG Lead Specialist after the final AIG team meeting in June and as requested during the school year.

Ideas for Strengthen the Standard: *The high school DEP becomes a flexible 4-year education plan that is created during registration for 9th grade and revisited each year during high school registration sessions. Teachers of advanced courses, counselors, and AIG Specialists should be available to provide support and guidance to the student/parents during the DEP/registration process.

*Share the screening, referral, and identification processes with the community-at-large by speaking at civic organizations and on local public radio station, WXKL-1290am.

*Annual review will be conducted by each site review team and advisory council to evaluate effectiveness in identifying under-served populations.

*Create a longitudinal database for K-2 using TOPS portfolio folders.

*Revise the K-2 identification criteria using additional criteria.

*Create a graphic/flowchart of the screening, referral, identification process.

Sources of Evidence: *Agendas from meetings with AIG personnel, teachers, parents

*Agendas from PLCs and Advisory Council meetings

*AIG information published in the Sanford Herald newspaper

*Quarterly AIG newsletter and AIG brochure

*AIG web page on district website

*AIG Plan describing procedures and documentation

*TOPS portfolios and Renzulli checklists

*Student assessment data

*Training and professional development rosters

*Students' IDEPs

*AIG personnel's monitoring of under-represented populations data/results

*AIG Plan procedures/documents

*Identification process timeline

*AIG Team minutes/calendars

*AIG 11 spreadsheets

*Students' AIG green folders

*AIG forms/documentation in the AIG folder

*Schedule of parent conferences and signed documents

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: The AIG department in the district aligns program options for differentiating the SCOS with national and state gifted education standards, as well as expands the curriculum goals listed in the SCOS.

During the Local Certificate training offered to teachers of advanced learners, Lee County Schools incorporates training on adapting the SCOS (differentiation) for gifted learners.

After the Local Certificate training is complete, Lee County Schools' AIG Coordinator and District AIG Lead Specialist (Gifted Personnel) follow-up with these teachers to assist with implementation of the differentiation strategies.

In 2015-2016, Lee County Schools added district Secondary Lead Teachers/coaches in the areas of math, science and ELA (English, Language Arts). Although the Secondary Lead Teachers assist with differentiation for all students, they serve as a valuable partner and resource for AIG personnel and all teachers of advanced learners at the secondary level.

At the elementary level, the full-time AIG Specialist collaborates and plans with classroom teachers in grade-level PLCs to differentiate the SCOS for advanced learners. Principals are encouraged to cluster group gifted students as described in the research-based cluster model of grouping students. This will facilitate the AIG Specialist co-teaching with the classroom teacher and the scheduling of pull-out time for students with the Specialist.

Beginning in 2016-2017, in order to create a Professional Learning Community (PLC) of educators for the gifted learner, the AIG staff will implement "Best Practice" sessions throughout the year to gather teachers together and have them share strategies for extending, enriching or accelerating the SCOS which have proven effective with gifted learners.

The district has offered, and continues to offer, training in differentiation strategies such as tiered assignments, Understanding by Design, and curriculum compacting. A refresher training will be offered in curriculum compacting.

Beginning in 2016-2017, the AIG Coordinator, District AIG Lead Specialist and AIG Specialist will visit classrooms to provide feedback and coaching on differentiation in the content areas. The teacher evaluation instrument will be used as a guide for discussions during individual teacher feedback, in PLCs and in other staff development sessions.

The Grade Spans:

K-2: The gifted specialist collaborates with the classroom teacher to deliver the whole class PETS lessons at the beginning of each quarter, and then develop a timeline for whole class and small group delivery. The smaller enrichment groups meet with the AIG Specialist on a regular schedule. Student placement in the enrichment group is flexible and should change as different students exhibit gifted behaviors. Small group activities will also extend the SCOS through collaborative planning in PLCs

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with the gifted specialists. The classroom teacher and AIG Specialist will collaborate to create a plan of implementation for the U-STARS~PLUS (Utilizing Science, Talents, and Abilities to Recognize Students ~ Promoting Learning for Under-represented Students to enrich and extend the curriculum. 3rd - 5th: District gifted personnel will collaborate with the classroom teachers to develop units using the Understanding by Design (UbD) framework to ensure differentiation which enriches, extends, and accelerates the SCOS. (Stage 3 in UbD addresses tailoring instruction for different needs.) Units will be developed around big ideas with supporting essential questions, performance based tasks, and activities which are tailored to the gifted learner. Enrichment activities could be completed in the regular classroom, with the extension and acceleration activities offered during the time with the gifted specialist. Or, UbD units can be created to enrich, extend or accelerate in small group settings with the gifted specialists.

Envision materials have been purchased for each elementary school and will be used for differentiation in enrichment classes beginning in 2016-2017. Envision is a series of multidisciplinary independent projects that challenges students at the highest levels of thinking.

4th and 5th graders have the option to participate in the extracurricular Battle of the Books contest between schools. This is a year-long contest in which teams of students are assigned a list of novels to read throughout the year. Students meet to discuss the books in regular meetings. At the end of the year they compete against other schools to see which school is most knowledgeable of the books.

In 2016-2017, to better differentiate for gifted 4th and 5th graders and to provide consistency across the district, gifted personnel at the elementary level will create two project-based units for 4th grade and two units for 5th grade. For each grade level, 4th and 5th, the two units below will be created:

*Research-based Social Studies Project (Social Studies and ELA) – SCOS topic for grade level

*Math Project – SCOS topic for grade level

6th - 12th: The gifted specialist will work with content teachers to develop enrichment, extension, and acceleration activities within the content areas in collaboration with the district Secondary Lead Teachers/coaches in the content areas of math, ELA and science. Also, at the middle schools, advanced math and English Language Arts classes are offered at each grade level. In addition, at 8th grade, Math I and English I are offered. At the high schools, Honors and Advanced Placement (AP) classes are offered. At one high school, the International Baccalaureate Diploma Programme (IB) is offered. At two high schools, "Academies" in the areas of business, engineering and tourism/hospitality are offered. Students may also attend Lee Early College. All of the high schools offer classes with extended, enriched, and accelerated SCOS.

Practice B

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

District Response: Gifted personnel assist classroom teachers in selecting or creating informal assessments to determine readiness, interest and learning profile of students.

The gifted specialists assist classroom teachers with administering interest inventories and learning profiles at the beginning of the year.

Teachers may use I-Ready diagnostic tools and other state and district assessments to identify gifted students' readiness in reading and math.

CogAT data will be analyzed to provide insights in students' potential strengths and weaknesses. This

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information will be used to develop differentiated activities which match individual student needs. The district continues to offer professional development courses to promote the development of differentiation strategies and practices such as: tiered assignments, curriculum compacting, independent investigations, and Paideia Seminars. These strategies and practices are used K-12. The Local AIG Certificate training is offered each year. This is a 45-hour course offered to all teachers, but highly encouraged for teachers of advanced learners. This course emphasizes the need for differentiation for advanced learners. Diverse and effective instructional practices are shared, as well as, content differentiation strategies.

Sharing the model of Joseph Renzulli's 3 rings of giftedness (above average ability, creativity and task commitment) and Mr. Renzulli's Enrichment Triad Model of three types of enrichment activities, teachers are challenged to consider each of these areas when developing assignments for advanced learners. Posters of the 3 rings of giftedness model will be displayed in classrooms and shared with students. Training for classroom teachers and AIG Specialists will be provided by the AIG department on the Enrichment Triad Model.

Enrichment Triad Model: K-8

Type I – general exploratory activities

Type II – group training activities

Type III – individual and small group investigations of real problems

Beginning in 2016-2017, in order to create a Professional Learning Community (PLC) of educators for the gifted learner, the AIG staff will implement "Best Practice" sessions throughout the year to gather teachers together and have them share effective strategies for providing rigor, depth, complexity, sophistication and abstractness.

At the elementary level, students are challenged with independent and/or group projects and investigations. Students engage in advanced-level Envision projects based on their interest. Offer project-based or problem-based elective classes at middle and high school. Incorporate community-based projects at middle and high schools based on students' interests. (See "Ideas to Strengthen Standard")

Create a 4-year plan for high school. (See "Ideas to Strengthen Standard")

Areas of Emphasis beginning in 2016-2017:

*Analogies (in all content areas)

*Tangrams, geometry, fractions, algebraic thinking (Hands-on)

*Writing across the curriculum

*Scientific Method

*Advanced vocabulary development J (Caesar's English by Michael Clay Thompson)

*Using art to think differently

*Thinking critically about global issues: Making an impact

*Developing Research Skills – that build over time. (using Independent Investigation Method with Science and Social Studies topics)

K – 1st grades – whole group project

2nd – 3rd grades – partner or small group project

4th grade – individual project, monologue

5th grade – formal research writing, act in a play

6th – 8th – interest-based, real world issues, community service project

9th – 12+ - interest-based mentorships and internships, community service projects

Practice C

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

District Response: Lee County Schools uses a variety of research-based supplemental resources that augment curriculum and instruction. Teachers have access to these resources at their schools. The district uses AIG and local funds to purchase research-based supplemental resources. Individual requests for these supplemental resources from AIG Specialists and teachers of advanced learners are honored as long as the budget will allow.

PETS (Primary Education Thinking Skills), U-STARS~PLUS (Using Science, Talents and Abilities to Recognize Students ~ Promoting Learning for Under-Represented Students), Jacob's Ladder, and Challenge Math materials have been provided for all elementary schools for use in the K-3 Nurturing Program and in grades 4 and 5 for identified AIG students. Materials have been provided for every grade level.

Jacob's Ladder materials have been provided to middle school AIG teachers.

From the William and Mary Center for Gifted Education, Language Arts Units (grades 7-9) have been purchased for middle schools. Language Arts Units (grades 1-2 and grades 4-5) have been purchased for elementary schools.

TOPS (Teacher's Observation of Potential in Students) portfolios are provided to all K-2 teachers along with training on how to use the portfolios to support instruction.

Grades 3-5 and grades 6-8 teachers have been given the Renzulli Observational Checklist along with training on how to use the instrument to guide instruction.

K-12 AIG units designed by AIG teachers created with the Understanding by Design template are available for use. These units offer models for differentiated instruction for AIG students. The creation of AIG units is ongoing. Training on creating units in the Understanding by Design format has been offered district-wide.

Practice D

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

District Response: District-wide professional development has been offered over a period of time to train Lee County educators in Leader-In-Me and AVID (Advancement Via Individual Determination) initiatives. Both programs foster the development of 21st century skills. Teachers have also received training to develop differentiated units integrating 21st century skills using Understanding by Design (UbD) templates. Many teachers in the district have collaborated to create UbD units in various content areas. Teachers are encouraged to share these units.

At the high school level, Advanced Placement (AP) courses are offered to advanced learners. The International Baccalaureate Diploma Programme (IB) is offered at one high school in Lee County. Two high schools offer real-world applications and Internship opportunities in various "academies" specific to business, hospitality / tourism, and engineering. Lee Early College challenges student teams by assigning issues to solve in real-world scenarios such as a project and design proposal to revitalize a vacant property somewhere in Lee County.

Many of the high school and middle school teachers of advanced classes have received training in Paideia seminars and/or Socratic seminars which take place frequently in advanced courses. Critical

thinking skills and communication are imbedded within these advanced programs.

The Career and Technical Education Department assists students with Internship opportunities at the high school level.

Caterpillar Youth Apprenticeship Program is a collaboration between Lee County Schools, Central Carolina Community College and Caterpillar, Inc. This is a two-year apprenticeship program.

Extracurricular opportunities are found with competitions such as DECA (Distributive Education Clubs of America), Quiz Bowl, Envirothon, and Science Olympiad. These enrichment activities enable students to delve into global issues and topics and participate in competitions as a team.

At the elementary level, advanced 4th and 5th grade reading students are given the opportunity to participate in Battle of the Books. Students collaborate in teams to read a large number of novels over the course of the year. Books are read and discussed. At the end of the year, teams from each school compete against each other to determine which team is most knowledgeable about the books.

Practice E

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

District Response: Lee County Schools' initiative to promote Professional Learning Communities (PLCs) in schools has provided teachers with knowledge regarding the use of data driven information to plan differentiated curriculum and instruction. The district's quarterly assessment data and common assessments analyzed in PLCs provide teachers with student and class feedback in both reading and math. AIG Specialists participate in grade level PLCs and assist teachers in the development of formative assessments to use along with summative assessments to chart student growth and plan the most appropriate student instruction.

Gifted personnel will create and access UbD units and lesson plans, and other differentiated activities on a shared web page.

In grades K-2, the TOPS portfolios provide important data for young students showing gifted characteristics. Portfolio information facilitates flexible grouping to provide enrichment. This anecdotal observational data follows the child to the next year's teacher so the information can be used for instructional planning.

Running records and the use of mClass give reading data for early elementary students. Lee County Schools will continue to utilize Lee County's intervention process which uses universal screenings to target those students who are performing below their academic potential.

Lee County Schools will continue to plan challenging units for gifted students using Understanding by Design which requires assessment for the unit to be addressed before further planning of instruction. This approach supports formative assessments developed to higher levels of thinking that are tied to district transfer goals.

The AIG department will provide opportunities for participation in Professional Development Certification courses to train teachers in tiered assignments, curriculum compacting, and independent studies with the development and use of assessments explicitly addressed.

AIG personnel will continue to work within Professional Learning Communities (PLCs) to analyze assessment data in order to develop differentiated curriculum based on gifted students' needs.

Lee County Schools will support school AIG Teams to operate as PLCs. (The suggested make-up of the teams includes teachers from across grade levels and others.) In this role, the teams will act as the advocates for AIG students at the school. The AIG Team will examine assessment data and make recommendations to support academic decisions. PLCs are a district-wide initiative and through this framework, regular discussion about gifted students and their education will occur at the school level. On-going assessments will continue to provide critical information on student performance, program effectiveness, and instructional design. On-going assessment will be a part of discussion at district quarterly Gifted Education meetings as well as curriculum and instructional development planning sessions. It will be a regular part of AIG staff development.

The AIG department maintains spreadsheets of gifted students' assessment data related to achievement and aptitude. This information is shared with AIG Specialists, administrators and teachers in schools to facilitate grouping practices to enable differentiation for advanced learners.

Practice F

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

District Response: Beginning in 2016-2017, AIG Specialists in the elementary schools will implement units of study with identified 4th and 5th graders during their allotted time with the Specialists. Resources titled What it Means to be Gifted and The Gifted Kids Survival Guide will be used.

Elementary principals have been trained in the research-based cluster grouping model. Cluster grouping at the elementary level facilitates delivery of services with regard to social / emotional curriculum.

Beginning in 2016-2017, counselors and the AIG Secondary Specialist will collaborate to work with middle school students using the curriculum presented in the book, The Essential Guide to Talking with Gifted Teens. Another resource that the AIG department has purchased specifically for teachers of middle school students is Educating Gifted Students in Middle School.

