

Newton Conover City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

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

LEA Superintendent's Name: Dr. David Stegall

LEA AIG Contact Name: Dr. Heather Mullins/Jan Freeman

Submitted to NC Department of Public Instruction on: MAY 23, 2016, 09:01:29

Newton Conover City 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, Newton Conover City Schools local AIG plan is as follows:

Newton Conover City Schools Vision for local AIG program: Newton-Conover City Schools believes that it is our responsibility to discover, nurture, and develop the potential of all students to be successful, lifelong learners, and responsible citizens. We must provide challenging curricula to all children. Services to Academically / Intellectually Gifted students are an integral part of this goal. Gifted learners are unique yet share certain characteristics with other children. Children who are academically / intellectually gifted may have social needs that make them feel different from other children of their same age and experience. The learning needs of these children are also different from other children. Gifted learners may learn at a faster rate, and they may have the ability to think with more complexity and abstraction.

Recognition and identification of academically / intellectually gifted students must cross all cultural and economic strata. Students from culturally diverse or economically disadvantaged families, students with disabilities, and students who are highly gifted must have equal and equitable opportunities for screening and placement, early nurturing experiences, and appropriate, stimulating and challenging curriculum.

Services for gifted learners must be part of an overall educational program supporting excellence for all students. Students must have a continuum of services that address their diverse academic, intellectual, social, and emotional needs through appropriate differentiation of curriculum and

6/13/2016

instruction. The Newton-Conover City Schools' AIG Program offers a variety of settings and learning opportunities to enhance students' freedom to develop and to demonstrate gifted behaviors. Through challenging, rigorous, and relevant curricula, all students will graduate from high school globally competitive for work or post-secondary education and prepared for life in the 21st century. It is the district's vision that AIG students will demonstrate academic growth annually and will experience smooth transition throughout their academic careers.

The Newton-Conover AIG Program is dedicated to providing students the opportunity to become independent learners and decision-makers, and who recognize their potential and responsibilities in an ever-changing society. The district's AIG Program envisions a future in which all AIG students are empowered to succeed and become life-long learners, prepared to meet future global challenges.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$136779.00	\$0.00	\$875.00	\$0.00

Table of Contents

[Standard 1: Student Identification.....4](#)

[Standard 2: Differentiated Curriculum and Instruction.....14](#)

[Standard 3: Personnel and Professional Development.....32](#)

[Standard 4: Comprehensive Programming within a Total School Community.....39](#)

[Standard 5: Partnerships.....54](#)

[Standard 6: Program Accountability.....60](#)

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 Newton-Conover City School system has clear, comprehensive screening and identification procedures that are articulated and disseminated to school personnel and parents. The AIG Local Plan and Program Manual are accessible to all stakeholders online and as a print document. The referral and identification processes are equitable and fair for students at all grade levels, with the additional modifications as noted in the 2016 – 2019 Local Plan. Important input from surveys, the AIG Task Force, and administrators suggests that this practice is effectively implemented and of significant importance in understanding the district's AIG program guidelines and procedures.

The AIG Plan and Program Manual are reviewed annually. Changes and updates are implemented when needed in the AIG Manual and may be revised in the Local Plan with local Board of Education approval. Both the AIG Plan and Manual assist school level AIG Teams in the screening, referral, and identification of academically/intellectually gifted students. At the school level, AIG Review Teams make the final decision regarding identification and placement of a child into the AIG Program. School level AIG Teams work with the school guidance counselor and AIG Specialist in the screening, referral, and identification processes. Parents, school personnel, students, and other stakeholders are allowed access to all placement protocol.

Survey, test, and database data have been utilized in determining the district's best practices in identifying students. The school system employs a translator who is available to attend meetings, translate documents, or assist parents in understanding the various AIG procedures and curriculum. Each school also employs ESL staff that provide excellent assistance when needed.

Communication and dissemination of the district's procedures may be addressed in the following ways:

- ~ School, district, and AIG newsletters
- ~ School, district, and AIG websites and online publications
- ~ School, district, and AIG parent, business, community meetings and partnerships
- ~ AIG brochures and handouts
- ~ Parent letters and notifications

- ~ Host school PLC, teacher, PTO, ESL, and other meetings
- ~ Home Call Alerts
- ~ Power Point presentation for the DEP parent meeting

Other Comments:

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: Newton-Conover City Schools' AIG Program currently employs multiple criteria for student identification that are effective in developing a comprehensive profile of each student. The AIG Program identification procedures are equitable and multi-faceted, employing numerous criteria to reveal student potential and giftedness. The AIG Program administers both nontraditional and traditional standardized measures that are based on current theory and research. Although minor case preparation reviews and revisions occur annually, this practice remains a strength of the Newton-Conover City Schools' AIG Program.

Goals include:

- Effective implementation of Pathway Two Placement procedures for students in grades 4-12
- Effective implementation of IG Placement procedures for students in grades 4-12
- Monitoring and reviewing the placement criteria for Pathways One and Two and adjusting as needed.

In order to implement the North Carolina definition of giftedness, Newton-Conover City Schools will use some or all of the following indicators in various combinations to determine those students who are gifted and in need of differentiated educational services:

- Gifted behavioral characteristics documented on acceptable checklists and scales, completed by reliable sources, such as educational professionals, using rubrics and measurement instruments suitable for identification
- Classroom performance recorded on progress reports, grade cards, portfolio compilations, and other official school documents
- Classroom observations completed by certified school personnel
- Documented recommendations from a variety of stakeholders who have intimate knowledge of students' aptitude, achievement, and performance within or outside of the school setting
- Demonstrated performance through academic products, contests/competitions, and other

opportunities for exemplary achievement

- Standardized test scores: aptitude, achievement, intelligence and other assessments
- Anecdotal information appropriately documented and verified

AIG STUDENT SCREENING AND EVALUATION (All forms are uploaded)

Identification Areas: AR – Reading AM - Math AG - Both Reading and Math
IG - Intellectually Gifted AIG - Academically/Intellectually Gifted

Newton-Conover Schools' Definitions of the identification areas:

AR = Academically Gifted in the area of Reading; AM = Academically Gifted in the area of Math;
AG = Academically Gifted in both areas of Reading and Math;
IG = Intellectually Gifted as indicated on the aptitude criteria, but not necessarily displaying achievement measures;
AIG = Academically and Intellectually Gifted which is the highest level of identification. The students exhibits both aptitude/intellectual attributes as well as achievement attributes.

INITIAL SCREENING POOL

The Initial Pool for AIG screening and evaluation is generated by the AIG Specialist from the following sources:

- Aptitude Test: In third and sixth grades, all Newton-Conover City Schools students enrolled in third and sixth grades are given an assessment using a nationally normed group aptitude test at midyear. Parents receive prior notice of the testing, which is generally administered in the fall. Students who score in the 85th percentile and above are placed in the initial AIG Screening Pool. Students who transfer into the district without aptitude scores may be administered aptitude testing if other indicators suggest testing is needed to determine placement.
- End of Grade Scores: All Newton-Conover City Schools students enrolled in third through eighth grades participate in End-of-Grade testing in Reading and Mathematics which are generally administered in May. Students who score in the 85th percentile and above in either of these subjects are placed in the AIG Screening Pool. Students who transfer into the district without achievement scores may be administered achievement tests, if other indicators suggest testing is needed.
- Teacher and Parent Recommendations: Students who demonstrate potential as gifted learners may also be referred by their teachers or parents and placed in the Screening Pool.

TRANSFER STUDENTS IDENTIFIED AS AIG IN PREVIOUS SCHOOL DISTRICTS

Transfer students who have been previously identified as AR/AM/AG/AIG or IG in another school district will be reviewed for service matching by the AIG Review Team as soon as their records are made available. Identification in another district does not guarantee identification in Newton-Conover

City Schools. Students must meet identification criteria set forth by Newton-Conover City Schools (outlined in the Differentiated Service Options and Criteria) to receive gifted services in the district.

REQUEST FOR EVALUATION IN ATYPICAL CIRCUMSTANCES

In instances where further information is needed (i.e. test scores are missing from student records or student was absent from testing session but meets some areas of qualification), written permission for testing must be obtained from the parent on the AG4 form. In order for the school to complete any further screenings or evaluations, the parent must sign permission prior to the administration of any individual evaluation.