Gifted Program personnel research and identify relevant information concerning the social and emotional needs of gifted learners. Gifted program personnel use this information to create professional development for teachers, administrators and school counselors. This information is also shared with parents through parent meetings, brochures, websites and other media. It is important for parents to understand the unique social and emotional needs of their gifted child so that they can support the efforts of school personnel in meeting these needs of gifted students.

Beginning in 2016-2017, the AIG Coordinator will conduct a book study related to the social and emotional needs of gifted students with all counselors and social workers in collaboration with the Director of Student Resources. (The book title is to be determined in the summer of 2016). Published articles and current research will also be discussed as seminar topics.

Professional Learning Communities (PLCs) such as school AIG Teams, AIG Specialists, grade levels, counselors, etc., offer a forum to discuss strategies to support identified needs for AIG students so that appropriate supports are in place and to address social implications within the core curriculum.

At the district office of the AIG Coordinator, a lending library is available to all educators. This library includes a variety of books and curriculum materials related to the social and emotional needs of gifted students. An inventory of all library titles will be shared with educators during the 2016-2017 school year. A process for checking out materials will be established and shared.

Counselors support appropriate placement of gifted students through services when applicable as follows:

- *Subject acceleration
- *Grade acceleration
- *Early entrance to kindergarten
- *Dual enrollment
- *NC Virtual High School
- *Early College
- *Learn and Earn
- *Career Promise

Counselors also meet the needs of gifted students by assisting them with:

- *Course selections
- *Grade transitions
- *College applications
- *Career planning
- *Scholarships
- *Enrichment opportunities such as Governor's School applications
- *Sessions (group or individual) to address social and emotional issues

Practice G

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

District Response: Lee County Schools implements a K-3 nurturing program designed to motivate and stimulate all learners to reach their maximum potential, and to bridge the gap between gifted services and those students who exhibit high potential yet are not formally identified. Supporting the regular education program, a nurturing program provides a challenging curriculum that develops the abilities, skills, and talents of all students including those students from under-represented populations. Through participation in this program, potentially gifted students strengthen skills and abilities which often support their transition into gifted services.

Beginning in 2016-2017, Lee County Schools will have full-time AIG Specialists at each of its seven elementary schools. The AIG Coordinator and AIG District Lead Specialist will provide materials, training, and support for the staff at the alternative elementary school as well. This increase in personnel will greatly enhance the expansion of the nurturing program and gifted services at the K-5 level. The addition of an AIG Specialist at each elementary school will facilitate a variety of

instructional environments. In K-3, the AIG Specialist will continue to model and co-teach with the classroom teacher as needed. The Specialist will also meet with small, flexible groups of students for more specific differentiation and enrichment.

Lee County Schools currently uses Primary Education Thinking Skills (PETS), Jacob's Ladder Reading Comprehension Program, and Primary Grades Math as tools for teachers to nurture the thinking skills of K-3 students. Beginning in 2016-2017, K-2 teachers and AIG Specialists will be trained in the implementation of USTARS~PLUS (Using Science, Talents, and Abilities to Recognize Students ~ Promoting Learning for Under-Represented Students) which will be used in conjunction with the TOPS portfolios. (Teacher Observation of Potential in Students)

The AIG Specialist meets in Professional Learning Communities (PLCs) at each grade level K-3 to plan whole group lessons in PETS and U-STAR~PLUS. The Specialist also shares new differentiation strategies and resources in PLCs.

The Teacher Observation of Student Potential (TOPS) Portfolios are used at all elementary schools providing an infrastructure to identify and support young students exhibiting gifted characteristics. The portfolios are placed in the child's cumulative folder so next year's teacher can support on-going differentiation. Training is provided in grades 3-5 with the Renzulli Checklist of Displayed Characteristics. K-5 teachers and gifted specialists receive training in the use of Primary Education Thinking Skills (PETS) and Jacob's Ladder materials. The District AIG Lead Specialist continues to work with teachers on strategies for their Core Curriculum planning such as Paideia Seminars and creating units with the Understanding by Design (UbD) template.

Teachers in grades K-2 use the TOPS portfolios to document gifted behaviors, and teachers in grade 3 use the Renzulli Checklist of Displayed Characteristics. Teachers may use informal instruments like classroom performance, student interest inventories, and assessment data to help identify high potential.

When appropriate, K-2 students may be formally identified as gifted. Students in K-2 who exhibit gifted behaviors documented in the TOPS portfolio may be screened with appropriate aptitude and achievement assessments. Identification will be based on 98th percentile scores/two grade levels above current grade on an achievement, aptitude and/or ability test.

The AIG department will support the nurturing of gifted behaviors and talent development in K-3 students by providing a variety of supplemental materials that enable appropriate differentiation using creative and critical thinking skills activities. Each school has its own set of enrichment materials housed on site.

The AIG department will offer ongoing training for K-3 teachers and elementary AIG Specialists with regard to differentiation strategies and nurturing students. This training will be offered at monthly AIG Specialists' PLCs. Elementary AIG Specialists will then train teachers in K-3, ESL, EC and the AIG Team at their school with the support of the AIG Coordinator and the District AIG Lead Specialist.

Practice H

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

District Response: The AIG Coordinator and the District AIG Lead Specialist provide information sessions, and attend monthly meetings, to collaborate with administrators, Exceptional Education personnel, ESL personnel, District Lead Teachers and other district personnel regarding differentiated curriculum for advanced learners.

AIG Team meetings have the dual role of being the AIG PLC Team for the school. In that role there is discussion of differentiated strategies to advance the learning of AIG students.

At the elementary school, the AIG Specialist acts as chairperson of the AIG Team. Each AIG Team should include in its membership an ESL teacher. An Exceptional Education teacher should attend the AIG Team meeting anytime an exceptional education student's data/differentiation is reviewed or discussed by the AIG Team. Content area teachers of students being discussed or reviewed at the AIG Team meeting are invited to be part of the conversation.

AIG Team meetings at middle and high schools consist of at least one teacher at each grade level who teaches advanced courses in math and English Language Arts (ELA). An administrator, counselor, and ESL teacher are also members. An AIG Lead Teachers acts as the chairperson of the AIG Team.

AIG Specialists (K-5) attend grade level PLCs on a regular basis and schedule a time to meet with grade levels on quarterly planning days.

AIG Specialists and AIG Lead Teachers are asked to share a 5-10 minute "best practice" or "booster shot" at monthly staff meetings. Gifted personnel provide more in-depth differentiation as needed/requested by staff.

When meeting with teachers, AIG personnel use guiding questions to facilitate a thoughtful and reflective discussion on classroom differentiation for advanced learners.

Sample questions:

1. Does the student need differentiation in more than one content area?
2. Is the differentiation needed at a substantially high level?
3. How often does differentiation for gifted students occur in my classroom?
4. Are gifted students given the opportunity to expand upon their interests?
5. Are gifted students given the opportunity to NOT succeed with ease in order to develop flexible, creative and critical thinking skills needed to reach their full potential.

The AIG department recommends that an AIG Team member, AIG Specialist, or AIG Lead Teacher, or other educator with AIG training be a member of the School Improvement Team at each school site.

Gifted personnel attend IEP meetings of twice exceptional (2e) students. Twice exceptional refers to a student who is identified gifted and has an identified learning disability.

The AIG Coordinator and the District AIG Lead Specialist train other gifted personnel, administrators and classroom teachers on how to understand and use student profiles from CogAT scores to plan differentiation. Training on other assessment data include: Beginning of Grade (BOG) in 3rd grade, EVAAS data, EOG/EOC, SAT, and ACT.

Teachers of gifted students and other educators are invited to attend the NCAGT Conference each year. Teachers who attend are asked to share with their schools and/or departments regarding AIG practices they found relevant to instruction for advanced learners.

Practice I

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

District Response: Lee County Schools has a continuum of services available to gifted students. The district provides these services to gifted students based the level of differentiation needed. These options enable students to develop their potential through an array of flexible and dynamic service delivery options. After the identification process is complete and a student's area of giftedness has been determined, a plan for differentiation is developed. Development of Differentiated Education Plans (DEPs), or Individualized Differentiated Education Plans (IDEPs) for AIG students with special needs, provides documentation of how differentiation is provided for gifted students.

Differentiated Education Plan (DEP)

At the beginning of each school year, gifted personnel, teachers of advanced content, AIG Lead Teachers, and AIG Teams collaborate to develop DEPs or IDEPs for gifted students. Appropriate differentiation options are selected and indicated on each student's DEP.

In September of the new school year, each school schedules an AIG Parent Night. Parents are given a copy of their student's DEP. Information about the AIG Program is shared and the basic format and purpose of the DEP is explained. Content area teachers and administrators are in attendance and contribute to the conversation. Differentiation options and examples are shared and discussed. Parents are given the opportunity to ask questions. They may sign the DEP at that time and/or set up an individual conference for further discussion. (Individual conferences may be held at any time of the year upon parent request.) DEP differentiation options will be revised at the beginning at the next school year.

At the end of each school year, the AIG Team at each school reviews achievement and performance data for each identified gifted student. Using an AIG 17 Annual Review document, the AIG Team indicates their decision to continue differentiation services or develop an IDEP. Differentiation strategies are reviewed and discussed. The Annual Review document is shared with parents in the final report card. A parent conference is held for any student needing an IDEP and for any other student upon parent request.

Individualized Differentiated Education Plan (IDEP):

There are two versions of the IDEP. One version (IDEP- AIG 8N) is used when a gifted student has substantial differentiation needs. The other version (IDEP- AIG 8R) is used when a gifted student exhibits a significant reduction in performance. The IDEP has two parts. Usually Part 1 of the IDEP is completed at the end of the school year as part of the annual review process. Parent conferences are held to explain the need for an IDEP. Part 2 of the IDEP is developed in collaboration with the new content teacher, parent, and student at a conference held during the first quarter of the new school year. The purpose of this conference is to plan individual differentiation based on the identified need. However, an IDEP may be started any time during the year when there is demonstrated need for individualized differentiation.

AIG personnel are invited to attend IEP (Individualized Education Plan) meetings for twice exceptional gifted students. The IEP may be used as a support document for the development of the DEP or IDEP.

Beginning in 2016-2017, there will be three levels of DEPs. There will be an elementary DEP, a middle school DEP, and a high school DEP. High school DEPs will be shared at the registration conference with students and parents. On each level of DEP, differentiation occurs in two ways: by learning environment and by content modification. Differentiation options may vary by level. Offered below is a brief description of each category:

Learning Environments:

ADVANCED CLASSES

Advanced classes are offered in middle school at each grade level in the content areas of Math and English Language Arts (ELA). In addition, at the 8th grade level, Math I and English I are offered.

ADVANCED PLACEMENT COURSES

The Advanced Placement (AP) program consists of college-level courses and examinations for high school students.

CLUSTER GROUPING WITHIN A HETEROGENEOUS CLASS

A small cluster group consisting of approximately four to eight gifted students is assigned to a regular heterogeneous class based on the research-based cluster model.

CLUSTER GROUPING ACROSS TEAMS

Each team identifies students performing at an advanced skill level. Such students are pulled together during an instructional period and taught by one teacher. The group usually stays together for a specific marking period or instructional unit. At the end of that time, the groups may be reconfigured, thus keeping the grouping flexible. In order for this arrangement to work effectively, teams must meet regularly and plan collaboratively.

CLUSTER GROUPING WITHIN TEAMS

Students are assigned to heterogeneous teams. The academically able students within each team are reassigned to one or more teachers for a specific block of instructional time. Placement within this group is flexible and based on student performance. Teams meet on a regular basis to review student progress.

CROSS-GRADE GROUPING

Students are placed in a higher grade for a specific subject for part of their day.

DUAL ENROLLMENT

This option allows students to be enrolled in two levels of schooling at the same time (elementary and middle school and high school, or high school and community college).

ENRICHMENT CLASSES K-5

High ability students may be served without formal identification especially to enhance communication skills and/or math. Under-represented students who are demonstrating gifted potential need to be included in these nurturing classes as early and as consistently as possible. This flexible service practice should be based on academic need.

FLEXIBLE GROUPING

Students in each class are assigned to a small group for instruction. These groups may be homogeneously grouped according to skill level. To be effective, grouping should be flexible and fit the instructional purpose.

GRADE ACCELERATION

Students move ahead one or more years, skipping grade levels in the normal sequence of promotion. Schools will follow Board of Education policy on acceleration as outlined in the IOWA Acceleration Scale.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The International Baccalaureate Diploma Programme (IB-DP) is an assessed program for students aged 16-19. Students are prepared for success in higher education and to be active participants in a global society.

SPECIAL SETTING

Students from a school travel to a special location to join with peers for instruction.

Content Modifications:

COMPUTER-BASED INSTRUCTION

Computer-based instruction can be used both to enrich the curriculum and to remediate specific skill deficits.

DISTANCE LEARNING

Online courses are available to students in North Carolina through the State Department of Public Instruction Virtual Web of NC/NC Virtual Public High School.

CONTRACTS

Learning contracts are agreements made between teacher and student that allow the student to work independently on either accelerated or enriched materials related to a unit of study.

CURRICULUM COMPACTING

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic

skills.

DIFFERENTIATED UNITS

One of the most effective ways to deliver differentiated curriculum to gifted students is through designing differentiated units that incorporate individual learning abilities and levels of content and skill. This instructional design has proved to be an effective planning tool and is appropriate for gifted students in regular classrooms, part-time classes, resource settings, and full-time placements. One example, The Understanding by Design method of unit differentiation, is recommended and supported by Lee County Schools.

INDEPENDENT INVESTIGATIONS

Students displaying content mastery and having a special interest may contract with the teacher for an independent study project. Independent study may also be used at the secondary level as a course in which students work independently and come together periodically to share experiences in a seminar.

INTEREST-BASED

Special electives provide opportunities for students to pursue areas of interest or special talent through dual enrollment and/or distance learning.

INTERNSHIPS

An Internship is an opportunity for a student to spend time with one or more employees at a business, non-profit organization, or government agency.

LEARNING CENTERS

These are usually designed as tabletop workstations for individual or group work. Students may self-select centers or be assigned to a center on a rotating basis.

MENTORSHIPS

Students having strong interest in specific topics are assigned to an adult with similar interests and experience. The mentor serves as a resource to the student who is completing an independent investigation.

SELECTED PROJECTS

Optional projects are offered that students can collaborate with instructors to pursue individual areas of interest as partial completion of coursework.

SEMINARS

Students with similar interests have an opportunity to come together at a specific time and discuss topics of interest or content-area topics with knowledgeable adults. Seminars can also be used as a vehicle for bringing together students working on independent studies. Such sessions are held periodically and provide a structure for depth of knowledge conversations.