Students who are nominated for gifted services and do not have a previous aptitude test may be eligible for individual testing by the school psychologist, AIG Specialist, or other qualified evaluator. The AIG Review Team must agree that these results would be helpful and must make a request in writing on the AG3 form. Achievement tests may be administered individually by a qualified evaluator at the request of the AIG Review Team.

INITIALLY GATHERED ACHIEVEMENT AND DEMOGRAPHIC INFORMATION

All achievement and demographic information for each student in the Screening Pool is gathered by the AIG Review Team Chairperson and recorded on the AG14 form. The following information is collected on the AG14 form:

- Aptitude score
- EOG Scores (reading and math) or applicable achievement scores
- Final Grades (reading and math)
- Gifted Behavior Scale

For all students who meet the criteria as stated in the Differentiated Service Options and Criteria in at least two areas (aptitude, standardized achievement scores, and final grades), a Gifted Behavior Scale (AG20 form) is completed by the classroom teacher(s) and submitted to the AIG Review Team Chairperson. The score (or average of scores if more than one teacher) is recorded on AG14 form.

PATHWAY ONE IDENTIFICATION

CLEAR AR/AM/AG/AIG PLACEMENT – PATHWAY ONE: Students who meet the criteria as outlined on the Pathway One Criteria form (uploaded) are recommended for clear placement. All scores are reviewed by the school AIG Review Team that makes the final decision for placement.

AR Identification: 4 Indicators to include grade of 5 on elementary level in Reading or 93% or higher in middle school ELA; EOG score in subject - 93% or higher; Aptitude score - 87% or higher; GBS - 98 - 156.

AM Identification: 4 Indicators to include grade of 5 on elementary level in math or 93% or higher in middle school ELA; EOG score in subject area - 93% or higher; aptitude score - 87% or higher; GBS - 98-156 by subject area teacher

AG Identification: 4 Indicators to include grade of 5 in both Reading and Math on elementary level or 93% in both ELA and math on the middle school level; EOG in Reading and Math at 93% or higher;

Aptitude score of 87% or higher; GBS by both ELA and math teachers with range of 98 - 156.

IG Identification: 2 or more Indicators to include aptitude score of 97% or higher and one additional Indicator.

AIG Identification: 4 Indicators to include grade of 5 in both Reading and Math on elementary levels or 93% or higher in ELA and math on the middle school level; EOG scores of 93% or higher in both Reading/ELA and Math; aptitude score of 90% or higher; GBS - 117 - 156.

CLEAR IG PLACEMENT – PATHWAY ONE: Students who meet the criteria as outlined on the Pathway One Criteria attachment (see Appendix) are recommended for clear placement. All scores are reviewed by the school AIG Review Team that makes the final decision for placement.

PATHWAY TWO CASE STUDY PLACEMENT

If a student fails to qualify for Pathway One for AR, AM, AG, or AIG Placement, listed above (based on Differentiated Service Options and Criteria for the grade level), a case study may be conducted for Pathway Two review. Pathway Two does not apply to IG (Intellectually Gifted) identification. In Pathway Two, the student must have TWO OR MORE of the following indicators in combination with his/her screening data and test scores to qualify for AIG Placement. The more indicators present, the more need for differentiated services. Additionally, supporting artifacts may be documented to strengthen the case.

- ~ Has scored within one to three points required for identification on the standardized test (North Carolina EOG Test) or required in Pathway One.
- ~ Has the highest test scores on his/her current or previous year's grade level and has a history of outstanding test performance when compared to others of his/her age, experience, or environment.
- ~ Has the highest grade performance on his/her current or previous year's grade level and has a history of outstanding academic achievement when compared to others of his/her age, experience, or environment.
- ~ Has the highest test scores of his/her ethnic group on his/her current or previous year's grade level and has a history of outstanding test performance when compared to others of his/her age, experience, or environment.
- ~ Exhibits exemplary leadership skills as evidenced in several academic extra-curricular, school, or community organizations.

Artifacts may be included in the Case Study (see uploaded form).

AIG REVIEW TEAM PLACEMENT MEETING

The AIG Review Team at each school meets to review all information and make recommendations

based on the Differentiated Service Options and Criteria. Options for consideration are as follows:

- ~ Recommended for placement in one or both subject areas in AR/AM/AG/AI or IG based on the criteria above;
- OR
- ~ Placed on a "Wait and Watch" list to be reviewed at the end of the following school year based on the criteria above;
- OR
- ~ Not recommended for placement at the present time based on the criteria above.

PARENT NOTIFICATION OF AIG REVIEW TEAM DECISION

Parents are notified of the AIG Review Team's decision in writing (AG17 form, AG18 form). If parents disagree with the decision, they may follow the Procedure to Resolve Disagreements to voice their concern.

During the 2016-2019 renewal cycle, Newton-Conover City Schools will implement these practices for both Pathway One and Pathway Two identification. We understand that these processes, procedures, and practices may require review and additional adjustments. It is also important to note that the N-CCS district criteria for identification is fair and equitable.

Other Comments:

Practice C

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

District Response: Newton-Conover City Schools initiates screening, referral, and identification procedures on potentially gifted learners through the use of traditional and non-traditional measures. The current Local Plan procedures that respond to traditionally under-represented populations such as culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional are mostly evident and effective. Although our LEA continues to seek additional methods of nurturing and identifying under-represented populations for AIG Program services, placement data indicates increases in referrals, screening, and identification of under-represented populations.

AIG program personnel, in conjunction with other support personnel, researches and analyzes best practices to identify giftedness and potential for giftedness in under-represented populations. The AIG Specialist and AIG Director confer with EC, ELL, Title I, and other personnel as a means of determining best practices in identifying giftedness in special student populations. This partnership within the district strengthens communication and provides an avenue to examine best practices.

Newton-Conover City Schools will use some or all of the following indicators in various combinations to determine those students who are gifted and in need of differentiated educational services:

- ~ Gifted behavioral characteristics documented on acceptable checklists and scales, completed by reliable sources
- ~ Classroom performance recorded on progress reports, report cards, and other official school documents classroom observations completed by trained school personnel
- ~ Demonstrated performance through academic products, contests/competitions, and other opportunities for exemplary achievement
- ~ Standardized test scores: aptitude, achievement, intelligence and other assessments
- ~ Anecdotal information appropriately documented and verified

Newton-Conover City Schools' AIG identification criteria match the demographics of the district by utilizing traditional and non-traditional measures, gathering a comprehensive body of evidence to determine differentiation and identification needs, and allowing qualitative evidence such as portfolio submissions and observations.

The AIG Specialist and AIG Teams consider district and state assessment data when determining those students who need gifted services through both identification and early nurturing. This data is analyzed throughout the school year in PLC weekly meetings and at specific intervals. By analyzing the district's sub-group data, each stakeholder has a better understanding of the demographic needs in identifying and supporting all students, to include the under-represented populations.

The Screening Pool, all AIG documentation from Team meetings and screening procedures, and the placement documentation are maintained and periodically audited by the AIG Specialist and other personnel.

Other Comments:

Practice D

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

District Response: Consistency in implementing screening, referral, and identification is an essential component of a successful, valid AIG Program. Newton-Conover City Schools has made notable progress in this endeavor with the assistance of the AIG Specialist and Director overseeing and implementing much of the process. This oversight increases consistency among schools in screening students, administering tests when required, chairing the school AIG Teams, communicating gifted indicators, auditing maintained documentation, and refining the procedures used at each school site. Each year the AIG Specialist reviews and revises the AIG Procedures Manual to ensure best practices, acknowledge district changes in demographics and needs, and address Task Force or school team recommendations. School-level personnel and community members believe equity, equality and excellence are essential elements of the AIG program.

The Chief Academic Officer (AIG Director), AIG Specialist, AIG Task Force, and school AIG Review Teams will continue to evaluate and monitor the referral, screening, and identification processes to

ensure consistency, equity, and excellence in all procedures. The AIG Manual and AIG Local Plan will accurately reflect the protocol used in these processes. The AIG Specialist and Task Force will continue to streamline procedures and processes in order to ensure clarity and consistency in implementation across the district. All of these procedures are made available to stakeholders online and will be published in the district Parent Handbook and both school and district communications relevant to AIG Program initiatives.

The referral process, Screening Pool, Team meetings, and identification procedures are all documented and maintained in order to ensure equity, consistency, and accuracy in the processes. All checklists and forms must be completed and filed as a means of remaining in compliance. The placement folder holds all documentation of a student's screening and identification.