THEMATIC UNITS

Thematic units deal with information from various disciplines that is integrated under a broad based theme such as conflict, power, patterns, etc. Because it provides the opportunity to deal with content at a highly abstract level of sophistication, it is an appropriate way to modify curriculum for gifted students.

TIERED ASSIGNMENTS

The teacher develops different levels of activities within a class to accommodate the needs of the students. Students may explore basically the same content but at different levels of complexity.

Ideas for Strengthen the Standard: *Create a High School DEP (HS DEP) that integrates a four-year plan of coursework. The High School DEP will be started in the spring semester of eighth grade. It is reviewed and updated each year at registration at a parent meeting. The HS DEP is meant to be a flexible guide to help students and parents more effectively plan for post high school endeavors. AIG personnel, along with counselors and teachers of advanced courses, are involved in the registration process of advanced learners.

*Create a Gifted Progress Report (K-5) which includes observations and progress of gifted students. This progress report would go home with the report card.

*Create a process to review DEPs with families at the end of the year to gauge effectiveness and determine needs for the next year.

* At the middle schools and high schools, design and offer Project Based Learning or Problem Based Learning type elective courses designed for gifted students, but available to all students. This course could also vary by semester to include real-world applications involving community projects and /or internship/mentoring components.

*Establishing AIG Youth Advisory Councils in high schools to gather feedback and address the social, emotional, academic, and intellectual needs of gifted students.

*At the high schools, collaborate with administrators to cluster AIG students in advisor/advisee periods to promote social/emotional peer support and to more easily share opportunities and other pertinent information.

Sources of Evidence: *Data for AIG growth

*Local Training Certificate course syllabus

*Advanced Placement/Honors classes rosters

*Classroom visit feedback from AIG personnel

*Use of AIG Units based on Understanding by Design

*Implementation of Teacher Observation of Potential in Students (TOPS) Portfolios K-2

*Interest Inventories and Learner Profiles

*Profession development calendars/rosters

*Best Practices session notes and shared on AIG web page

*Student products and projects

*Teachers' and AIG Specialists' lesson plans

*Collaboration with teachers on use of resources by the gifted personnel

*School materials inventory

*AP, IB, Advanced Courses lesson plans

*Extracurricular club schedules and agendas

*School and district website listings of departments and opportunities

*Progress monitoring checks

*Benchmark data

*Quarterly assessment data

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- *Running records
- *TOPS portfolio dates
- *AIG spreadsheets of student data
- *PLC agendas
- *Brochures, PowerPoints, AIG website
- *Book study calendar for counselors
- *Library inventory, resource titles, and other materials
- *Teacher Observation of Potential (TOPS) Portfolios (K-2)
- *Renzulli Checklist of Displayed Characteristics (grade 3)
- *K-3 Understanding by Design units developed for gifted learners
- *Lesson plans: PETS, U-STARS
- *Diversity of students identified for AIG placement
- *Grade level PLC agendas and quarterly planning schedules
- *EVAAS growth, CogAT profile strategies, other test scores
- *AIG Team minutes and member rosters
- *Staff meeting agendas
- *NCAGT completion/attendance certificates
- *IEP meeting minutes
- *DEPs and/or IDEPs in student's AIG green folder
- *Compliance checks from AIG Coordinator and AIG District Lead Specialist
- *AIG student scheduling
- *Annual parent conferencing for AIG students related to DEP and IDEPs
- *AIG Parent Night agenda

Standard 3: Personnel and Professional Development

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

Practice A

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

District Response: Lee County Schools employs a full-time, state licensed, AIG Coordinator. In addition, a half-time District AIG Lead Specialist provides oversight and leadership for the Lee County Schools AIG Program. The District AIG Lead Specialist is also a state licensed AIG teacher. Both have extensive experience and knowledge of the local program and of academically gifted programs in general.

The role of full-time AIG Coordinator has added an important dimension to the Central Office services for AIG teachers in the district as well as administrators. This position allows for a greater school and classroom presence for the AIG Program in our schools. The AIG Coordinator and District AIG Lead Specialist work closely and facilitate the revision of the identification criteria, AIG forms/paperwork and training of teachers in the schools. This ensures implementation of the local AIG plan with fidelity.

The AIG Coordinator attends a weekly meeting with other district leadership to collaborate on behalf of students, as well as monthly district-wide Administrative Meetings, Curriculum and Instruction meetings. AIG Lead Teacher Meetings and AIG Advisory Council Meetings are held quarterly. District AIG PLC meetings with AIG Specialists will be held monthly beginning in August 2016.

The AIG Coordinator and the District AIG Lead Specialist participate in regional/area AIG Coordinator meetings throughout the year. The coordinator and lead teacher, along with other gifted personnel, participate in the North Carolina Association for Gifted and Talented (NCAGT) state conference each year. After returning from the state conference, gifted personnel share conference materials and train staff at their respective schools.

The AIG Coordinator collaborates with community, experts in gifted topics, and institutions of higher learning to provide ongoing staff development for AIG specialists, classroom teachers, counselors, social workers, and administrators regarding differentiation, service options, social/emotional development, and career opportunities related to gifted students.

Beginning with the 2016-2017 school year, The AIG Coordinator, in collaboration with the District AIG Lead Specialist, will organize and conduct parent/community information nights at least three times per year to engage stakeholders.

RESPONSIBILITIES of Full-time AIG Coordinator:

Under the general direction of the Assistant Superintendent of Curriculum and Instruction, the AIG Coordinator performs the following services which include, but are not limited to the following

examples of duties and functions.

1. Must hold an AIG State License, a Master's degree pertinent to the program, and have five years experience teaching gifted students.
2. Oversees the AIG budget.
3. Coordinates staff development.
4. Answers legal questions.
5. Implements the AIG plan.
6. Directs Kaleidoscope.
7. Supports development of curriculum.
8. Supports selection of materials.
9. Supports assessments for AIG identification.
10. Consults with, and supports, teachers and administrators.
11. Coordinates communication to parent and community.
12. Works with community agencies to provide mentorships, internships, and field experiences.
13. Assists in program evaluation.

Practice B

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

District Response: Beginning in August of 2016, Lee County Schools will have one AIG Specialist in each of the seven elementary schools. There will be one itinerant secondary AIG Specialist assigned to the three middle schools, two high schools, one alternative school, and Lee Early College (as budget allows). Currently there is also one part-time District AIG Lead Specialist serving the AIG Program.

Gifted Specialists serve as knowledgeable professionals in the planning, implementation, and improvement of the AIG Program.

Co-teach with, and coach, classroom teachers in appropriate methods for differentiation for high achieving/gifted learners.

Provide and assist in the coordination of staff development.

Must hold an AIG State License or be enrolled in a university program working on courses for state licensure in AIG. Licensure must be completed within a two year AIG Specialist teaching cycle if employed by the Lee County Schools.

RESPONSIBILITIES of District AIG Lead Specialist:

Under the general direction of the AIG Coordinator, performs the following services which include but are not limited to the following examples of duties and functions:

1. Coaches, models and advises AIG staff on appropriate methods of instruction for high ability students, lesson delivery and program design, scheduling, and service models.
2. Provides assistance to the AIG teaching staff by planning, organizing and coordinating staff functions.
3. Assists site level administrators and/or the AIG Coordinator in supporting, training and coaching certified personnel within the AIG program.
4. Develops and/or coordinates effective and inclusive practices in instruction for AIG students.
5. Coordinates the alignment and articulation of the Core Curriculum + Essential Standards and AIG practices with a focus on literacy instruction.
6. Assists with program implementation and evaluation.
7. Participates in compliance, monitoring and technical assistance reviews in accordance with local and state laws and guidelines.
8. Observes/coaches/models differentiated strategies for colleagues.
9. Serves on district-level committees/teams and communicates with stakeholders in the school, home and community as appropriate.
10. Assists with data collection and provides programmatic recommendations based upon results.
11. Maintains knowledge of current laws and regulations pertaining to AIG learners through attendance at meetings, in-service programs, conferences and reading current literature.
12. Participates on school-based AIG Teams and on School Improvement Teams as appropriate.
13. Maintains district AIG website.
14. Serves as a knowledgeable and experienced professional in the AIG Education planning and improvement process.
15. Consults with administrators, teachers, ESL staff, Exceptional Ed. Staff, counselors, and other professionals, as appropriate, to meet the academic, intellectually, social and emotional needs of high ability learners.
16. Informs/supports K-3 teachers in their understanding of gifted characteristics and practices to ensure all students have the opportunity to participate in enrichment opportunities prior to formal identification.

RESPONSIBILITIES of Elementary AIG Specialists

Under the general direction of the AIG Coordinator, an AIG Specialist at the elementary school performs the following services which include, but are not limited to the following examples of duties and functions.

1. Within the master schedule provides time for K-3 Primary Education Thinking Skills (PETS) lessons which will lead to small group nurturing classes.
2. Within the master schedule provides time for 4th and 5th grade AIG classes.
3. Inventories AIG material in August and in May.
4. Schedules and leads the AIG Team meetings at least once per quarter.
5. Plans and assists in presenting the AIG Parent Night at assigned schools.
6. Develops with the regular classroom the AIG Differentiated Education Plan and/or an Individual Differentiated Education Plan.
7. Trains teachers on how to observe and complete Teacher's Observation of Potential in Students (TOPS) Portfolios for grades K-2 and also will add additional observation data.
8. Meets with K-5 Professional Learning Communities (PLCs) to plan and implement differentiated curriculum.
9. Assists classroom teachers with parent/teacher conferences.

10. Conducts parent conferences related to identification.
11. Presents staff development on the AIG Plan, gifted characteristics, screening, referral, and identification procedures and the development of differentiation strategies.
12. Presents with the AIG Coordinator and AIG District Lead Teacher at the yearly AIG staff meeting at assigned schools.
13. Helps analyze the data for gifted students at school and develops ways to improve.
14. Works with the AIG Team and teachers at school to implement the AIG Plan for 2016-2019.
15. Trains classroom teacher on how to use the CogAT data for instruction and offer a parent meeting to explain the scores.
16. Develops differentiated curriculum for elementary AIG students and any student exhibiting gifted potential.
17. Participates in monthly district meetings for AIG Specialists conducted by the AIG Coordinator or AIG Lead Specialist.

RESPONSIBILITIES of Secondary Specialists (Middle School and High School):

Under the general direction of the AIG Coordinator, the middle or high school specialist performs the following services which include, but are not limited to the following examples of duties and functions. This position is itinerant between three middle schools and two traditional high schools, one alternative school and Lee Early College.

1. Provides opportunities for co-teaching.
2. Develops a regular schedule for differentiated activities.
3. Inventories AIG material in August and May.
4. Schedules and co-chairs AIG Team meetings at least once a quarter.
5. Plans and assists in presenting the AIG Parent Night at assigned schools.
6. Assists with AIG Differentiated Education Plans and Individual Differentiated Education Plan development.
7. Assists with the teacher completion of Renzulli Observation Checklist as needed.
8. Meets with Professional Learning Communities (PLCs) to plan and implement differentiated activities.
9. Works with teachers in planning differentiation.
10. Meets with teachers, students, and parents.
11. Presents staff development on the AIG Plan and gifted characteristics, identification and strategies.
12. Presents with the AIG Coordinator and AIG District Lead Teacher at the yearly AIG staff meetings at assigned schools.
13. Helps analyze the data for gifted students at school and develops ways to improve.
14. Works with the AIG Team and teachers at school to implement the AIG Plan for 2016-2019.
15. Reviews progress of AIG students with school counselors every semester and/or conferences with students regarding performance and course selection on an annual basis.

In addition, all AIG Specialists and teachers of gifted students will:

- * Emphasize the new vision of school-wide talent development and nurturing gifted potential.
- * Emphasize the development of the whole AIG child at AIG teacher meetings and in staff development with classroom teachers and other school staff.
- * Work with staff to better understand the characteristics of giftedness, including non-teacher pleasing

behaviors.

*Coordinate social and emotional needs of AIG students with the Director of Student Services, counselors and social workers.

*Provide information to parents on academics and the social/emotional piece at parent meetings.

Practice C

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

District Response: Lee County Schools continues to establish 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. Teachers are encouraged to seek state AIG licensure, participate in the Local AIG Certificate offered locally, and obtain the Advanced Placement credentials. Additional training for teaching gifted students is offered on an on-going basis by district personnel and AIG experts contracted to support teacher professional development.

Lee County continues to offer a local AIG certificate using the course entitled, "Curriculum Differentiation for the Gifted Learner in Lee County." All teachers are invited to participate. Teachers teaching AIG students in math and/or reading are required to have the AIG state license or the local certificate in AIG, or be working toward obtaining either one. The local AIG certificate is a 45 hour course (4.5 CEUs). Strategies emphasized are Curriculum Compacting Units, Tiered Assignments, and Individual Student Project Plans.

As budget allows, partial scholarships are offered to a limited number of teachers to support obtaining an AIG state license.

The AIG Coordinator and the District AIG Lead Specialist initiate a PLC (training) for AIG teachers at the district level that is voluntary with a focus on learning more about serving our gifted students. Training is on-going in small groups or whole staff at the schools to promote differentiation for gifted learners in the classroom.

Lee County Schools offers professional development in implementing a nurturing program in K-3 classrooms.

To support UbD training offered in the summers by the district, the AIG department provides additional training focusing on the gifted learner throughout the school year. Training resources include curriculum units developed by The College of William and Mary School of Education.

In 2016-2017, in collaboration with the director of Student Resources, the AIG department will conduct a year-long book study with elementary, middle, and high school guidance counselors and social workers. The book study will focus on the social and emotional needs of gifted students. Booster-shots, or short training sessions, will be offered periodically thereafter.

Practice D

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

District Response: Lee County Schools places AIG students in classrooms with teachers who are AIG licensed or working on state AIG licensure or the local AIG certificate. Principals place AIG identified students heterogeneously or in cluster groups with no less than seven AIG students per classroom for reading and math content in grades 4-8. Honors classes in high school are taught by teachers who are completing or have completed the 45 hour Honors Credentials Course. Within three years of beginning teaching honors level courses, the teacher must have completed this credential course. Advanced Placement teachers must certify through the College Boards' Advanced Placement process and renew this certification every three years. Lee County Schools supports teachers through workshop registration, travel, payment for substitutes and other expenses for this advanced placement requirement.

Principals receive a list from the AIG Coordinator of teachers who have completed the Professional Development Certificate for AIG through the local offering of classes. This information is available from the Human Resources office as well. Human Resources maintains a list of state AIG licensed personnel and lets administrators know that AIG students must be placed with state licensed or locally certified personnel for math and reading. The AIG Coordinator also shares this information and monitors for compliance to state regulations. Lee County Schools is committed to providing instruction to AIG students from qualified personnel.