Other Comments:

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: In order to ensure consistency, equity, and uniformity in all district AIG procedures and services, the Local Plan and Program Manual are maintained and updated annually. All documentation is filed in individual student placement folders, containing original placement protocol, annual Differentiated Education Plan (DEP) and end of year Performance Reviews. Copies of each document are also mailed to the parent/guardian of the identified student. All information is communicated and accessible to school personnel, parents/families, and community members.

Clear and accurate documentation and data are maintained on each referred, screened, and identified AIG student at each school site in the district's AIG Student Placement Folder. The Screening Pool document is kept on file at each school. This documentation contains evaluation/test data, Behavior Scale indicators, End of Grade/Course achievement data, grade performance, and aptitude score(s). An identified student has a Differentiated Education Plan (DEP) in place upon eligibility and placement into the program. This DEP reflects the service provided (learning environments, differentiation strategies, and enrichment options) to each AIG student in the area in which he/she is identified. DEPs are updated annually to reflect the academic and affective needs of the student and the curriculum and extra-curricular opportunities. At the end of each school year, the AIG Team, in conjunction with the teachers of the AIG students, complete a Yearly Performance Review. This yearly review data includes EOG/EOC scores in the identified area, grade performance, recommended service options for the following year, and any relevant teacher comments. This documentation is placed in the AIG placement folder and a copy is mailed to parents/guardians.

The referral process, Screening Pool, Team meetings, and identification procedures are all documented and maintained in order to ensure equity, consistency, and accuracy in the processes. All checklists and forms must be completed and filed as a means of remaining in compliance. The placement folder holds all documentation of a student's screening and identification. All

documentation and student placement folders are maintained for five (5) years after high school graduation. At the end of the fifth year or at the beginning of the sixth year after students have graduated, the documentation is shredded.

Differentiated Education Plan (DEP)

The Differentiated Education Plan (DEP) is developed to describe the service(s) in which the student will be involved, the learning environment where the service(s) will be offered, the content modifications that will occur for the student, and the array of special programs available to enhance the student's learning. The DEP is updated and reviewed with the parent annually and when Program changes are needed for the student. Curriculum developed according to the above guidelines is used in the services provided.

An Individual Differentiated Education Plan (IDEP) may be designed if the DEP does not adequately reflect the student's program. A DEP or IDEP is developed for every student who is identified as needing differentiated services. DEP meetings are held annually to ensure stakeholders have a significant role in their child's gifted services.

Other Comments:

Ideas for Strengthen the Standard: Newton-Conover City Schools and the AIG Task Force have the following strategies for strengthening this standard. These include but are not limited to the following:

- ~ Effectively implement Pathway One AR, AM, AI(G), and IG procedures for students in grades 4-12
- ~ Effectively implement Pathway Two Placement procedures for students in grades 4-8
- ~ Effectively monitor and review annually the traditional and non-traditional placement criteria for Pathways One and Two to determine if adjustments are needed.
- ~ Effectively monitor data to determine how well the identification and service match and impact student growth.
- ~ Effectively monitor data on the referral, screening, and identification of under-represented populations in order to address our district's demographics

Sources of Evidence: ~ AIG Plan and Program Manual

- ~ AIG Review Teams at each school
- ~ Minutes of AIG Review Team meetings
- ~ Case Study component on the Identification protocol

- ~ Summary of Indicators - (uploaded forms)
- ~ Screening Pool data
- ~ Collaboration between the AIG Specialist and personnel representing under-represented populations
- ~ Research and discussions with districts similar in demographic composition
- ~ NCCS Parent Handbook
- ~ AIG communications
- ~ Differentiated Education Plans (DEPs)
- ~ Minutes and rosters from the annual DEP meetings
- ~ Local Forms AG4, AG5, AG11, AG13, AG14, AG17, AG18
- ~ Yearly Performance Review 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 Newton-Conover City School system focused staff development on differentiating instruction over the course of the 2013 – 2016 Plan and will continue to commit to this practice through the 2016-2019 cycle. Enrichment, extension, and acceleration are an integral part of the Newton-Conover City Schools curriculum. Research in education strongly supports the use of this advanced, accelerated curricula with high ability learners. Studies confirm the greater effects of enrichment in tandem with grouping gifted learners as a best practice in providing a rigorous, meaningful, and interesting challenge to these unique learners.

Through the PLC model, teachers have many opportunities to examine the curricula, students' achievement data, and research-based instructional practices with their colleagues, Instructional Coaches, and building administrators. Teachers use formative and summative assessment data to guide instructional decisions and to adapt the curriculum according to student abilities and interests. An ongoing effort is underway at the state and local levels to apply the NCSCOS to the successful teaching of AIG learners using DPI's AIG Instructional Resource Project framework.

Elementary School

In the elementary schools, teachers provide expandable math activities, extension menus, and appropriately challenging literature and content area texts. During PLC's, the instructional coaches and teachers analyze data in order to develop focus groups for intervention and enrichment time to meet the specific skills that are needed. Each child is placed in flexible groups for intensive intervention and enrichment opportunities. The academically gifted students focus on PBL (Project Based Learning) daily during their enrichment time. In the classrooms, the students are challenged with Problem Based Learning opportunities, addressing specific problems in the community and devising a plan of action to support the problem.

Our district provides the students in elementary school choices within the district. Each school has a true focus including (Shuford Elementary - Blended Learning, North Newton - World Culture and Dual Immersion, and South Newton – Leader in Me). Students are permitted to attend any of the schools to best meet their academic desires, allowing students the opportunity to grow in areas in which they excel. Our elementary schools provide challenging competitions in science, math, and reading including Robotics, Battle of the Books, Odyssey of the Mind, Math and Science Olympiad, and Genius Hour. Elementary students, to include the gifted, are involved in specific blocks of time in the school day to expand their level of skills in math, science, and reading through Genius Hour.

Middle School

In middle school, teachers of advanced ELA and math classes extend and enrich the grade level curriculum. NCMS has become a STEM school, and students have an opportunity to engage in Genius Hour twice per week for 30 minutes,. The schedule has been modified to include a Daily W.I.N. (What I need...) time. During this time, students who are advanced are provided with extension opportunities. In addition to these options, the middle school now provides a variety of academic, service, and interest clubs during the school day so that students who ride the bus or play sports and cannot stay after school have the opportunity to engage in a variety of enrichment activities.

The middle school also has two Makerspaces that students are encouraged to use as individuals or through their class assignments. Students receive open-ended STEM challenges once per month that they complete as enrichment on their own if they choose. Winners of each challenge are selected and recognized at the school level. Student also present a TED Talk at the end of the year on the campus of Lenoir-Rhyne University. Middle school students engage in research and learn how to deliver a compelling and informative talk to their peers.

The middle school media coordinator is K-12 AIG certified and is providing opportunities for enrichment for AIG students throughout the school day. In addition we offer stem activities in each grade level, including a stem tour in eighth grade. Our Middle school provides challenging competitions in science, math, and reading including Robotics, Battle of the Books, Math Counts, Science Olympiad, and Genius Hour.

High School

Teachers of honors and Advanced Placement provide students the opportunity to delve into topics with a greater degree of depth and complexity. Credit by Demonstrated Mastery is available as an acceleration option for students. Newton-Conover has also partnered with CVCC to develop The Summit - an opportunity for students to take part in the College and Career Promise (CCP) program on the grounds of Newton-Conover City Schools. Students in the program will be dually-enrolled in NCCS as well as CVCC. Students will take courses their junior and senior years at both their high school and at The Summit. NCCS will pay for their coursework and textbooks and will provide transportation for students. Students enrolled at The Summit will graduate with a minimum of 28 transferable college hours. Through an articulation agreement with all NC Public universities, all hours will transfer seamlessly for these students.

Newton-Conover City Schools also provides options for students to apply to three separate magnet programs: Discovery High School, Hickory Career and Arts Magnet, and Challenger High School. Discovery High School, maintained by NCCS, is a PBL high-school that centers on real-world, civic-minded projects. Students at Discovery are engaged in a small-learning community and are given a great deal of autonomy and self-direction as a part of their high school experience. Students can also apply to attend HCAM, maintained by Hickory Public Schools, or Challenger High School, maintained by Catawba County Schools. These N-CCS endorsed programs offer advanced learning options for students. As a small district, our goal is to give all gifted learners the options to meet their individual learning needs.