Practice E

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

District Response: Lee County Schools provides gifted students with quality instruction by AIG licensed teachers and/or teachers trained locally in targeted gifted education pedagogy. The licensure/training process increases a teacher's ability to meet the needs of our diverse population of gifted students. College courses, professional development offered at the school and district levels, Professional Development Certificate in AIG offered locally, and Honors and AP training provide research-based strategies that meet the academic needs of gifted learners within the service options.

Lee County Schools AIG program supports district initiatives, which include Professional Learning Communities and lesson plans developed by K-12 AIG teachers utilizing the Understanding by Design (UbD) approach adopted by the district for curriculum planning related to the North Carolina Standard Course of Study. The AIG department incorporates new district initiatives such as Leader In Me and school wide AVID philosophies and practices into differentiated lessons and activities.

Lee County Schools is implementing a new initiative entitled, a Literacy Framework for Secondary Schools, which meshes nicely with our English/Language Arts goals for gifted students. Such training

will support student growth and prepare them for writing in the content areas and for better performance on assessments like the English II EOC. Writing supports gifted students' learning in all content areas.

Staff development topics requested by High School Honors and AP Teachers are:

- *Social and emotional needs of AIG students
- *Twice exceptional AIG students
- *General instructional differentiation

Lee County Schools will be responsive to teacher requests by planning and providing targeted professional development in areas of expressed need such as those above.

The AIG Coordinator plans with the Beginning Teacher Coordinator to share AIG training sessions with the beginning teachers (0-3 years experience) in the district.

The AIG Coordinator communicates with other district personnel to request that AIG Specialists be included in all content-specific staff development appropriate to the grade level of students they serve.

Practice F

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

District Response: At the beginning of the school year, on Directors' Day, a workday before school starts, all teachers who teach gifted students attend a half day AIG update session which includes review of the AIG standards, paperwork and procedures, and implementation of the plan at the district, school, grade level and the individual classroom.

AIG Specialists attend quarterly meetings with the AIG Coordinator and District AIG Lead Specialist to receive training/booster shots in AIG topics such as characteristics of gifted, differentiation strategies, social and emotional needs of the gifted learner, twice-exceptional (2e), etc. An example of a twice-exceptional student would be a student who is identified gifted in math, as well as, being identified learning disabled in reading.

AIG Specialists then go back and share/train the staff at their school within PLCs and/or whole staff meetings.

AIG Specialists and other teachers of the gifted are offered an opportunity to attend the North Carolina Association of Gifted and Talented (NCAGT) conference in March.

Teachers will be given the opportunity to participate in a multi-disciplinary summer institute offered by the district and coordinated by the AIG, ESL, and Secondary Literacy departments. Sessions and/or strands will include best practices from each department.

Professional development is offered to assist teachers in implementing differentiation strategies (i.e. tiered assignments, curriculum compacting, independent study, Paideia seminars and writing).

District Goals:

- Establish best practice sharing sessions and create a gifted PLC among school and district personnel
- Provide and protect time for gifted PLCs to meet regarding gifted service delivery within schools and across the district
- Provide professional development opportunities for AIG Coordinator and District AIG Lead Specialist to refine and increase strategies

The AIG Coordinator and the District AIG Lead Specialist will provide this support through the following opportunities:

- * Offer professional development on teaching writing as a process and writing within all content areas.
- * Develop an appropriate and constructive walkthrough protocol which allows teachers to understand how they can improve the instructional planning for the gifted learner.
- * Offer training and support on the most recent research-based gifted pedagogy.

Lee County Schools will provide these professional development opportunities through:

- * professional development opportunities online or face-to-face,
- * purchasing of resources that provide professional development,
- * attendance at various professional development opportunities related to gifted services.

Ideas for Strengthen the Standard: 1. Create a yearly calendar of AIG related events for AIG Specialists and AIG Lead Teachers
2. Use technology to share new ideas, differentiated lesson plans, and resource materials.
3. Create a survey for educators to determine staff development needs regarding service to gifted students.

Sources of Evidence: * Full-time AIG-licensed Coordinator hired November 2015

- * Part-time AIG-licensed District AIG Lead Specialist
- * District leadership meeting agendas/sign-in sheets
- * Regional AIG Coordinator meeting sign-in sheets
- * AIG Professional Development calendar
- * AIG Parent Night calendar/agendas
- * AIG-licensed Specialist are hired for seven elementary schools
- * AIG Specialist lesson plans and co-teaching plans
- * AIG Team minutes and rosters
- * Staff development agendas
- * AIG Specialist evaluations by the principal
- * List from Human Resources of AIG-licensed teachers and the school /position assigned.
- * List of Local AIG Certificate holders and the school/position assigned.
- * Money budgeted for teacher partial scholarship to obtain AIG license

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- *AIG professional development calendars/agendas
- *PLC dates
- *UbD lesson plans
- *Lesson plans incorporating AVID and Leader In Me components/philosophies
- *AIG professional development calendars/agendas
- *Director's Day agenda for teachers of gifted
- *AIG Specialist meeting/PLC agendas
- *School Staff meeting agendas
- *Walkthrough protocol and feedback

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

District Response: During this AIG Plan cycle, Lee County Schools' AIG programs and services reflect a mindset shift to one of nurturing gifted behaviors and talent development. While the AIG Program is devoted to providing a comprehensive program to gifted learners, we support the talent development of all students who exhibit gifted behaviors. With this mindset shift comes many new areas of implementation which will take place within the next three years.

In 2016-2017, elementary schools will have full-time AIG Specialists to work with advanced students K-5. The AIG department plans to provide support to the alternative elementary school which has grades PreK-5. AIG district personnel assist AIG Lead Teachers and teachers of advanced classes offered in language arts and mathematics at the middle schools. High schools offer Honors and Advanced Placement courses, dual enrollment and Virtual Public High School (VPHS) classes. The International Baccalaureate Diploma Programme is offered at one high school. Two high schools offer "Academies" in specific career areas. Another option, Lee Early College, partners with Central Carolina Community College for a 2-year degree. All high schools in Lee County provide an opportunity to graduate with more than a high school diploma.

If budget allows, there will be one Secondary AIG Lead Specialist to serve the middle schools and high schools.

K-12:

AIG Specialists directly and indirectly serve nurtured and identified gifted students. The specialists serve as the differentiation resource on their school campus. Teachers and specialist may collaborate to co-teach. The AIG Specialist plans with grade levels in Professional Learning Communities (PLCs) regularly and with individual teachers as requested.

The AIG Specialist serves as chairperson of the AIG Team and collaborates with other staff on a regular basis such as counselors, Exceptional Education (EC) teachers, and English as a Second Language (ESL) teachers, and administrators and informs teachers of the social and emotional needs of gifted students and problem-solves related issues gifted students might be experiencing.

Throughout K-5, to promote a talent development mindset, AIG Specialists use Joseph Renzulli's Enrichment Triad Model comprised of three types of activities. Classroom teachers will be trained in the use of this model.

Type I – general exploratory activities

Type II – group training activities

Type III – individual and small group investigation of real-world problems

Throughout K-12, AIG personnel work with teachers to develop interest-based projects for gifted students and other highly motivated students.

AIG Specialist and Services - K-2

- *Models and supports the Primary Education Thinking Skills (PETS) curriculum.
- *Teaches whole class lessons from PETS.
- *Trains teachers to see and document gifted behaviors through the use of Teacher's Observation of Potential in Students (TOPS) portfolios.
- *Teaches small, flexible enrichment classes from PETS, content area, or interests.

AIG Specialist and Services - 3rd grade:

- *Trains teachers on completing the Renzulli observation checklist.
- *Co-plans with classroom teachers for differentiation in regular classroom.
- *Co-teaches with classroom teachers as requested.
- *Trains teachers on CogAT administration and interpretation of scores/profiles.
- *Reviews any previous student TOPS portfolios, BOG, Renzulli, interest inventories.
- *Teaches enrichment classes, which include interest-based projects, problem-solving, extension of curriculum, etc.

AIG Specialist and Services - 4th - 5th grades:

- *Promotes and assists cluster grouping of gifted students with qualified teachers.
- *Trains teachers on completing the Renzulli observation checklist.
- *Co-plans with classroom teachers for differentiation in regular classroom.
- *Co-teaches with classroom teachers as requested.
- *Trains teachers on CogAT administration (5th gr.) and interpretation of scores/profiles.
- *Teaches resource class of gifted students to extend, enrich, and accelerate the Standard Course of Study (SCOS), explore student interest, and provide opportunities for critical thinking and problem solving. This includes lessons on what it means to be gifted.

Services 6th - 8th grades:

- *Lee County Schools offers advanced courses in mathematics and English Language Arts (ELA) at 6th, 7th and 8th grades. Math I and English I are offered at 8th grade. These courses are available to any student who meets the qualifying criteria on a rubric designed for placement in the course.
- *It is a program goal to offer an exploratory elective class (interest-based, critical and analytical thinking, problem-solving) designed for motivated, advanced learners in the fall of 2017.
- *AIG personnel collaborate with AVID to include gifted students.

Services 9th - 12th grades:

- *Content-area Honors and AP courses
- *IB Diploma Programme at Lee County High School
- *Academy offerings at Lee County High School and Southern Lee High School
- *Lee Early College
- *Dual enrollment
- *NC Virtual Public High School online courses
- *AIG personnel collaborate with AVID to include gifted students.

*It is a program goal to offer an exploratory elective class (interest-based, critical and analytical thinking, problem-solving) designed for motivated, advanced learners in the fall of 2017. This elective, or a different elective, could involve interest-based mentorships or community service projects.

*Another program goal is to bring students together in a gifted seminar possibly during the advisor/advisee time to share information and provide social and emotional support.

*The AIG department will work to support AIG trained teachers as advisors for AIG students during the registration process at high school.

Practice B

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

District Response: The district seeks to improve matching identified students' needs to appropriate content modification and learning environments.

Differentiated Education Plans (DEPs) and/or Individual Differentiated Education Plans (IDEPs) match students' achievement and performance needs to channel appropriate academic instruction to ensure talent development. Program personnel strive to match resources with AIG students' needs to maximize potential. The gifted student's DEP outlines the appropriate learning environment and the content modifications with appropriate gifted strategies (such as tiered assignments, curriculum compacting, and independent study).

AIG Specialists and AIG Lead Teachers serve on AIG Teams and work with regular classroom teachers to develop gifted students' DEPs based on identified needs in the areas of math, reading, intellectual reasoning, and student interests. Other content areas of high interest or aptitude/performance could also be addressed on the DEP such as science, social studies, and foreign languages.

In the spring of 2016, the DEP documents for the K-8 and 9-12+ grade spans were revised to more effectively document the needs/service match of gifted students. The revised DEPs address the needs of K-5, 6-8, and 9-12+ gifted students in three separate documents in order to better reflect the service options at each grade span.

The district monitors alignment of DEPs with students' achievement and performance data that demonstrates a match between student need and gifted service options (i.e. tiered assignments, curriculum compacting, independent learning opportunities). After DEPs and IDEPs have been developed at the beginning of the school year, the AIG Coordinator and the District AIG Lead Specialist review all IDEPs and randomly review DEPs at each grade level at each school.

Full-time AIG Specialists in the elementary schools serve as the onsite AIG program facilitator and ensure consistency of services and resources across the district. AIG Specialists assist classroom teachers with the identification process and developing the student's DEP to match services with need. The AIG Specialist is responsible for using purchased AIG instructional materials with nurtured and gifted students K-5. Each school has a tub of instructional materials purchased in consideration of the needs of advanced learners and to promote the idea of talent development in all students. Regular classroom teachers, and other educators, are welcome to check-out these materials as needed.

Lee County Schools monitors the performance of students in the advanced language arts and mathematics classes in middle school using EVAAS data, EOG, and EOC scores to evaluate the effectiveness of the need/service match on the DEP of gifted students.

Lee County Schools will improve access to advanced, Honors, and AP classes for traditional and nontraditional, diverse learners in all middle and high schools. The AIG Coordinator collaborates with the Coordinator of the International Baccalaureate Diploma Programme (IB) to share information and to promote interest and participation in the IB Programme.

Within this AIG Plan cycle, there are two major goals regarding middle schools and high schools. One goal is to develop at least one elective class designed to promote creative and critical thinking through problem/project-based learning. This course, or another similar course, might involve interest exploration with a mentor, internship, or community service project. These courses could be added to the DEP.

The second goal is to develop a 4-year plan for high school that actually starts with advanced courses in middle school. This would become the DEP for high school students. The plan would be reviewed each year at registration and would be flexible.

Vertically aligning the advanced courses at the middle school level with the appropriate Honors, Advanced Placement (AP) and International Baccalaureate (IB) course sequences at the high school will help students and families to define a career path/education plan that best matches their future goals.

AIG personnel provide professional development opportunities demonstrating how to effectively match gifted service options with identified student need through the DEP.

Practice C

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

District Response: Each teacher in the district follows the North Carolina Standard Course of Study (SCOS) to plan and deliver instruction. AIG personnel support the SCOS by working with teachers to develop differentiated content to extend and enrich classroom instruction. AIG Specialists also provide differentiated curriculum from the SCOS in enrichment classes and classes for the gifted. The AIG program reflects the district's goals for teaching and learning.

AIG personnel and teachers of advanced learners are trained in differentiation strategies to promote learning of the North Carolina SCOS. Teachers consider differentiation in content, process, product and the learning environment when planning units of study. For gifted students differentiation includes enrichment, extension and acceleration.

Professional development to support AIG Specialists and teachers is offered annually by the AIG Department.

AIG Specialists and AIG Lead Teachers collaborate with colleagues and share best practices for instruction for gifted learners at the school. All AIG personnel at the school and district level collaborate with educators in other departments as needed to best meet the needs of gifted students. This includes ESL personnel, EC personnel, counselors, and the Director of Student Resources. AIG personnel incorporate the Leader In Me and AVID district initiatives into lesson plans and projects.

The School AIG Team operates in a Professional Learning Community (PLC) role advocating and informing appropriate instruction for AIG learners

Professional Learning Communities offer regular opportunities for teachers to plan collaboratively and analyze data to improve AIG student learning.

Unit planning using Understanding by Design with a focus on the SCOS encourages cognitive processing beyond remembering and understanding to applying, analyzing, evaluating and creating. This has been a district-wide initiative. AIG instruction planned for our summer two-week AIG enrichment program, Kaleidoscope Camp, uses the Understanding by Design unit planning process described above. AIG teachers create rigorous, challenging and fun units to create a highly performance-based learning experience.

The district provides local funding to support the AIG Program. Local funds support AIG personnel needs and ensures that the Kaleidoscope Camp (summer enrichment program) takes place each summer.

Lee County Schools has a District Director of AVID. The AIG Coordinator and the Director of AVID plan to collaborate to include gifted students who would benefit from AVID participation.