Other Comments:

Practice B

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

District Response: Newton-Conover City Schools provides instructional support in differentiating instruction through the PLC model across the district. The district has partnered with Catawba County Schools to provide teachers professional development in differentiation presented by national experts in the field. In grades 3-10, benchmark data is reviewed in PLCs to determine grouping structures, student individual needs, and methods of facilitating/reteaching instruction to meet the needs of all students. The AIG Specialist assists teachers in adjusting instruction to meet the unique needs of gifted and high ability learners. The elementary AIG pull-out enrichment utilizes diverse and effective practices to address both the academic and social/emotional components of a gifted student's education. The school system and the AIG Program will continue to employ the most effective practices and strategies in order to meet students' ability, readiness, and interest levels. The Task Force recognizes this initiative as a Maintained Practice.

Teachers in Newton-Conover City Schools are responsible for providing differentiated instruction on a daily basis. Through intervention and enrichment, all students receive instruction targeted at their readiness levels. Through the PLC meetings, teachers collaborate to analyze data and adjust instruction based on students' assessment results. The AIG Specialist and teachers of gifted students collaborate on curriculum and strategies to use in the regular classroom. All NCCS Beginning Teachers (BTs) receive training in differentiation in their BT Boot Camp week, prior to the beginning of each school year, and intermittently at monthly BT meetings.

At the elementary level, students attend enrichment pull-out, during which the AIG Specialist employs a broad range of curriculum choices that are aligned with state and national gifted standards. Research-based strategies such as critical thinking, higher order questioning, compacting, multi-media projects, problem-based learning, research projects, and tiered assignments are utilized to allow students to delve into advanced, complex content. AIG teachers in the regular classroom use effective practices, unique learning environments, and instructional strategies every day to enrich, extend, and accelerate the curriculum for advanced students. Assessments and non-traditional measures provide a holistic picture of each student's readiness, interests, and learning profile. Projects, enrichment activities, independent units of study, compacting, contracts, seminars, field trips, problem and project-based learning are just a few of the instructional practices used by each teacher at the elementary level. Advanced students receive the challenge and rigor to support their range and level of giftedness.

At the middle and high school levels, AIG students select Honors and advanced classes, providing extensions and acceleration to meet their abilities and interests. The district leadership team and site-based administrators also use a classroom walkthrough document (CWT) which provides immediate feedback to teachers regarding a variety of instructional practices that are observed in the classroom. Differentiation is a criteria that is assessed by the CWT used in Newton-Conover.

AIG students may participate in Schools of Choice opportunities, to include Blended Learning at Shuford Elementary, "Leader in Me" learning at South Newton, World Culture at North Newton, STEM activities at the Middle School and dual or advanced curriculum enrollment at the high schools.

DIFFERENTIATED CURRICULA / INSTRUCTIONAL PRACTICES

Any curriculum that is developed by the Newton-Conover City Schools' AIG Program builds upon and extends the North Carolina Standard Course of Study. The curriculum provides challenging learning experiences that match the service options and the students' learning needs. Any curriculum that is developed must:

- ~ Provide instruction reflective of the highest levels of selected educational taxonomies i.e. Revised Bloom's, Webb's Depth of Knowledge [DOK], Marzano's, etc.).
- ~ Incorporate critical thinking skills, problem-solving, and flexible thinking activities into the instruction
- ~ Utilize research-based educational models and strategies in the development of curriculum, projects and products
- ~ Incorporate appropriate content modifications into the curriculum as described on the Differentiated Education Plans
- ~ Differentiate Content, Process, Product, and Learning Environment

AIG curriculum is evaluated annually by AIG certified staff for necessary updates and changes to better meet the needs of gifted students and to ensure that the curriculum reflects current best practices in gifted education.

Instructional Practices and Strategies include but are not limited to the following:

- ~ Multiple Intelligences
- ~ Curriculum Compacting
- ~ Tiering
- ~ Shared Inquiry
- ~ Socratic Seminar
- ~ Real-World/Problem-Based Learning
- ~ Project Based Learning
- ~ Creative Problem Solving
- ~ Critical and Deductive Thinking

Other Comments:

Practice C

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

District Response: Newton-Conover City Schools and the AIG Program are committed to utilizing the most current research-based resources and practices. AIG and instructional funds are used to purchase ancillary materials and supplies to support differentiation. The AIG Lending Library houses research-based gifted resources for teachers and students. These materials are available for check-out and use throughout the school year, with some materials purchased for continual classroom use. Teachers are surveyed to ascertain classroom needs and student interests, after which AIG funds are used in the purchase of these requests. On an ongoing basis, the AIG Specialist networks and researches to determine current curriculum resources best suited for the identified students.

Augmenting curriculum and instruction is critical to AIG program success, not only to supplement the resources for gifted students in the regular classroom and for enrichment pull-out, but also to afford teachers the opportunity to expand their understanding and knowledge of this special population. The AIG Specialist continues to purchase Lending Library materials to include the most current, research-based cognitive and affective activities/lessons for students, and gifted differentiation strategies and best practices for teachers. These are but a few of the models and resources utilized throughout the school year:

- ~ Implementation of content modifications as identified on students' Differentiated Education Plan (DEP uploaded)
- ~ Flexible grouping
- ~ Differentiated instruction based on formative and quarterly assessment data
- ~ W.I.N. and Focus group
- ~ Project-based learning
- ~ Problem-based learning
- ~ Taba and Kohlbert models
- ~ Thinking Maps
- ~ Socratic Seminars and Shared Inquiry
- ~ Padeia seminars

- ~ Technology incorporated into lessons
- ~ Multiple Intelligences
- ~ STEM, "Leader in Me," "Blended Learning," and "Multi-Cultural" school focuses
- ~ Challenge Math
- ~ William and Mary curriculum units
- ~ Junior Great Books
- ~ Prufrock Press, Great Potential Press, Bright Ideas, Pieces of Learning, Dandy Lion, Scholastic, Creative Learning, and numerous other online resources
- ~ Jacob's Ladder Higher Level Thinking Program
- ~ College Board AP released exams
- ~ Teacher Evaluation Instrument

All N-CCS teachers, including teachers of AIG students, receive planning time to research, collaborate, integrate, and develop curriculum and instruction that supports the needs of advanced learners. Resources are purchased annually to supplement the AIG Lending Library and the classroom curriculum needs. Online resource sites that are research-based and current are disseminated often via N-CCS email, newsletters, and other communications.

National, state, DPI, and district supplemental resources are employed by personnel to assess, develop and implement appropriate and updated best practices in curriculum and instruction. Resources are utilized throughout the district, K-12, and in all departments.

Other Comments:

Practice D

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

District Response: Newton-Conover City Schools is committed to infusing 21st century content and skills into curriculum for the gifted and high achieving students. Developing and implementing the ever-changing 21st century skills is an ongoing process to reflect best practices in gifted education, for both cognitive and affective domains. Newton-Conover City Schools recognizes the importance of preparing students for post-secondary challenges and believes 21st century skills are key to meeting these challenges. The Instructional Technology Facilitator, Reading Specialist, RTI/Professional Development Facilitator, Instructional Coaches, STEM Coordinator, Counseling and Media staff, and other support personnel will provide additional support and assistance as our district addresses and fosters the development of these advanced skills. The AIG Specialist and AIG teachers will continue

to attend local and state professional development sessions that provide the most current practices to assist in the development of 21st century advanced content and skills.

High priority has been given to creating classrooms at all grade levels that incorporate critical thinking, problem solving, creativity and innovation, real-world learning, applied life skills and advanced technology. Interactive whiteboards, interactive student response systems, document cameras, wireless tablets, laptops, and iPads have been widely distributed into teacher classrooms and media centers. Teachers continue to participate in professional development opportunities (online and face-to-face) to increase their knowledge about topics such as blogs, wikis, podcasts, QR codes, PBL, STEM, etc. Students are encouraged to collaborate, develop civic and global awareness, and other 21st century skills through class work, clubs, competition teams, and presentations. Students are held accountable and responsible for their learning through student data notebooks and student-led conferencing. Student participation in various clubs and activities that support 21st century skills.

All teachers are provided opportunities for planning, district, state and national professional development, and district support from all departments to develop and implement 21st century curriculum and instructional practices.

During the 2016 - 19 Plan cycle, our district will continue incorporating 21st century content and skills into the elementary pull-out and classrooms, the middle cluster classes, and the Honors/AP classes as ensured in the Honors Portfolios and Advanced Placement framework. The AIG Specialist and AIG teachers will develop and curriculum framework.

These are but a few of the ways in which 21st century content and skills are incorporated into the N-CCS curriculum and instruction:

- ~ Faculty technology workshops and in-service training sessions during Digital Days
- ~ Student data notebooks
- ~ Student products
- ~ Student-led conferences
- ~ Extreme STEM tours and STEM activities
- ~ Odyssey of the Mind
- ~ Advanced Placement and Honors coursework
- ~ Student Court
- ~ Positive Behavioral Interventions and Supports (PBIS)
- ~ Partnerships and internships with local businesses

- ~ Field trips that incorporate real-world, problem-based learning opportunities
- ~ Students participating in community service
- ~ TED Talks
- ~ Student Advisory
- ~ Senior Project at Discovery High School
- ~ Canvas
- ~ Gaggle accounts for students in grades 3-8
- ~ 1:1 at Discovery High School
- ~ Digital Days Leveled and Differentiated Professional Development for Teachers
- ~ Blended Learning at Shuford Elementary School
- ~ "Leader in Me" focus at South Newton Elementary
- ~ Multi-Cultural focus at North Newton Elementary
- ~ Mentoring, job shadowing, and other local business/government experiences

Other Comments:

Practice E

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

District Response: Newton-Conover City Schools and the AIG Program are committed to using ongoing and relevant assessment to drive and focus differentiated instruction. Schools use data to monitor, modify, and enrich the instruction in the regular education classrooms. The AIG Specialist uses assessment data to determine modifications in curriculum and instruction for enrichment pull-out services and in establishing DEP's. Through Professional Learning Community meetings facilitated by Instructional Coaches, teachers are led through the process of disaggregating data. Coaches assist teachers as they create, group, and supplement instruction for enrichment and intervention.

A variety of tools are used in monitoring student progress and in modifying instruction as needed (district quarterly assessments, literacy and math assessments, Dynamic Indicators of Basic Early

Literacy Skills (DIBELS), etc. The AIG Specialist uses nationally normed assessments, student, teacher, parent inventories, Case Studies, and other indicators when making differentiation curriculum and instruction adjustments to meet students' academic and social/emotional needs.

Schools are proactive in using data to create flexible groups that will challenge and support student learning. Kindergarten students are assessed through the KEA (Kindergarten Early Assessment), which identifies students with academic needs. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used in all K-2 classrooms to measure and assess acquisition of early literacy skills in students. These assessments are used to create flexible groups in the regular classroom for students who need enrichment or intervention. In the same way, K-3 teachers use the mClass Math assessments to provide information on student's achievement on Math objectives. Reading 3D is used to assess student reading levels at grades K-5. Flexible grouping in reading is based on these results. The district administers quarterly assessments in math, reading, and science in grades 3-8. District administrators utilize EVAAS data to ensure each child's placement is appropriate.

Teachers examine this data to strategically place students in flexible learning groups to help support and challenge students as needed and to differentiate instruction. Through discussions at PLC meetings, teachers are able to discuss ways to help meet the diverse needs of all learners represented in the classroom. These discussions lead to the creation of new material for students such as learning contracts and projects. Other sources of data used to help differentiate curriculum include Accelerated Reading and Math reports, informal assessments administered in the classroom, and Study Island reports and data.

The AR, AM, AG, AIG and IG enrichment pull-out math and reading curriculum and instruction for identified students, grades 4 and 5, is differentiated according to students' interest level, readiness, ability, and social/emotional needs. This aligned curriculum is appropriately challenging and interdisciplinary, enhancing and motivating gifted learners. Newton-Conover Middle School has added W.I.N (What I Need) Time to provide remediation/enrichment for students. AIG students can benefit from this time by receiving opportunities for enrichment.

Middle School cluster classes are grouped using grade performance and formative/summative data. These assessments provide measures to ensure students are effectively grouped to support their academic and social/emotional needs. All staff, to include the AIG teachers, review and analyze the data to match curricular decisions and support flexible grouping decisions. AIG resources are shared with these teachers to provide adequate student profiles. DEP's, developed and completed by the AIG Specialist, classroom teachers, administrators, and parents, outline the leaning environments, differentiation strategies, and enrichment opportunities of the classroom curriculum and instruction.

At the high school level, formative and summative data, student interests and social/emotional needs, and grade performance among other measures, provide a student profile for course selection and advancement. The Honors portfolio developed by Honors teachers informs and determines the rigor and challenge of course curriculum. Students have open access to both Honors and Advanced Placement course selection with advisement and counseling provided by various personnel, to include teachers, guidance and AIG staff, administrators, and parents. Acceleration opportunities are available to provide rigor, challenge, and extension.

Other Comments:

Practice F

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

District Response: Newton-Conover City Schools and the AIG Program provide AIG students with curricular and instructional practices that support their social and emotional needs. Students are given numerous opportunities at all grade levels to participate in clubs, competitions, and special services, allowing them to interact with the greater school community. Parents are invited to Parent Events such as Parent Day or Parent Night and other AIG events that provide information about meeting students' affective needs. Units of study in elementary enrichment pull-out support team building, cooperation, and group discussions about social and emotional issues. At the middle level, the STEM approach to learning provides ample opportunity for students to team build, strengthen social skills, and problem-solve.

The AIG Lending Library contains a myriad of resources that highlight best curricular/instructional practices to address gifted students' characteristics, underachievement, twice-exceptional and highly gifted student traits. The AIG Specialist collaborates with regional, state, and national educators in researching and developing support mechanisms for the gifted learner. At the elementary through high school levels, counselors are available to provide intervention when necessary. The AIG Specialist, Review Teams, and counselors may confer on strategies of intervention or instructional modifications to adjust for affective concerns.

N-CCS recognizes that gifted students have unique social and emotional needs that require support; otherwise the student's learning capacity, interest, motivation and growth are inhibited. School counselors work with gifted students as needs arise that might prevent total success, both academically and socially/emotionally. Group counseling may be used to help students build social skills. Students are encouraged to participate in extracurricular activities, clubs, and organizations to foster communication skills and problem solving strategies. Academic clubs, such as the National Honor Society, allow students leadership opportunities within the school setting. Competitive teams such as Battle of the Books, Quiz Bowl, Odyssey of the Mind, TARC, and Science Olympiad enhance academic interests and provide mechanisms for student intervention and collaboration.

Student Advisory provides an excellent leadership opportunity to utilize creativity and critical thinking. Middle School students have an opportunity to engage in Genius Hour to explore and research topics that are important to them. Their research will culminate in Mini-TED Talks. All AIG and school events extend academic and/or affective growth. Parents and teachers receive support and best strategies for meeting students' needs.

The counseling and AIG staff, as well as the student services personnel provide intentional support for all students, to include the academic and social/emotional need and curriculum for AIG students. Special focus grouping, pull-out activities, transition level meetings, summer opportunities, and extracurricular offerings focus on advanced and gifted student populations and the district demographics.

Other Comments:

Practice G

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

District Response: Newton-Conover City Schools recognizes the importance of cultivating and developing potential of young (K-3) students. Young children grow and develop at different rates cognitively, physically, and socially. Some children enter school ready for tasks which require concentration and academic skill, while others enter school at a much lower readiness level. It is, however, possible to recognize at a young age, those children who consistently reach the academic benchmarks sooner than their peers, and who, at this time in their cognitive and academic development, need educational experiences which go beyond those normally offered in primary classrooms.

Though K-3 students are not formally identified as gifted in Newton-Conover City Schools, the Nurturing Program recognizes young children who demonstrate the potential for exceptional academic performance in grades Kindergarten through 3rd grade. The district's AIG Specialist will continue to collaborate with regular education teachers regarding potentially gifted children by assisting them with differentiated units of study and enrichments groups.

Newton-Conover City Schools continues to support early enrollment in kindergarten for those children who demonstrate an extraordinary level of academic ability and maturity. Criteria for consideration in early admission is as follows:

Early Enrollment in Kindergarten

In 1997, the North Carolina General Assembly passed legislation allowing a child who has reached his or her fourth birthday by April 16th to enter kindergarten if he/she demonstrates an extraordinary level of academic ability and maturity. In determining eligibility, the principal shall convene a committee of education professionals (usually the AIG Review Team) who will assist in making decisions about each individual child. Criteria that shall be considered include the following:

- A. Aptitude (98th percentile or higher on an individual IQ test administered by a licensed psychologist)
- B. Achievement (98th percentile or higher on an achievement test in reading or math administered by a licensed psychologist or impartial education professional)
- C. Demonstrated well-above-average performance on tasks; work samples to be provided to the principal by the parents
- D. Two letters of recommendation from preschool teachers, child care provider, pediatrician, or others who can describe the child's level of physical and social maturity (documentation checklists may be used such as the Iowa Acceleration Scale)

E. Principal interview of the child and parents

A parent wishing to submit his/her child for consideration for early admission to kindergarten shall present to the principal of his/her local school the required information within the first thirty calendar days of the school's instructional year. Obtaining test results is the responsibility of the parents; no testing is provided by Newton-Conover City Schools. All testing must have been administered after April 16th of the year the child is to be admitted to kindergarten. The principal will act on the request within three weeks.