The AIG Coordinator attends all monthly Administrative meetings and Curriculum and Instruction meetings (elementary, middle and high school). The AIG Coordinator also attends weekly district Directors' meetings. On occasion, the Coordinator attends Board of Education meetings to present information related to the gifted program and to share student achievements. The AIG Coordinator will request to attend District Lead Teacher meetings in the fall of 2016.

The AIG Coordinator requests to attend and contribute to Principals' meetings (elementary, middle and high school) as needed to provide information, gather feedback, or provide training. The AIG Coordinator and the District AIG Lead Specialist meet with administrative teams at the school level as needed or requested.

The AIG Coordinator and the District AIG Lead Specialist review Board of Education Policies that relate to AIG (policy #3525) to ensure those policies are effective and based on current best practice. Recommendations for new policy will be made as needed.

Transfer goals have been established by the district. The District Transfer Goals were developed with teacher and administrator input, and the goals guide unit planning. They are the Desired Outcomes for our students. Lee County Schools District Transfer Goals are listed below.

1. Can demonstrate effective and creative written and oral communication in various formats appropriate for purpose and audience.
2. Can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and then construct arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions.
3. Can solve real-world problems by applying various strategies.
4. Are self-directed learners who can self-evaluate using different perspectives.
5. Are responsible/respectful leaders/citizens that can empathize in various situations.

Lee County Schools' gifted students have high level access to technology due to the district 1:1 laptop initiative that supports their differentiated learning opportunities.

Practice D

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

District Response: The AIG Coordinator and the District AIG Lead Specialist discuss the locally adopted AIG plan with all school personnel. AIG personnel request meetings with, and share relevant aspects of the plan with, administrators, teachers, counselors, school psychologists, ESL teachers, EC teachers, and data managers.

The AIG program requires that teachers serving on the School AIG Teams understand the regulations associated with the gifted education plan to ensure the schools' commitment to the gifted learner. AIG Specialists and AIG Lead Teachers will ensure that the AIG Team understands the AIG plan at the school level. School AIG Team members will offer information and guidance at their schools about all aspects of the plan. An AIG Team member who is also a School Improvement Team member may share the program and plan at School Improvement Team meetings.

At a meeting with all AIG Specialists and teachers of advanced learners at the beginning of the school, the AIG Coordinator will go over the plan. A notebook with a copy of the AIG updated plan will be provided to each school principal and to each AIG Specialist and AIG Lead Contact Teacher. The AIG Specialist notebook will have a handbook section with calendars, timelines, procedures and processes.

The AIG Coordinator and the District AIG Lead Specialist will share about the plan and program with schools through staff meetings, professional development opportunities, and AIG Team meetings. A PowerPoint to be used on AIG Parent Nights at the schools will inform parents about the AIG program. This PowerPoint is also shared at AIG Team meetings, grade level meetings, or whole staff meetings.

Information related to the AIG Plan will be offered with regular opportunities for learning about the plan and how to best serve students. AIG Lead Contact Teachers' meetings and AIG Specialists' PLCs will be a vehicle for discussing the AIG program and plan.

The approved AIG Updated Plan for 2016-2019 will be posted on the district website in its entirety. However, educator-friendly and parent-friendly versions will also be posted in order to highlight the essential components of the plan relevant to each group. The AIG website will offer information related to the plan and the differentiation needs of our AIG students. Schools may also use their website to disseminate information about the AIG program and plan.

A brochure about the program will be available to all stakeholders.

Teachers, administrators and support staff have access to the AIG students' DEPs in the AIG green folder which is housed in filing cabinets with the cumulative folders. Each student's AIG green folder is filed in the back of his/her cumulative folder. Cumulative folders/AIG folders are kept in the records' room of the school.

Practice E

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

District Response: Lee County Schools communicates among and between teachers and schools to ensure an effective continuation of services, especially at key transition points. Through Professional Learning Communities, vertical planning opportunities exist for teachers to communicate across grade levels.

Teachers write explicit Individual Differentiated Education Plans (IDEPs) for students having difficulty or for students who show a need for differentiation. The teacher creating Part I of the IDEP meets with the new content teacher, who completes Part 2 of the IDEP.

The district provides curriculum planning in grade spans for the Standard Course of Study that promotes communication across grades and schools.

School staff participates in whole school and smaller group information sessions about AIG services. AIG Teams meet, at least quarterly, to discuss services within the school.

AIG Specialists and AIG Lead Contact Teacher monthly meetings involve elementary, middle and high school teachers. These are opportunities to share information vertically. Issues related to transitioning from elementary to middle and middle to high school are discussed, as are services provided at the different levels.

AIG Specialists will train their elementary staff in Teacher Observation of Student Potential (TOPS), the Renzulli Checklist of Displayed Characteristics, Primary Education Thinking Skills (PETS) and Jacob's Ladder. This may include teachers who teach music, art, ESL, EC, etc. This builds capacity for understanding services offered through the AIG program and how regular and special teachers can support gifted students.

The AIG Coordinator shares information about the AIG program at Principals' meetings and Administrative meetings to promote greater understanding of the AIG program across K-12 and the services available to gifted students.

We continue to look for ways to improve communication at the high school level. We currently have several high school teachers who teach AP and Honors courses working with the AIG Coordinator to promote communication about high school gifted students and how to best meet their needs, especially as they transition from middle school to 9th grade and in 12th grade as they prepare for college/career.

Practice F

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

District Response: Lee County Schools' AIG students have particular social and emotional needs as evidenced by underachieving gifted students. District personnel must be knowledgeable about peer relationship issues among AIG students. Knowing that gifted students may be faced with home and peer pressures, the program desires improved collaboration among school counseling personnel, regular education teachers, parents/families, and other stakeholders to address students' social and emotional needs.

The AIG Coordinator will continue to collaborate with the Director of Student Resources to improve the district's ability to address the social and emotional needs of AIG students. The AIG Coordinator collaborates with district directors to problem-solve issues of developing the "whole child" in Directors' meetings and Curriculum and Instruction meetings.

Lee County Schools provides professional development on social and emotional needs of gifted learners for teachers, administrators, counselors, social workers, and parents. A book study regarding the social/emotional needs of the gifted will be held with counselors and social workers in 2016-2017.

Counselors play a vital role in scheduling students within the school day as well as working with students on an individual basis. The gifted education program seeks to more clearly define the counselor's role in support of those gifted learners who demonstrate a need for affective service options such as counseling. Teachers will be encouraged to include counselors in the Individual Differentiated Education Plan (IDEP) development for students who are struggling or need additional differentiation and social/emotional issues are contributing factors. AIG personnel assist counselors in communicating effectively on gifted issues with students, parents, and teachers.

Lee County Schools will include regular education teachers, ESL teachers, EC teachers, and counselors on AIG Teams and on the AIG Advisory Council.

High school students and middle school students will be invited to participate on the AIG Advisory Council. Upper elementary students will be invited as guest speakers on occasion.

Lee County Schools will establish Professional Learning Communities (PLCs) with representation from various departments (AIG, EC, ESL, and regular education) and grade level PLCs to share tools

and resources that support the social/emotional development of AIG students.

Lee County Schools will continue to promote Advanced via Individual Determination (AVID) and Leader In Me to support non-traditionally served students at all schools and to address the social and emotional needs of gifted students.

Lee County Schools will develop parent involvement opportunities via online, printed, and face-to-face presentations.

Lee County Schools will support professional learning communities at each school including School AIG Teams and Professional Learning Communities (PLCs) to support and inform services for gifted students. In addition, the gifted education program will develop opportunities for teachers of gifted learners to come together centrally to discuss strategies for the social/emotional development and related issues throughout the year.

The AIG Coordinator, District AIG Lead Specialist and AIG Specialist meet with school personnel in staff meetings, etc. to enlighten and offer "booster shots" of information regarding social/emotional issues of the gifted.

Grade appropriate curriculum materials have been purchased regarding "what it means to be gifted." These materials will be implemented with elementary 4th and 5th gifted students and middle school students beginning in 2016-2017.

Practice G

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

District Response: Lee County Schools is committed to meeting the needs of individual gifted students. Counselors and teachers work with students and parents to develop a challenging program that will meet students' needs. Accelerated courses are available in middle schools. At high school, Advanced Placement Courses and Honor Courses, including Advanced Electives are self-selected by students. Certain programs and courses are offered through the local community college (CCCC) with prerequisites and credit decided upon through articulation between instructors at the high school and instructors at the community college. The International Baccalaureate Diploma Programme is offered at one high school. Content-specific "academies" are offered at two high schools. Online courses offered through the NC Virtual Public School can be accessed by all high school students. Lee Early College provides an opportunity to students who successfully complete the application process.

At elementary and middle schools "cross grade grouping" is an option. Students are placed in a higher grade for a specific subject for part of their day. Accelerated students at all levels have access to one on one time with an AIG Specialist and may be offered opportunities for mentoring/shadowing.

Lee County Schools Board of Education Policy Manual has a subject and grade acceleration policy

and a dual enrollment policy in place for students who indicate a need. The district reviews an appropriate body of evidence for an individual advanced learner. These policies document and outline the requirements for subject and grade acceleration and dual enrollment. (Policy #3420 and policy #3101)

For any K-8 student considered for grade acceleration (skipping a grade), a case study is recommended for each individual student. Meeting the following criteria provides a body of evidence for this decision and should involve the School AIG Team, Assistant Superintendent of Curriculum and Instruction, parents, and students (middle school and high school). The AIG Coordinator and the District AIG Lead Specialist offer consultative services to the principal/AIG Team who is responsible for making the decision based on all evidence.

It is recommended that the IOWA Acceleration Scale 2nd Edition Manual be consulted in the decision-making process for grade acceleration

It is important to ensure that concepts and content are not missed that can cause future learning issues as well as social and emotional problems for an accelerated student. Students may be highly gifted in one area and not others. If grade acceleration is the decision, a 3-5 year plan, Individualized Differentiated Education Plan (IDEP) for learning should guide academic needs and address potential social/emotional problems for the student.

Early Entrance to K: Early admittance to kindergarten follows state statutes. Parents with questions concerning early admittance may contact the AIG Specialist at their child's school or the AIG Coordinator at Central Office. (North Carolina Early Admission to Kindergarten Policy #BH-1099.)

All acceleration opportunities and procedures will be shared on the AIG web page and at Parent Information Nights. Opportunities will be shared in the AIG brochure.

Practice H

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

District Response: The AIG Program of Lee County Schools has revised identification procedures in the 2016-2017 AIG plan to better support identification of students from culturally/ethnically diverse, economically disadvantaged, English Language Learners (ELL), highly gifted and twice exceptional. Additional criteria have been added such as consulting English as a Second Language (ESL) personnel to provide insights into how quickly a second language learner might be advancing through ESL services and a student portfolio of successful completion of advanced assignments. In this plan cycle, nurturing and talent development of all students exhibiting gifted behaviors will be a major focus. It is our hope that this mindset will lead to the identification and service of a higher percentage of under-represented populations. To that end, some of the service/programming options and many of the extracurricular activities will be designed for gifted students but may also include any motivated student exhibiting gifted behaviors.

The K-3 nurturing program has been strengthened in Lee County to support younger students who require exposure to challenging instruction to support their giftedness prior to formal identification.

Training is offered to regular teacher, as well as EC and ESL teachers, who teach special areas like music, art and PE with the philosophy that more informed eyes are a benefit. Elementary teachers also receive training in the use of Primary Education Thinking Skills and Jacob's Ladder, challenging materials to support young learners.

The AIG Program provides K-3 nurturing services to all students through the use of appropriate materials such as Primary Education Thinking Skills, Jacob's Ladder and Challenge Math. Beginning in 2016-2017, another program, Using Science, Talents, and Abilities to Recognize Students ~ Promoting Learning for Under-Represented Students (U-STARS~PLUS) will be implemented at all elementary schools. Training will be provided to AIG Specialists and teachers.

Teacher's Observation of Potential in Students (TOPS) portfolios are developed for K-2 students to identify and offer differentiated services to students who display gifted behaviors in the primary grades. Portfolios completed for students who display gifted characteristics will follow the child to the next grade's teacher. Principals will oversee this process of collection at the end of school year and the distribution at the start of the next school year. This process builds a much needed infrastructure for supporting the learning of these young students and builds the awareness of their teachers about their gifted characteristics. Previously such information was not available year to year for these children and important information related to their learning was lost. Under-represented students may not appear gifted without on-going enriched instruction, especially by the time they take the CogAT for formal identification in third grade. Practicing with different types of thinking along the way ensures greater success.

The School AIG Team can use some judgment when considering a student for placement who may be have slightly less than the required points in one area, but is exceptionally strong with another indicator of giftedness. The AIG Team may make the decision to identify the student with an Individualized Differentiated Education Plan (IDEP) to meet the specific need for differentiation. An IDEP is also developed for any identified student that may be under-performing for any reason. In the 2016-2019 AIG plan, identified students will no longer be exited from the program. An IDEP will be used to support student engagement and achievement.

AIG Teams which are made up of educators from all departments, serve as a forum for discussing diverse, nontraditional service options for under-represented populations. Teams may explore options such as mentorships, shadowing, curriculum compacting, and interest based explorations to motivate at-risk identified gifted students or any student exhibiting gifted behaviors.

Practice I

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

District Response: Lee County Schools offers extra-curricular programs and events that enhance and further develop the needs and interests of AIG students such as Governor's School, Duke TIP, Kaleidoscope Camp, summer STEM Camps and participation in a local robotics competition. In 2016-2017, the AIG Department will seek to collaborate with community partners to implement a District Spelling Bee.

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Lee County Schools participates annually in the search for Governor's Schools candidates. The AIG Coordinator oversees Governor's School in the district and works closely with high school counselors to encourage and support student participation. Governor's School candidates are selected at the high school and applications are sent to the AIG Coordinator. The AIG Coordinator organizes a committee at the Central Office for review of the applications and a rank ordering of the candidates to submit to the State Department of Public Instruction for review. The district pays the tuition cost for the students attending and the students are presented to the local Board of Education with the opportunity to address the Board. In 2015-2016, Lee County Schools was honored to have four candidates accepted.

Information for Duke TIP is shared with the schools directly from Duke. The AIG Coordinator sends reminders about participation to the AIG Specialists and AIG Lead Teachers who identify students who qualify.

Kaleidoscope Camp has been in operation for 39 years in Lee County and is supported by local funding. This camp is held for two weeks at the end of June and serves rising AIG 6th graders. The camp is an enrichment camp with daily guest speakers and a challenging and fun curriculum in science, math, technology, art, music, drama, social studies and writing. Efforts are made to build the camp curriculum based on student interest. A three-day trip to Washington D.C. occurs after the camp for students whose parents wish for them to participate and are willing to pay. Need-based scholarships are offered. Community donations and financial contributions from the department of Student Resources support these scholarships. The itinerary is packed with experiences related to history and the arts. It is a multi-generational experience for some families where parents have been to camp and to D.C., and AIG siblings have had the same experience.

The Career and Technical Program plans and supports summer STEM Programs involving middle schools students. These camps provide a challenging and fun curriculum in math, science and technology.

Lee County Schools participates in a local robotics competition.

Participation in Jr. Beta Club is offered at one middle school. Community service projects are part of that experience. The AIG department will promote establishing a Jr. Beta Club at the other middle schools.

The AIG department will pursue a collaboration with the local 4-H Club to provide enrichment for students within school settings and during the summer.

Extracurricular programs and events are shared on the AIG web page and in the AIG brochure.

Practice J

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

District Response: A major focus of the 2016-2019 AIG plan is promoting the research-based cluster grouping model for placing students in homerooms at the elementary schools. Elementary

principals and other district leaders participated in a training session provided by the AIG Coordinator and the District AIG Lead Specialist. The positive effect on the academic and social/emotional growth of all students was highlighted in this training session. The process of cluster grouping was shared and demonstrated using multiple pieces of data for each student.

Flexible grouping practices are part of the K-3 PETS and enrichment classes in the primary grades. Fourth and fifth grade students are flexibly grouped within content area classes to provide for more effective delivery of differentiated curriculum.

At the elementary and middle school levels EOG, EOC, and CogAT scores of students are monitored to determine the effectiveness of current grouping practices and course offerings.

The AIG Coordinator and the District AIG Lead Specialist meet with teachers, administrators, and AIG Teams to provide training on understanding assessment data for the district, schools, and individual students. This training includes analysis of CogAT composite scores, subtest scores, and how to use student profiles to group students to provide effective instructional strategies. Local norms established from district EOG and CogAT scores are shared and explained at this training.

Ideas for Strengthen the Standard: *Develop at least one elective class designed to promote creative and critical thinking through problem/project-based learning. This course, or another similar course, might involve interest exploration with a mentor, internship, or community service project. These courses could be added to the DEP.

*Develop a 4-year plan for high school that actually starts with advanced courses in middle school. This would become the DEP for high school students. The plan would be reviewed each year at registration and would be flexible.

*Provide a meeting of "feeder" teachers and "receiving" teachers to review programming, services, and student goals at the next level.

*Provide a small library for students at each school of books dealing with understanding what it means to be gifted and related issues.

*Lee County Schools will develop a clear procedure for students to earn Credit by Demonstrated Mastery (CDM).

Sources of Evidence: *AIG class schedules

*AIG Team and PLC agendas/minutes

*Professional development rosters

*Advance class offerings

*Student AIG DEPs and IDEPs

*Compliance check to monitor DEP/IDEP alignment and documentation

*Walk-Through observations

*Tubs of materials at elementary schools

*AIG Unit Plans and regular classroom plans based on SCOS.

*UbD units

8/1/2016

- *Differentiation reflected in regular classroom teachers' unit/lesson plans for AIG students.
- *District level meeting agendas and Board of Education agendas
- *AIG Program PowerPoint
- *AIG plan and related information on district and local websites
- *AIG plan notebooks and brochures
- *Student DEPs and IDEPs in the AIG green folder found in the cumulative folder
- *Curriculum materials regarding "what it means to be gifted"
- *Book study calendar/roster
- *Listing of advanced learning opportunities and gifted student enrollment data
- *Board of Education policies
- *Web page postings of acceleration opportunities and processes
- *AIG brochure
- *TOPS portfolios
- *Multiple identification criteria in revised AIG plan
- *Number of students identified from under-represented populations
- *AIG Headcount
- *Number of AIG students participating
- *Agendas of training sessions.
- *Homeroom rosters and flexible groupings.
- *Assessment scores.

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

- ☐ academic and intellectual
- ☐ social and emotional.

District Response: The AIG Coordinator schedules and leads an AIG Advisory Council which acts as an advocacy group consisting of parents, teachers, students, administrators, district leadership, and community members to address all the needs of gifted students.

Lee County Schools' website includes information explaining appropriate services for the academic, intellectual, and social/emotional needs of AIG students.

The AIG Coordinator continues to work with the Director of Student Resources to address the needs of gifted students in the social and emotional areas and to provide financial support for summer enrichment activities of gifted students in need.

Beginning in September 2016, the AIG Coordinator will begin a book study/literature review with school counselors regarding the needs of gifted students.

The AIG Coordinator attends the monthly collaboration sessions led by the Director of ESL / Secondary Literacy.

Partnerships with various churches, businesses, civic organizations, and individuals result in financial support for gifted students who participate in the summer camp, Kaleidoscope, and the Washington, DC trip. On the final day of Kaleidoscope, parents, district personnel, Board of Education members, and community partners are invited to attend the culminating showcase of students' projects and performances.

Parent Information Nights are held at least three times per year to disseminate information about the AIG program, have guest speakers share topics of special interest to gifted learners, act as a forum for students to share projects/experiences, and invite community partners to share ideas and contributions to gifted services.

AIG personnel communicate with parents each year to advise them about their students' services through students' Differentiated Education Plan (DEP) and, if appropriate, the Individual Differentiated Education Plan (IDEP).

Practice B

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

District Response: Lee County Schools has a district curriculum website that houses the district AIG web page. Websites from other districts have been considered in this improvement process. AIG personnel review the AIG web page monthly and welcome feedback from all stakeholders to ensure that the web page is user-friendly and easy to understand.

AIG Specialists maintain a gifted services web page at their school with a link to the district AIG web page.

A glossary of acronyms and terms related to gifted education is posted on the district AIG web page and in the AIG Plan. Also shared on the web page is a quick-reference version of the AIG Plan along with target goals for elementary, middle, and high school.

The current district brochure for describing the K-12 AIG program will be reviewed by the AIG Coordinator, the District AIG Lead Specialist and the AIG Advisory Council for updating to reflect the AIG plan revisions. Brochures will be available at the schools and placed in area businesses to inform stakeholders about the program. At the beginning of the school year, the AIG Specialist will share the AIG brochure and be available to answer questions at a table/booth set up at Open House at their assigned school.

Digital AIG presentations describing the AIG program for elementary, middle school, and high school are available for schools to share at the AIG Parent Nights. These presentations will include major findings from the annual surveys and how teachers will provide the service options on the DEP. These presentations are also available on the school's AIG web page and the district AIG web page.

A hard copy of the Updated AIG Plan is provided to each school in a notebook for easy reference, which is housed in the principal's office. Each AIG Specialist and AIG Lead Contact also has a notebook. A digital copy of the AIG Plan is posted on the AIG website.

In presentations and meetings with AIG teachers and administrators, the importance of parent/community communication is emphasized.

The AIG Coordinator works to inform AIG parents of pathways available in middle school and high school by collaborating with the Executive Director of Instruction for Performance and the Assistant Superintendent of Human Resources and Curriculum and Instruction. Information related to this will be included in the digital AIG presentations developed for the schools to use.

Automated calls are sent to notify parents of AIG students of upcoming district-wide meetings, parent nights, AIG Plan /policy information, educational opportunities, etc.

Practice C

Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least

comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

District Response: Lee County Schools has an AIG Advisory Council that has influence/input in an advisory capacity on AIG issues and policies. Team membership is diverse. The AIG Coordinator will continue to seek parental, district, and community representation that reflects our student population on the Advisory Council.

The AIG Advisory Council has representation from all stakeholders in AIG education. Membership includes educators, parents, students, district personnel, and community members. Representatives from each stakeholder group will be nominated from schools and then invited to serve by the district's AIG Coordinator. This advisory group will meet on a regular basis (generally 4 times a year unless special meetings are called), either as a full group or in subgroups concerned with specific aspects of the program. The responsibilities of the Council will be to facilitate communication with parents and community, to encourage parental and community involvement, and to assist in the design, implementation, and evaluation of the AIG Plan. Any interested stakeholder may participate in the Council. The AIG Coordinator actively seeks participation by all stakeholders in this group. AIG teachers and administrators will be informed of AIG Council meetings.

The AIG Advisory Council serves to enhance more effective communication between all stakeholder groups and to express community perspectives through brainstorming sessions, survey question development, and suggestions on how to improve services for the gifted population. Through the AIG program's annual survey, a diverse population of stakeholders including students, parents, teachers and administrators, will have opportunities to provide feedback on the goals and services of the AIG program. The AIG Advisory Council uses the survey results, input from gifted personnel, and current budgetary considerations to brainstorm improvements to the AIG program and plan.

The AIG Coordinator facilitates the creation of Advisory Council subcommittees to work on areas of improvement in the AIG program. These subcommittees generally form based on needs expressed by members of the Advisory Council. They are working committees. Examples of areas that subcommittees have worked on, or are currently working on, are: student identification criteria, AIG differentiated curriculum and service, parent communication, and AIG plan revisions. The committees consist of parents, community, teachers, and administrators. The work of the Advisory Council and its subcommittees is in an advisory capacity to district leadership. Their work provides helpful direction based on group study for continuous improvement and accomplishes important work.

Practice D

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

District Response: The AIG plan outlines the information that the district will provide to parents and families of AIG students. Lee County Schools provides information about opportunities for AIG students in the Spanish language as there is a large Hispanic population in the district. The vast majority of limited English proficient students in the district speak Spanish. The remaining limited English proficient students are native speakers of a language other than Spanish. Schools, in

collaboration with the ESL and AIG departments, seek communication avenues to assist these parents on a case by case basis.

AIG documents are, or will be, translated into Spanish and other languages as necessary. This includes brochures describing AIG identification and services at K-12, fliers, automated phone calls, and information listed on the AIG webpage. Translation services are provided at AIG Parent Nights, parent conferences, and other gatherings.

AIG personnel collaborate with ESL personnel to provide special services, including translations, to ESL students and families. The ESL Program employs bilingual teacher assistants to assist with translation both written and oral such as in conferences and by phone. Currently such assistants are in all K-8 schools. There is a bilingual high school counselor as well as bilingual ESL teachers in both high schools. These individuals are resources for the Hispanic parents and students. Languages other than Spanish are handled on an individual basis when the need arises. The AIG Coordinator assists when contacted to help find resources available within or outside the district for these families.

The ESL teacher serves on their school's AIG Team to serve as an advocate and resource for limited English proficient students, families, and teachers.

The AIG Advisory Council has an ESL personnel member.

Practice E

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

District Response: The district desires to enhance opportunities for parent and community involvement within gifted education.

The AIG Coordinator reviews the AIG Advisory Council membership to include representative populations and community members.

The AIG department invites parents/families and the larger community to district information sessions that will include topics of interest in gifted education.

PTO meetings are a vehicle for communication with parents and other stakeholders.

The District AIG Lead Specialist is a member of the Lee County Education Foundation.

Lee Early College partners with Central Carolina Community College (CCCC) to share resources. Lee Early College is located on the campus of CCCC.

Community members and former campers are invited as guest speakers at the summer enrichment camp, Kaleidoscope, for gifted rising 6th graders.

A professor from Campbell University is a presenter each year at Kaleidoscope Camp.

Ideas for Strengthen the Standard: *The AIG Coordinator and District AIG Lead Specialist will collaborate to publish a quarterly AIG newsletter, which will be shared with AIG students/families and on the district AIG web page.

*Promote and encourage gifted students' participation in Odyssey of the Mind and other extracurricular activities.

*At the beginning of the 2016 school year, the AIG department will seek to partner with the Lee County Youth Council to assess needs and concerns of gifted learners and to encourage council members to share those needs with existing and potential new partners in business and industry in support of the local AIG program.

*The AIG Coordinator will create a contact list, or other form of electronic communication, to share information about gifted services or opportunities with parents, district personnel and community partners.

*The AIG Coordinator will present AIG information to the Board of Education and Principals' Meetings at least twice a year.

* In the summer of 2016, the AIG department will seek to partner with the local newspaper, civic organizations and/ or other community partners, in sponsorship of a local spelling bee contest as part of the Scripps National Spelling Bee.

*Establish a functioning AIG committee/council at each middle and high school.

Sources of Evidence: *Book study schedule for counselors

*AIG Advisory Council agendas and roster

*AIG Program website

*ESL session agendas

*Parent Information Night agendas

*Documentation of DEP/IDEP parent conferences

*AIG Website and digital presentations of the AIG program and services

*AIG Specialists' web pages

*AIG Plan notebooks (green)

*Feedback from Advisory Council members and others about communication

*Parent night agendas

*A glossary of acronyms and terms included in the AIG Plan

*Brochures describing Lee County Schools' AIG Program and services

*Attendance by non-native speakers at school and district AIG meetings

*Hispanic representative on the AIG Advisory Council

*Translated documents and translation services for parent/public meetings

*AIG Team roster/minutes

•Information session agendas

*Kaleidoscope Camp events calendar

Standard 6: Program Accountability

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

Practice A

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

District Response: The AIG plan contains an extensive array of services for implementation within the gifted education program. In the development of this local plan, the Lee County Schools' AIG Plan describes the implementation of practices within the following 6 Standards:

1. Student screening, identification, and placement.
2. Differentiated curriculum and instruction and service options.
3. Qualified personnel roles and professional development.
4. Comprehensive programming within the total school community.
5. Creation of partnerships and the involvement of various stakeholders.
6. AIG program accountability.

Development and Revision of the AIG Plan:

Feedback is gathered from stakeholders in the form of surveys from students, parents, teachers, administrators, district personnel, and AIG Advisory Council members. Additional feedback is gathered from discussions in Advisory Council meetings, district-level Curriculum and Instruction meetings, Directors' meetings, Administrators' meetings, AIG Specialist and Lead Teacher meetings, school-level teacher and parent meetings, and AIG Team meetings. Feedback from these sources is analyzed for program strengths and weaknesses to be addressed in the revision of the AIG plan. The AIG program self-assessment is completed by the AIG Coordinator and staff.

In determining identification criteria in Standard 1, Lee County students' Cognitive Abilities Test (CogAT) data and End of Grade (EOG) test data are analyzed to establish local norms, which are used in the identification criteria.

A subcommittee comprised of elementary, middle, and high school teachers of gifted students, along with the AIG Coordinator and District AIG Lead Specialist, collaborate on the written revisions of the AIG Plan using the feedback from stakeholders and feedback from the Department of Public Instruction, as well as, the NC AIG Program Standards Unpacking Documents provided by the Department of Public Instruction.

The AIG Coordinator and the District AIG Lead Specialist attend all Regional AIG Coordinator Institutes to receive guidance and support of the AIG Plan development and improvement. They also participate in webinars from the Department of Public Instruction related to AIG Plan development and improvement.

As drafts of each of the 6 AIG Standards are completed, they are sent by email to a representative group of stakeholders who agree to read the standards and provide feedback as to the clarity and effectiveness of the Standards.