If the child is admitted to kindergarten, before the end of the first ninety calendar days of the child's being enrolled, the principal may rescind his/her approval based on substantial evidence documenting that the child is not adjusting satisfactorily to the school setting. Before a child can be exited from school, the parent must be invited to assist in the development of intervention strategies. If the strategies are not successful and the decision is made to remove the child from school, parents must be given at least ten days notice to arrange child care if needed.

In addition, the state of North Carolina had implemented The NC Kindergarten Entry Assessment (NC KEA) that will occur during the first sixty days of enrollment and will be the first implementation of a broader K-3 formative assessment process. North Carolina understands and is committed to helping teachers address five domains of learning and development because they are linked and therefore all important to children's success in school and life. When teachers are able to make early determinations about where individual children are in relation to their learning and development and act upon the information gathered, it impacts children's success with academic experiences throughout the early elementary years (K-3). The NC KEA is aligned with North Carolina's Foundations for Early Learning and Development and the NC Standard Course of Study (NC SCOS, which includes the Common Core State Standards and NC's Essential Standards).

The AIG Program recognizes the importance of nurturing advanced students throughout their educational careers. Teachers of students in kindergarten through third grade are encouraged to identify and differentiate for those students who require advanced learning opportunities. The AIG Specialist and other staff provide support for teachers as they strive to provide appropriate challenge to these students.

Differentiated service options are available to students in grades K-3. Top achieving students in grades 2 and 3 are pulled weekly to attend nurturing sessions.

Other Comments:

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: Newton-Conover City Schools ensures collaboration among AIG personnel and other professional staff to develop and implement differentiated curriculum and instruction. The

Professional Learning Community (PLC) model provides the vehicle and time for this collaboration. PLC meetings allow teachers, the AIG Specialist, and other personnel the opportunity to analyze, develop, and implement appropriate curriculum and instruction, based on students' assessment and performance needs. Teachers have access to the AIG Lending Library and websites which provide resources on best practices and strategies to differentiate curriculum for high ability students. Instructional coaches at each elementary school site facilitate discussions between teachers and other school personnel to help develop and implement differentiated curriculum throughout the grade levels. Teachers have access to a plethora of resources to help enhance the curriculum and to challenge the AIG learners in their classrooms. Through the school system website at www.newton-conover.org, teachers are able to access an AIG resource website which helps to differentiate the curriculum. Teachers participate in vertical and horizontal planning meetings to collaborate and to discuss ways to meet students' instructional needs. Common planning blocks provide teachers with a weekly time to collaborate and develop curriculum tools for instruction.

At the middle and high school level, students are ability grouped in their courses. Students in middle school are ability grouped in math and ELA. High school students are ability grouped in all core content areas. Teachers who teach advanced level courses at the high school level have undergone the NCDPI Honors Implementation Process and have developed curriculum and instructional materials that exceed those that are simply aligned with the NC Standard Course of Study. The AIG Director, AIG Specialist, and Director of High Schools and CTE supported high school teachers throughout the year as they developed their Honors Portfolios.

In a partnership with Catawba Valley Community College NCCS juniors have the opportunity to enroll at The Summit - an extension of College and Career Promise whereby students can take 28 college credit hours in a cohort model on the Central Office site during their junior and senior years. Students will receive dual-enrollment credits for these courses. Students can transfer all credits to any state-supported university in North Carolina through the CCP articulation agreement between state-supported universities and the community college system. Newton-Conover City Schools pays for the tuition and transportation for these students. NCCS and CVCC share the cost of books for these students.

The middle school has added an additional position - STEM Coordinator / Assistant Principal. The educator in this position has a strong curriculum background and provides additional support in how to develop lessons to meet the needs of all students. This AP serves as an instructional resource for teachers to help them differentiate instruction at the middle level in the STEM school.

The AIG Specialist is available to assist teachers in creating learning contracts, projects, and other resources to help meet the diverse needs of the AIG learner. Teachers of the gifted, the school AIG Review Teams, and the AIG Specialist meet at the beginning of each school year to establish Differentiated Education Plans (DEP's) for each identified student and at the end of the year to complete Yearly Performance Reviews. Teachers of 2nd and 3rd grade students collaborate with the AIG Specialist in evaluating students to determine those in need of nurturing services.

While K-2 students do not receive pull-out services, teachers have the opportunity to confer with the AIG Specialist on appropriately challenging activities/lessons for the high ability students. Middle and high school teachers adhere to school, local and state guidelines for teaching students on the Honors, AP, or early enrollment level and may receive professional development in differentiating curriculum.

Online opportunities are also available through the Department of Public Instruction and AIG. The AIG Director is available to provide professional support in terms of planning differentiated instruction. The district will provide opportunities for teachers of gifted students to attend the North Carolina AIG Conference.

Other Comments:

Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG 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: The Newton-Conover City School system and AIG Program recognize the importance of developing, implementing, and documenting services that match the identified needs of AIG students. The Differentiated Education Plan (DEP) is aligned with the adopted NC AIG Standards, adopted on July 2009 and revised September 2012. The DEP reflects the identification area(s) in AM, AR, AG, AIG or IG, the learning environments, differentiation strategies, and enrichment options for each identified student, grades 4-12. This document is prepared by both the AIG Specialist and the AIG regular classroom teacher, signed by the Review Team, and discussed with the parent at a DEP meeting. Parents are required to sign the DEP or IDEP but also may meet an any time they request a conference.

The Yearly Performance Reviews, completed at the end of the school year, reflect test data, grade performance, and recommendations for continued services. This document is mailed home to all parents/guardians. An IDEP may be developed for students who require unique environments, strategies or content based on an AIG Review Team decision. All DEP's, IDEP's, Yearly Performance Reviews, and other pertinent communication are filed in the AIG student's placement folder which is secured in a locked cabinet at each school site.

The AIG Program develops and maintains all legal documentation of screening, placement, and appropriate services for each identified student. Services are aligned with NC Standards and local improvement plans and initiatives. The AIG Local Plan and Program and Procedures Manual outline the protocol, forms, and procedures. All placement documentation, DEP's, IDEP's, and Yearly Performance Reviews are filed in the student's placement folder as well as shared with parents through meetings or mailings. The Local Plan and Manual are available online and as hard copy for all stakeholders, including school personnel, administrators, Review Teams, community members and parents.

Other Comments:

Ideas for Strengthen the Standard: Newton-Conover City Schools and the AIG Task Force have

ideas and strategies for strengthening this standard. These include but are not limited to the following:

- ~ To increase the AIG Specialist position to a full-time status
- ~ To continue work on Honors Portfolios
- ~ To continue providing access to Credit by Demonstrated Mastery
- ~ To develop a curriculum framework for elementary and middle pull-out and cluster classrooms
- ~ To enhance and support the AIG Specialist's pull-out and consultative role of assisting teachers with adapting curricula to meet the needs of AIG students.
- ~ To continue to adapt the Common Core Curriculum and Standards to meet the social/emotional and academic enrichment needs of the AIG students.
- ~ To attend DPI institutes and webinars to enhance the adaptation and implementation of the NCSCOS to appropriate curriculum for gifted students.
- ~ To continue developing appropriate enrichment opportunities for advanced learners at all levels
- ~ To continue to develop new, innovative opportunities for AIG/IG students to engage in content and deepen their understanding of concepts and content within and beyond the scope of the SCOS
- ~ To renew the focus on critical thinking, problem-solving, creativity and innovation, real-world learning, and applied life skills
- ~ To collaborate with district and instructional leaders for training and implementation of 21st century curriculum and skills.
- ~ To provide gifted students high-level content and opportunities to compete nationally and globally
- ~ To continue to collaborate with the Instructional Technology Facilitator to provide additional opportunities for professional development in 21st technology skills
- ~ To continue to expand student data notebooks and student-led conferencing
- ~ To continue participation in a variety of academic and enrichment competitions to facilitate collaboration as well as skills in leadership and self-direction
- ~ To ensure PLCs address differentiation, 4 Cs, and infusing technology into the curriculum