Once developed, the AIG Coordinator presents the written AIG plan to the Local Board of Education for approval as board policy. After the Board of Education approves the AIG Plan, the AIG Coordinator submits the plan to Department of Public Instruction for comment.

Practice B

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

District Response: Lee County Schools monitors the implementation of the program and plan in accordance with Article 9B. The AIG Coordinator and the District AIG Lead Specialist monitor the goals/targets for the AIG program through multiple means to ensure compliance and a quality instructional program. During the plan cycle years when the plan is not being updated, the AIG Coordinator will provide an update about the implementation of the gifted education plan to the Lee County Board of Education twice a year, to the AIG Advisory Council four times a year, and to the monthly Curriculum and Instruction Committees (elementary, middle, and high school).

The AIG Coordinator completes Interim reports to the North Carolina Department of Public Instruction (NCDPI) regarding the effectiveness of the Lee County Schools' AIG Program. Feedback from all stakeholders is compiled and analyzed to ensure that the Interim report accurately reflects the implementation of the AIG Plan.

A concise outline of the six AIG Standards and accompanying practices will be shared with teachers, principals, and AIG Specialists, AIG Teams, and district leaders.

Each principal, AIG Specialist, and AIG Lead Teacher has a hard copy of the AIG Plan (green notebook). The AIG Plan is available on the AIG web page on the Lee County Schools' website.

The AIG Coordinator works with the District AIG Lead Specialist to oversee implementation to fidelity through regular school visits and attendance at school-based AIG Team meetings to provide support and guidance.

The AIG Coordinator and the District AIG Lead Specialist will develop self-assessment checklists for elementary, middle and high schools to ensure implementation of the Lee County Schools' AIG Plan according to state legislation and the State Board of Education policy. The school-wide self-assessment process takes place in November and again in early May. The school-based AIG Team, along with the principal, will complete the self-assessment.

After the November self-assessment takes place, the AIG Coordinator and the District AIG Lead Specialist meet with AIG Teams and principals to discuss strengths and weaknesses identified through the self-assessment checklists. Support is provided throughout the year from the AIG department to improve implementation of the gifted education plan based on findings from the self-assessments.

In April, an annual AIG Program survey will be shared with stakeholder groups. Results of the survey will be shared with the AIG Advisory Council and the school-based AIG Teams and administrators.

After the May self-assessment takes place, the AIG Coordinator and the AIG District Lead Specialist meet with the AIG Teams and principals to have a summative plus/delta conversation regarding improvements to the implementation of gifted services for the next school year. The April AIG program survey results are shared at this time.

At monthly AIG PLCs (Professional Learning Communities) with AIG Specialists and AIG Lead Teachers, effective processes and practices will be highlighted and shared with other schools as a part of the learning process for continuous improvement.

The AIG Coordinator will analyze findings gathered from monitoring, self-assessments, AIG PLC's, and surveys for patterns of strengths and areas of need across the district. These patterns will offer direction for assistance and training needed from the district level.

The AIG Coordinator will attend district level instructional team meetings (District Lead Teacher meetings).

Practice C

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

District Response: The AIG Coordinator develops the budget for PRC 034 state funds under the guidance and approval of the Assistant Superintendent of Curriculum and Instruction and the Chief Finance Officer. Collaboratively these individuals monitor the funds for the AIG program and develop a budget to ensure proper use of state allotted funds. The Superintendent and Assistant Superintendent work with the Chief Finance Officer to provide funding beyond the annual state allotment for the Lee County Schools AIG Program as needed. Such additional funding is substantial and reflects the commitment of the district to gifted students.

The AIG Coordinator develops an annual planning budget for use of PRC 034 (AIG Program) funds for the upcoming school year in collaboration with the Assistant Superintendent of Curriculum and Instruction. The budget is also reviewed by the Chief Finance Officer. Amendments and adjustments are made periodically to ensure that the line items are corrected from the planning budget. The Chief Finance Officer works closely with the AIG Coordinator to ensure funds are expended according to state policy.

A full-time administrative assistant assists the AIG Coordinator with management of the AIG budget.

Careful consideration is given to the effectiveness of expenditures and how students will benefit. AIG expenditures are prioritized by the measure of greatest impact on students and consistency of services across the district. AIG funds support the implementation of all 6 Standards in the AIG Plan. Funds are used to ensure gifted personnel are teaching gifted students, screening and identification are taking place, appropriate differentiation materials are provided, relevant professional development is offered, a continuum of services is offered K-12, partnerships with all stakeholders are formed, and program accountability is taking place.

The AIG Coordinator collaborates with personnel who oversee federal Title 2 funds to support teachers of gifted students.

Practice D

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

District Response: The AIG Coordinator, with the support of the Assistant Superintendent of Curriculum and Instruction, the Executive Director of Instruction for Performance, and the Director of Accountability, maintains, analyzes and shares records that show student growth and achievement data and dropout data for AIG students. AIG personnel continue to investigate ways to share this information and improve performance.

AIG personnel strive to support continuous improvement of AIG student achievement and growth through the maintenance and analysis of data such as: EOG/EOC, AP, IB, ACT, and SAT.

Cognitive Ability Test (CogAT) scores (or other aptitude measures), indicative of student potential, are compared to achievement and growth data to gauge the effectiveness and appropriateness of differentiated services.

Local and state achievement benchmark data is gathered and analyzed quarterly for K-8 nurtured and gifted students. Performance growth of gifted students in all subgroups and demographic groups is analyzed to determine if there are disparities.

Other indicators of AIG student success and achievement are collected and include the following:

- *Scholarships awarded
- *Governor's School participants
- *AP and IB participation and class completion rates
- *College acceptance/attendance information
- *Information on Internships and Mentorships
- *Number of AIG students graduating with more than a high school diploma

Under the direction of the AIG Coordinator and the Assistant Superintendent of Curriculum and Instruction, a study of AIG student performance growth occurs annually. The Director of Accountability participates in the data analysis and provides data as requested by the AIG Coordinator. The AIG student dropout rate is determined and analyzed at this time. Contributing factors and trends are discussed. Data is shared through the AIG Advisory Council and subcommittees focused on student growth. Conclusions will be drawn and included in the AIG plan to guide program improvement.

AIG performance growth data and AIG dropout data is shared at school staff development meetings, and at other district meetings, such as: Administrators, Directors, AIG PLCs, District Leads, Curriculum and Instruction, and Counselors.

The AIG Coordinator and AIG District Lead Specialist provide training to AIG Teams, AIG Specialists, AIG Lead Teachers, and administrators to ensure an understanding of how to interpret and analyze

data and make programming changes that promote student growth.

The evaluation of AIG student growth through various types of data will inform the direction of the program. Decisions such as staff development efforts, the purchase of materials, communication with parents, student schedules, and targeted areas for monitoring, to name a few, will consider conclusions from the data.

Practice E

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

District Response: Throughout the year, AIG personnel disaggregate AIG student subgroup data from PowerSchool to evaluate the representation of under-represented populations in the gifted program. Lee County Schools and the AIG department monitor the various subgroups represented within the gifted education program to determine participation rate in advanced classes and opportunities at the elementary, middle, and high school levels.

The Monitoring Process of Under-represented Populations in the Gifted Program:

- *Examine data gathered through K-2 Teacher Observations of Potential (TOPS) portfolios: Which students are captured by this instrument? Who is being left out?
- *Maintain and analyze a K-3 Nurture Headcount (students served in smaller enrichment groups)
- *Analyze the AIG 11 Data Collection Spreadsheet for the number of underrepresented students referred, identified and served.
- *Analyze achievement data: EOG, EOC, AP, IB, SAT, ACT
- *Analyze aptitude data: CogAT or other aptitude assessment
- *Analyze Advanced, Honors, AP, IB, enrollment data and success rates
- *Analyze drop-out, graduation, college acceptance data

The AIG Coordinator and the District AIG Lead Specialist:

- *Assist teachers in examining data from their individual schools to compare the enrollment of the diverse gifted learners within rigorous courses of study.
- *Provide data reports to the Assistant Superintendent of Curriculum & Instruction on the representation of diverse gifted students in the AIG program based on information from PowerSchool and the K-3 Nurture Headcount from the AIG department.

Through a collaborative effort with counselors and the Director of Student Resources, the gifted education staff monitors gifted students who may choose not to enroll in a rigorous course of study in middle school and/or high school or who choose to drop out. This includes any student who shows the potential to achieve.

Identification criteria and procedures are examined frequently to ensure that under-represented populations are not being excluded or limited from qualifying for the gifted program. A conscious effort is made to ensure multiple criteria are being considered for all populations of students.

Practice F

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

District Response: Lee County Schools maintains current data regarding the credentials of personnel serving AIG students through the Department of Human Resources. At the beginning of each school year, the AIG Coordinator requests, and keeps on file, a copy of district personnel who currently hold an AIG state license and a list of teachers who have completed the coursework to obtain a local professional certificate to teach gifted students.

The Human Resources Department maintains a list of AIG state licensed teachers in the district as well as a list of the teachers who have completed coursework to obtain the local AIG professional certificate. To obtain the local AIG professional certificate, the AIG department offers a 45-hour course in curriculum differentiation for the gifted. After each cohort of teachers completes the course, the AIG Coordinator submits the teachers' names to the Assistant Superintendent of Curriculum and Instruction for credit approval. The list of approved teachers is then shared with Human Resources for documentation purposes. The AIG Coordinator shares the list of AIG state licensed teachers and the list of teachers with the local AIG professional certificate with principals to facilitate the placement of qualified teachers to better serve gifted learners.

AIG Specialists must hold an AIG state license.

Practice G

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

District Response: Lee County Schools and the AIG department seek feedback from students, parents/families, teachers and other stakeholders regarding the AIG program. Parents, students and educators are given a comprehensive survey when the plan is in a cycle of revision to provide input into the process. The district is working to develop a plan to analyze data that is deliberate and consistent so results can be more methodically studied over time.

The AIG department administers the gifted program survey to provide feedback regarding the implementation and effectiveness of the AIG program. The parent, teacher and educator surveys are developed by members of the AIG Advisory Council subcommittees--the Parent Communication Subcommittee and the AIG Plan Update Subcommittee. The members included parents, teachers and administrators. The AIG Coordinator oversees the analysis of survey data. Conclusions from the surveys are used to inform the AIG plan revision process. Results of all surveys are shared with School AIG Teams and the AIG Advisory Council.

The existing survey will be revised by the AIG Advisory Council, in collaboration with AIG personnel, to better reflect the revised AIG Plan for 2016-2019.

The AIG Advisory Council has students in membership. Beginning in 2016, small "teams" of gifted

students will be invited to different meetings as guest contributors. Also, members of the Lee County Youth Council will be invited to present and provide feedback.

Once a year, in April, annotated surveys for parent and students are collected. Other feedback from parents and students is gathered at AIG Parent nights, AIG parent conferences, and district Parent Information Nights.

Feedback from teachers and administrators is received from self-assessment checklists and school-based AIG Teams twice a year. Other feedback is gathered at Principals' meetings, Curriculum and Instruction meetings, and from AIG Specialist/Lead Teacher PLCs.

Practice H

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

District Response: In order to review and revise the Lee County Schools' AIG Plan during the comprehensive program evaluation year, the AIG department uses multiple sources of data.

Sources of data used for feedback and suggestions to improve:

- *Analysis of student, parent, and educator surveys for major trends.
- *AIG program self-assessment
- *NCDPI feedback on previous AIG plan evaluation
- *Advisory Council meetings
- *District leadership meetings, including Board of Education members
- *AIG Specialist / AIG Lead Teacher meetings
- *Focus group of teachers for plan writing
- *EVAAS scores to study the growth of the AIG subgroup
- *Achievement scores and aptitude scores to determine local norms for identification
- *Parent readers of the AIG Plan standards to ensure clarity

In the writing of the 2016-2019 AIG Plan, emphasis has been placed on incorporating the language of the new vision statement throughout the screening and identification processes and within the services available to gifted students. The big ideas of "nurturing potential" and "talent development" are the over-arching themes in the 2016-2019 AIG Plan.

As part of the feedback process during the writing/revising of the AIG Plan, drafts of the revised Standards are shared with a representative group of stakeholders, including parents and educators. As they are revised, drafts are sent to the "readers" requesting feedback as to the clarity and effectiveness of the practices in the Standard.

Practice I

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

District Response: The AIG Program of Lee County Schools shares AIG program evaluation data from several sources with the public. Evaluation data used in the revision process of the AIG Plan consists of feedback from student, parent, and educator surveys. Other formal sources of feedback came from the North Carolina Department of Public Instruction (NCDPI) and an AIG program self-assessment document provided by NCDPI.

AIG Program feedback and evaluation results are a regular part of school level presentations, Advisory Council agendas, AIG PLC agendas, Curriculum and Instruction meetings and Directors' meetings. These opportunities to share evaluation data occur with varying frequencies but occur regularly throughout the year.

The many revisions evident in the AIG Plan for 2016-2019 reflect the areas of improvement highlighted by the various sources of feedback and evaluation. The survey trends, evaluation data and areas targeted for revision have been shared with district leadership, teachers and administrators, school counselors, Board of Education members, parents and community. Methods of communication include various handouts directed at specific audiences. For example, three handouts of AIG "Targets," each customized for a different level (elementary school, middle school, and high school) were shared at the respective Curriculum and Instruction meetings.

Beginning in 2016

*The AIG program will share AIG updates, including evaluation data with the Board of Education twice a year, with parents and community at Parent Information Night three times a year, and on the local radio station WXXL-1290am periodically beginning in November.

*Survey results and evaluation data will also be posted on the AIG web page at the Lee County Schools website.

*The existing AIG brochure will be revised and updated to include highlights of evaluation data and major trends in stakeholder feedback.

*A quarterly AIG Newsletter will be shared with students, parents and educators as a flyer and on the AIG web page.

Practice J

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

District Response: Lee County Schools protects the rights of all AIG students through established policies, procedures and practices as set forth in the Lee County Schools AIG Plan. Due process within the Lee County Schools gifted education program ensures parents and guardians of their rights during the identification and service option match processes. The "Parents' Rights in the AIG Program" document is available in English and Spanish on the AIG web page at the Lee County

Schools' website. During the AIG referral process, when a school AIG Team makes the determination that additional testing is needed, a Consent for Evaluation (AIG 3) document is sent home to obtain parental consent. Parents are given a copy of the "Parents' Rights in the AIG Program" document at this time. If a student is in the AIG referral process, and an AIG 6 (Summary of Student Eligibility) document is completed on the student, a parent conference must be held to inform the parent of the AIG Team decision and obtain a parent signature. If the student meets the AIG criteria, the parent signature must be obtained before the student can be entered into PowerSchool as an AIG student, or served by an AIG Specialist. Parents are given a copy of the "Parents' Rights in the AIG Program" document at this conference.