Sources of Evidence: ~ AIG - Instructional Resources Project (IRP) lessons

- ~ Advanced Placement/Honors class data

- ~ Credit by Demonstrated Mastery data
- ~ The Summit hours earned
- ~ Curriculum compacting
- ~ Instructional contracts
- ~ Professional Learning Community meetings / agendas housed at individual schools
- ~ Enrichment groupings
- ~ Collaboration between AIG Specialist and regular education teachers
- ~ Vertical and horizontal team meetings
- ~ W.I.N., Genius Hour, STEM challenges, MakerSpaces and Focus groups
- ~ Flexible grouping based on formative and quarterly assessment data
- ~ New Teacher Evaluation Instrument
- ~ Academic clubs and competitions
- ~ Enrollment in college courses
- ~ ASPIRE test given in middle school
- ~ Students participating in community service
- ~ Contracting, tiering, problem-based learning activities and lessons
- ~ Professional Learning Community meetings / participation rosters housed at each school
- ~ Differentiation strategies, learning environments, enrichment options
- ~ Extra-curricular academic opportunities
- ~ Project-based learning
- ~ Technology incorporated into lessons
- ~ Challenge Math
- ~ William and Mary units
- ~ Jacob's Ladder Higher Level Thinking Program

- ~ College Board AP released exams
- ~ Extreme STEM tours and STEM activities
- ~ Student Court
- ~ Partnerships and internships with local businesses
- ~ Field trips that incorporate real-world, problem-based learning opportunities
- ~ TED Talks
- ~ Senior Project at DHS
- ~ Canvas
- ~ Gaggles accounts for students in grades 3-8
- ~ 1:1 at Discovery High School
- ~ Digital Days Leveled and Differentiated Professional Development for Teachers
- ~ DIBELS, READING 3-D, and M-Class Math assessments at the K-2 level
- ~ EVAAS Prediction Data to ensure students are in the appropriate placement
- ~ Case 21 Benchmark Assessment Achievement Data
- ~ Accelerated Reader and Math assessments, reports, and data
- ~ Use of formative and quarterly assessment data to determine differentiation of instruction in the regular classroom
- ~ Week by Week Math Essentials
- ~ Math Expressions
- ~ Daily intervention/enrichment time
- ~ AIG Placement protocol
- ~ AIG inventories and survey data
- ~ Student Advisory, Odyssey of the Mind, Battle of the Books, Student TED Talks and other academic opportunities
- ~ Curriculum Night events and Middle School STEM Nights and events
- ~ Elementary enrichment groups

- ~ Academic competitions and clubs
- ~ Internships and community sponsorships
- ~ Governor's School and other academic residence camps
- ~ Review Team and other AIG teacher meetings
- ~ Affective professional development (local, state, national levels)
- ~ Identification procedures
- ~ K-3 nurturing program components and description
- ~ KEA Assessment data
- ~ Enrollment in 2-3 grade pull-out nurturing program
- ~ Assessment data, kindergarten through 3rd grade
- ~ Vertical and Horizontal team meetings between teachers, AIG lead teachers, and other stakeholders
- ~ AIG resource website located at www.newton-conover.org
- ~ AIG Lending Library
- ~ Teachers' common planning time / school scheduling
- ~ AIG Specialist job description
- ~ CVCC/Summit staff and NCCS staff
- ~ Minutes and rosters from collaborative meetings
- ~ AIG Conference Attendance and Sharing out in schools
- ~ DEP meetings
- ~ Screening Pool and Placement documentation
- ~ AIG Local Plan and Procedures Manual

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: The AIG Specialist position was established in 2008 and continues to be a vital part of the NCCS' AIG Program. The Specialist ensures consistency in the implementation of the Local Plan, to include all procedures and services. At the elementary level, the AIG Specialist provides enrichment pull-out services to identified students as well as nurturing enrichment to students selected in grades 2 - 3. In addition, the Specialist supports classroom teachers in differentiating curriculum and instruction as needed. The AIG Director (Chief Academic Officer) holds a Masters degree in Gifted Education as well.

The AIG Specialist and two additional licensed staff are funded from Newton-Conover City Schools' state AIG budget allotment. Beginning school year 2016 - 17, the Specialist position will become a full-time position which will greatly enhance the program goals and initiatives. The AIG Director and Specialist guide the AIG Task Force, and the Specialist oversees the elementary, middle, and high school-level AIG Review Teams which determine placement and services for students. The AIG Specialist position provides pull-out services to AIG students at the elementary level as well as elementary students in grades 2-3 who have been referred by their teachers for nurturing enrichment and challenging curriculum and instruction.

The AIG Specialist communicates with parents of students that receive elementary services via newsletter, email, and meetings. At the beginning of each school year, parent meetings are held for parents of students who have recently qualified for AIG services. The AIG Specialist meets with parents of students who receive AIG services in Newton Conover City Schools to communicate the services that are offered and to discuss services that will meet the students' needs. The AIG Specialist maintains the district's AIG resource lending library and assists teachers in finding resources to match their students' needs. She also collaborates with classroom teachers at the elementary, middle, and high schools on an as-needed basis to assist with differentiating curriculum and instruction.

As a part of her role, the AIG Specialist creates tools for differentiation (i.e. choice boards) to match curriculum standards and classroom topics of study for teachers at all levels as requested. Importantly, the AIG Specialist and AIG Director oversee the district AIG Child Count and assist with allocating budget resources.

Other Comments:

Practice B

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

District Response: Newton-Conover City Schools employs teachers interested in pursuing or who have completed AIG licensure, professional development in differentiation, National Board certification, AP endorsement, and other training necessary to ensure the academic, intellectual, and social/emotional needs of gifted learners are provided in the regular classroom and via enrichment pull-out. All classroom teachers in the district are supported by the school-based Administrators and AIG Director and Specialist in meeting these needs. The school system will continue to employ an AIG Specialist and support teachers who instruct AIG and high ability students.

Through Professional Learning Community meetings, teachers engage in discussions and professional development to meet the needs of diverse learners. The AIG Specialist participates in professional development and meetings focused on meeting the needs of gifted students in the classroom. The AIG Specialist also offers assistance and materials to teachers to meet the needs of gifted students in the regular classroom.

The district encourages teachers to participate in additional professional development opportunities to meet the needs of gifted learners, such as the following:

- ~ North Carolina AIG Conference
- ~ NCMLE
- ~ Buck Institute PBL Training
- ~ Paideia Seminar Training
- ~ AP Trainings
- ~ State curriculum offerings
- ~ Local LEA professional development opportunities

Administrators use the NCEES Rubric and EVAAS growth data to recognize teachers who appropriately address the specific needs of gifted students in the regular classroom. Efforts are made to place AIG students in classrooms with teachers who have had success with gifted students.

Other Comments:

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: With professional preparation, teachers and staff are more cognizant of the

academic and affective needs of gifted students, have more strategies to meet those needs, and provide more avenues for success for these students. Newton-Conover City Schools has been effective in the implementation of differentiation training for all classroom teachers over the past years; however, new teachers to the district may require professional development opportunities in order to provide adequate services to gifted and high achieving students.

All beginning teachers receive an overview of differentiation and best practices in working with gifted students during either the Beginning Teacher Boot Camp week in the summer prior to the opening of school or during Beginning Teacher Monthly Meetings. During the 2014-2015 school year, all teachers in grades 3-5 and all middle school staff received PBL training from The Buck Institute.

In previous years, N-CCS teamed with Catawba County Schools to offer local certification courses in gifted education to include "Introduction to Gifted Education," "Differentiation in Gifted Education," and "Methods and Models in Gifted Education." The districts also offered professional development in nurturing services for K-3. N-CCS hopes to continue to team with other systems to offer local certification courses or to offer our district's local certification.

Newton-Conover City Schools will continue to provide to all staff the best practices in differentiation, as well as examine ways of providing cost effective training in gifted education. In this examination, the district will consider providing stipends for teachers to complete an Add-on license in AIG, to attend an AIG conference, and/or to complete Advanced Placement training. In addition to these opportunities, the AIG Specialist will continue to coordinate offerings for AIG local certification. The AIG Specialist will continue to support teachers of AIG students through consultation and pull-out instruction.