Parents are informed and signatures of consent obtained anytime a Differentiated Education Plan (AIG 7) or an Individualized Differentiated Education Plan (AIG 8) is completed on a student. On the Annual Review (AIG 17) document a parent signature is required if an IDEP is indicated. Gifted personnel work to resolve complaints from parents of AIG students related to the rights of their child both informally and through a formal appeal process if that avenue is used. Parent complaints that come to the AIG Coordinator are investigated and handled expediently by contacting all parties involved at the school and consulting with the Assistant Superintendent of Curriculum and Instruction if necessary. The parent is contacted periodically and informed of the status of the situation if it is not able to be resolved quickly. When a parent chooses to lodge a formal complaint or appeal, the AIG Coordinator shares a copy of the "Parents' Rights in the AIG Program" document and explains the process below.

LEE COUNTY SCHOOLS DUE PROCESS: PARENTS' RIGHTS IN THE AIG PROGRAM Revised May 2016

All academically and intellectually gifted students, ages 5 to 20, must be provided a free, appropriate public education. This means that differentiated services will be provided for the academically/intellectually gifted student:

1. At no expense to the parent,
2. According to the guidelines of the North Carolina Department of Public Instruction and Lee County Academically/Intellectually Gifted Program, and
3. According to the student's Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).

YOUR RIGHTS AS A PARENT

Referral:

When any person thinks that a child is intellectually and academically gifted and may need differentiated educational services, that person should tell school personnel in writing the reason(s) for referring that child. The referral should include information about the student's characteristics and strengths that require differentiated services. If the student is enrolled in public school, the referral should be given to that student's teacher or principal.

Screening and Evaluation:

After a child has been referred to determine his/her need for differentiated services in the academically/intellectually gifted program, an evaluation process must be followed:

1. The parent must give written permission before any individual evaluation is to begin.
2. Testing and evaluation materials must be selected and administered so as not to be racially or culturally biased.
3. Selected tests include those that measure educational achievement and aptitude.

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4. Student eligibility for differentiated services will be determined using multiple criteria by a school site team trained to select appropriate options for the individual student.

5. One test or procedure cannot exclude a student from differentiated services in school's academically/intellectually gifted program.

6. A review of eligibility will be conducted yearly with a comprehensive review at the end of the elementary grades and the middle grades.

If the parent (guardian) does not agree with the school site's decision concerning eligibility, he/she has the right to submit the results of an independent educational and intellectual evaluation. This evaluation must be given by a qualified examiner who is not employed by the education agency responsible for the student's education. Measures of intellectual aptitude and achievement are two of the criteria used in determining eligibility, and additional measures do not necessarily guarantee placement in the academically/intellectually gifted program, although those results will definitely be considered.

THE SCHOOL SYSTEM DOES NOT PAY FOR INDEPENDENT EDUCATIONAL AND INTELLECTUAL EVALUATIONS.

The parent has the right to ask to meet with the School AIG Team to review the decision.

For students identified as academically or intellectually gifted, a differentiated education plan (DEP) must be written. Such a plan will include student strengths and the options considered by the school-site team as appropriate to the student's educational needs.

Placement is the end result of referral, evaluation, consideration of all criteria involved in giftedness, and the development of the DEP. The school system must ensure that placement is based on multiple indicators of giftedness and that options chosen are based on the needs of the student.

Student progress will be reviewed annually. Major reviews of programming options will be conducted at the end of third, fifth and eighth grades. Recommendations for differentiated options for the next grade levels will be made at those times. Service to student will be based on the individual student need for differentiated education. Emphasis will be placed on providing the appropriate student service options match so that the student will experience and demonstrate growth in academic subjects rather than labeling students as "gifted" or "not gifted."

APPEALS PROCESS

According to Chapter 115c, Article 9B of the General Statutes of North Carolina, if a parent disagrees with any decisions of the School AIG Team regarding identification of a student for differentiated services in the school's AIG Program, or appropriate services for the student, the parent has the right to appeal that decision. The Parent must follow the procedure described below:

If the student was referred but was not identified as needing differentiated services by the School AIG Team, to inform the parent or guardian of this decision, the School AIG Team will send or give the parent or guardian the following:

1. Copy of the AIG Law and the Due Process Policy for Lee County
2. Copy of the student's Eligibility and Placement Record

If the student was identified by the School AIG Team as needing a Differentiated Education Plan, then, to inform parent or guardian of this decision, the parent or guardian will be invited to a conference and be given the following:

1. Copy of the AIG Law and the Due Process Policy for Lee County
2. Copy of the student's Eligibility and Placement Record
3. Copy of the student's Differentiated Education Plan for the elementary grades, middle grades, or high school.

If the parent or guardian disagrees with the decision the following steps will be followed:

STEP 1: Parent or Guardian

The parent or guardian may make a written request for a conference with the School AIG Team to

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discuss the concerns about the decision(s).

The request should be addressed to the Chairperson of the School AIG Team.

If the disagreement is not resolved at the conference, then proceed to STEP 2.

STEP 2: Principal Conference

1. The parent may make a written request within 30 days for a conference with the principal.
2. The principal reviews the concern with the School AIG Team Chairperson.
3. The principal grants the conference within 10 school days of the request and responds in writing within 10 days of the conference.

If the grievance is not resolved at STEP 2, the parent (guardian) may appeal to the AIG Coordinator and/or Assistant Supt. of Curriculum and Instruction.

STEP 3: AIG Coordinator and/or Assistant Supt. of Curriculum and Instruction

1. The parent may appeal the principal's decision to the AIG Coordinator and/or Assistant Supt. of Curriculum and Instruction within 10 days of receiving the principal's response.
2. The AIG Coordinator and/or Assistant Supt. of Curriculum and Instruction reviews the concern within 10 days of receipt of the appeal.
3. The AIG Coordinator and/or Assistant Supt. of Curriculum and Instruction responds in writing to the parent and principal within 10 days concerning the outcome of the review.

If the disagreement is not resolved at STEP 3, the parent (guardian) may appeal to the Board of Education.

STEP 4: The Board of Education

1. The parent (guardian) may appeal to the Board of Education in writing within 10 school days following the written response from the AIG Coordinator and/or Assistant Supt. of Curriculum and Instruction.
 2. The Board of Education shall offer a final written decision within 30 days after receiving the appeal.
- If the appeal to the Board of Education fails to resolve the disagreement, then:
1. The parent (guardian) may file a petition for a hearing under Article 3, Chapter 150B of the General Statutes. All hearings are limited in scope. The hearing is limited to (i) whether the school team improperly failed to identify the student academically or intellectually gifted and (ii) whether the local plan has been implemented appropriately in regard to the student.
 2. Following the hearing, the administrative law judge makes a decision based on findings of fact and conclusion of law. The decision of the administrative law judge is final, is binding on all parties, and is not subject to further appeal.

*** Attorney fees are the responsibility of the parent!

This final step in the appeals process for unresolved disagreements is stated in statute as follows.

§ 115C-150.8. Review of Disagreements.

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

NOTE: Due process Parents' Rights in the AIG Program contains ideas based on the policies of the Lee County Board of Education and policies governing Exceptional Children's Programs.

Ideas for Strengthen the Standard: The AIG personnel will create a district plan to more closely review 2 standards per year during the three-year cycle.

Research and pursue additional funding sources such as grant funds, business partnerships and community partnerships.

Interview AIG drop-outs to determine contributing factors and implement prevention strategies.

Offer elective classes at the middle schools and high schools: This would be a problem-based and/or project-based, inventive, creative thinking-type class offered all students. Another type elective class might involve student internships or mentorships. Both would be based on student interest and involve student choice.

Sources of Evidence: *Survey results and AIG Program Self-assessment

*AIG Advisory Council meetings, agendas and minutes

*AIG Subcommittee meetings, agendas and minutes

*Curriculum and Instruction Committee, agendas and minutes

*Emails sent to stakeholders requesting feedback on drafts of the AIG Plan

*Calendar of stakeholder meeting dates for AIG plan revision

*Revised AIG plan

*Calendar of Regional AIG Coordinator meetings and Webinar participation

*Board agenda

*Documentation of Board approval

*Summary of findings for individual schools

*Meetings with school AIG Teams and principals following assessments to discuss findings (AIG Team minutes)

*Monthly AIG PLCs with district AIG personnel

*Meetings with District Instructional Leads (math, ELA, science, technology, AVID)

*Patterns reflected through in-house monitoring

*Records of support efforts offered through district office

*AIG Plan notebook for each AIG Specialist, AIG Lead Teacher and principal

*Interim Report for NCDPI

*AIG budget plan based on the planning allotment submitted yearly

*Budget amendments and adjustments

*Lee County Schools finance records for PRC 034

*Full-time administrative assistant in the AIG department

*AIG data from EOGs/EOCs, AP, IB, ACT, SAT and AIG dropout data

*Minutes from data analysis meetings

*Data conclusions

*Plan of action based on the data derived

*Presentations to parents and staff which include information about AIG student growth

*Headcount reports from PowerSchool

*Teacher's Observation of Potential in Students (TOPS) portfolios and K-3 Nurture Headcount

*Percentage of under-represented middle school AIG students enrolled in advanced classes

*Percentage of under-represented high school AIG students enrolled in Honors, AP, IB

8/1/2016

- *AIG 11 Data Collection Spreadsheet
- *AIG cohort lists for teachers completing the local professional certificate
- *AIG list of educators with AIG state licensure
- *Human Resources records
- *Job description for an AIG Specialist
- *Copies of revised surveys for student, parents, and educators
- *Copies of annotated surveys for students and parents
- *Survey data
- *Analysis and conclusions from survey data--written results
- *Longitudinal data from multiple surveys collected
- *AIG Parent Nights, conferences, Parent Information Nights, district meetings
- *Recorded feedback from all sources listed
- *EVAAS and student achievement/aptitude scores and new identification criteria
- *Emailed standards/email contact lists
- *Revised AIG plan
- *Handouts of "AIG Targets"
- *Revised AIG brochure
- *Quarterly AIG newsletters
- *AIG web page postings
- *Schedule of radio broadcasts
- *Consent for Evaluation document (AIG 3)
- *Summary of Eligibility document (AIG 6)
- *Differentiated Education Plan (AIG 7)
- *Individualized Differentiated Education Plan – Need for Differentiation (AIG 8N)
- *Individualized Differentiated Education Plan – Reduction in Scores (AIG 8R)
- * Annual Review (AIG 17)
- *PARENTS' RIGHTS IN THE AIG PROGRAM document

Glossary (optional):

AIG Program (AIG) – Academically and/or Intellectually Gifted services offered by Lee County Schools.

- AR – Academically gifted in reading
- AM – Academically gifted in math
- AG – Academically gifted in reading and math
- AI – Intellectually gifted
- AIG – Academically and intellectually gifted

Achievement Tests

Tests designed to measure what students have already learned, mostly in specific content areas. An example of an achievement test is the Iowa Tests of Basic Skills (ITBS).

Aptitude

An inclination to excel in the performance of a certain skill.

Aptitude Test

A test predicting a student's future performance in a particular domain.

CogAT

Cognitive Abilities Test – The purpose of this test is to assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) systems.

DEP

Differentiated Education Plan - A DEP is created for each identified student to describe how the student's area(s) of identification matches available service options.

Differentiation

Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.

EVAAS

(Education Value-Added Assessment System) - for K-12 is a customized software system available to all North Carolina school districts. The North Carolina State Board of Education has selected EVAAS as the statewide model for measuring student growth when common assessments are administered.

IDEP

Individualized Differentiated Education Plan. An education plan used when a student has a need for an individual plan for gifted services which developed by the teacher, parent and student.

Intelligence

The ability to learn, reason, and problem solve.

Intelligence Quotient (IQ)

A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be

100.

Kaleidoscope Camp

Kaleidoscope Summer Camp, a two week summer enrichment program for academically/intellectually gifted rising 6th grade students. This camp offers an opportunity for talented young minds to explore "endless possibilities" for their future educational pursuits. Kaleidoscope Summer Camp culminates in an optional three day field trip to Washington, DC at an additional cost to the students' parents.

Lee Early College

Partners with Central Carolina Community College and is an academically advanced public high school. Students who apply, and are accepted, have the opportunity to complete an Associate of Arts (AA), Associate of Science (AS), or Applied Associate of Science (AAS) degree by the time they graduate from high school.

International Baccalaureate (IB) Program

A demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking and understanding of other cultures or points of view. A diploma is awarded at the completion of the IB program, which allows graduates access to universities worldwide. The IB program now includes Middle Years and Primary Years programs.

PETS – (Primary Education Thinking Skills) – A curriculum promoting higher level thinking skills for students in kindergarten through third grade.

TWICE EXCEPTIONAL (2e)

The term twice exceptional, often abbreviated as 2e, has only recently entered educators' lexicon and refers to intellectually gifted children who have some form of disability. These children are considered exceptional both because of their intellectual gifts and because of their special needs. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (AIG/LD). This also applies to students who are gifted with ADHD or gifted with autism.

Appendix (optional):

AIG 1 Sign-in May 2016.docx (*Appendix*)
AIG 10 Team Minutes May 2016.docx (*Appendix*)
AIG 11 Spreadsheet no formulas.xlsx (*Appendix*)
AIG 15 Performance Notice May 2016.docx (*Appendix*)
AIG 16 AIG Team list May 2016.docx (*Appendix*)
AIG 17 End of Year Progress May 2016.docx (*Appendix*)
AIG 2 Alternative Assessment Checklist May 2016.docx (*Appendix*)
AIG 3 Consent for Evaluation English and Spanish May 2016.docx (*Appendix*)
AIG 4 Request for Conference May 2016.docx (*Appendix*)
AIG 5 Request for Additional Information May 2016.docx (*Appendix*)
AIG 6 Summary of Student Eligibility May 2016.docx (*Appendix*)
AIG 7 Elementary DEP with descriptions May 2016.docx (*Appendix*)
AIG 7 High School DEP draft May 2016 3.docx (*Appendix*)
AIG 7 Middle School DEP with descriptions May 2016.docx (*Appendix*)
AIG 8N IDEP A Need for Differentiation May 2016.docx (*Appendix*)
AIG 8R IDEP Reduction in Scores May 2016.docx (*Appendix*)
AIG 9 Renzulli Checklist May 2016.docx (*Appendix*)

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Kaliedoscope Brochure For the End of the Year May 2016.pub (*Appendix*)

Parents' Rights in English May 2016.pub (*Appendix*)

Parents'Rights in Spanish May 2016.docx (*Appendix*)

BOE meeting minutes approving AIG plan 6-30-2016.docx (*Local Board Approval Document*)

Glossary final.docx (*Other Forms*)