During the 2016 - 19 Local Plan cycle, N-CCS will develop a framework and timeline for additional local certification and Add-On state licensure, to include potential scholarship and funding sources through partnerships.

Other Comments:

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: AIG students are currently placed in classrooms with teachers who have been trained to meet the needs of those students. Middle and high school AIG students have the opportunity to enroll in advanced and honors courses that are taught by teachers with AIG certification or required differentiation study. At the elementary level, the AIG Specialist provides instruction to AIG students. Elementary AIG students are often assigned to classrooms with AIG certified teachers as well. Through weekly Professional Learning Community meetings, teachers participate in professional development on differentiation strategies. The AIG Specialist also maintains the district's AIG Lending Library which contains resources classroom teachers can use to

meet the diverse needs of gifted students in their classrooms.

Although AIG students in Newton-Conover City Schools are instructed by teachers with AIG certification and/or specific training in differentiation strategies for gifted students, it is important that the district continue to provide professional development in the area of differentiation and gifted best practices to new teachers. It is our hope that additional teachers will pursue an Add-On license or local certification in the next three years. The AIG Specialist will continue to support teachers with materials, strategies, and consultation.

Newton-Conover City Schools is commended for maintaining Highly Qualified and National Board certified teachers who meet district professional development requirements. The LEA will continue to support teacher training in order to ensure AIG students receive instruction to meet their academic and social/emotional needs.

Other Comments:

Practice E

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

District Response: Newton-Conover City Schools fully implements the Strategic and School Improvement Plans to guide professional development opportunities that are offered to educators within the district. All professional development must be aligned to the Strategic and School Improvement goals. Teachers are afforded meaningful, quality professional development that is ongoing and effective. State and national teaching standards are evident in all district practices, to include those in gifted education. The AIG Program and school system continue to offer aligned opportunities such as Junior Great Books training and differentiation workshops. Aligning professional development opportunities with AIG program goals and best practices is ongoing in order to meet 21st Century expectations/goals and the unique academic, intellectual, and affective needs of gifted learners.

The majority of professional development in the district takes place through weekly Professional Learning Community meetings. Most topics and plans for PLC meetings are initiated at the district level and implemented consistently across the district. Some topics for PLC meetings are in response to school-level needs, but in particular, to student needs. The AIG Specialist offerx support to staff and provides alignment with other district initiatives.

Specific AIG training opportunities may be offered to personnel as needed (i.e. Junior Great Books, Socratic Seminars, Odyssey of the Mind, STEM, PBL). All professional development that takes place through PLC meetings is directly tied to the District Strategic Plan and respective School Improvement Plans, to include the AIG Program goals/objectives. The schools' Instructional Coaches provide much of the professional development that is offered to teachers in our district. The AIG Specialist is available to provide professional development to individual teachers, schools, or the

district as needed in the area of identifying and serving gifted learners through best practices and strategies.

The AIG Specialist attends and encourages attendance at regional and state AIG conferences/meetings in order to ensure alignment and compliance. In addition, the Specialist remains current in research, disseminating information at Parent Nights, Review Team meetings, and in online websites. The Chief Academic Officer promotes and provides current state and national research/updates on a weekly basis, to include best practices in gifted education. Newton-Conover City Schools collaborates with numerous school districts throughout the region and state in an effort to provide effective programming and services.

Other Comments:

Practice F

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

District Response: All personnel, including AIG teachers, participate in weekly PLC meetings at which time district and school initiatives, strategies, and professional development are communicated and discussed. Through this effective planning opportunity, teachers and staff refine their learning for implementation in the classroom. Teachers are afforded the time to explore practices and strategies that will fit the cognitive and affective needs of the special gifted population.

AIG students require a unique, comprehensive curriculum that extends and supplements the regular classroom offerings; therefore, teachers of the gifted require intentional instruction in the development and implementation of an advanced, rigorous curriculum that can enhance student achievement and growth, both academically and social/emotionally.

Teachers are afforded meaningful, quality professional development that is ongoing and effective in both the PLC meetings and vertical/lateral planning sessions. Through the continuation of these models in the district and the important role of the Instructional Coaches, AIG Specialist, administrators, and other support personnel, Newton-Conover City Schools maintains an effective, highly successful mechanism for collaboration, planning, learning, and refining instructional practices for classroom instruction.

AIG teachers recognize all planning opportunities as a time to seek assistance or share expertise in meeting gifted learners' academic and affective needs. The AIG Specialist provides additional professional development outside of the PLC, affording AIG teachers and all staff of other avenues of support.

Other Comments:

Ideas for Strengthen the Standard: Newton-Conover City Schools and the AIG Task Force have ideas and strategies for strengthening this standard. These include but are not limited to the following:

- ~ To support AP training for high school teachers
- ~ To promote AIG certification for all teachers, in particular those who work with AIG students.
- ~ To examine and develop a professional development framework for local certification and AIG licensure with a focus on partnership funding support.
- ~ To increase teacher attendance at NCAGT conferences
- ~ To study the feasibility of offering online local AIG local certification
- ~ To continue offering STEM, PBL, Junior Great Books, and differentiation training to teachers at all levels of instruction
- ~ To continue offering strategies and best practices in differentiation
- ~ To encourage all teachers to complete licensure coursework in AIG
- ~ To ensure that administrators place identified students in appropriate classes assigned to teachers who have met the district's requirements
- ~ To continue to seek time for AIG teachers, the AIG Specialist, and the AIG Director to plan, implement, and refine gifted curriculum, teaching strategies, affective models, and other best practices.

Sources of Evidence: ~ AIG Specialist full-time job description

- ~ AIG Specialist schedule and AIG budget
- ~ Database of AIG licensed and AIG locally certified teachers
- ~ Roster of PLC meetings and Differentiation training
- ~ Teacher Value-Added EVAAS data
- ~ Teacher Evaluation Instrument
- ~ Database of highly qualified and AP certified teachers and personnel
- ~ Technology trainings/rosters of participation
- ~ SEA System reports

- ~ District Strategic Plan
- ~ School Improvement Plans
- ~ "The Compass," a N-CCS online monthly news publication
- ~ "Curriculum Connection"
- ~ AIG Program Standards and Common Core
- ~ National AIG Standards
- ~ Individual Teacher Growth Plans
- ~ AIG meeting minutes and agendas
- ~ Yearly AIG Professional Development plans

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: Newton-Conover City Schools provides a continuum of services that are comprehensive across all grade levels, kindergarten through twelfth grade. A variety of service options (within grade, beyond grade, across teams, accelerated, specialized, and dual enrollment) are available to meet individual students' academic and social/emotional needs. Differentiated Education Plans reflect the appropriate learning environment, strategies, and enrichment options available to each identified student. The district's AIG Program services meet the diverse needs of its gifted and high ability learners through enrichment pull-out of identified and early nurturing students, consultation with regular education teachers, collaboration with counselors and other support personnel, and partnerships with all stakeholders. The AIG Program services collect stakeholder feedback and analyze student data in order to monitor and adjust services.

At the elementary level, students receive pull-out services twice each week and have the opportunity to engage in enrichment activities such as Odyssey of the Mind, Junior Great Books, William and Mary units, Challenge Math, novel studies, Math Olympiad, and numerous other advanced curriculum extensions through field trips, labs, hands-on experiences, and indepth exploration of diverse and interesting topics.

In the regular classroom, students are clustered to receive differentiated activities that meet their academic level of ability. The AIG Specialist works with the AIG teachers to assist with differentiation in reading, math, intellectual giftedness, and affective areas. She shares information on grouping models and strategies, and provides materials from the Lending Library to extend, enrich, and accelerate gifted curriculum.

AIG students are provided numerous opportunities to participate in academic competitions such as Battle of the Books, Science Olympiad, Chess Club, and Odyssey of the Mind. Enrichment services enhance units of study through speakers, exhibitions, field trips, and hands-on labs. Each opportunity focuses on students' interests and special talents. The affective domain is addressed through pull-out, cluster class, and counseling services to ensure social/emotional needs are met.

At the middle school, AIG students are ability grouped for math and language arts. They also have the opportunity to accelerate and take pre-algebra as 7th graders and Math I as 8th graders. AIG students may take part in a variety of enrichment clubs such as Battle of the Books, Book Lovers' Club, Chess Club, Kid Concoctions Club, Word Nerd Club, etc. Middle school students also engage in Genius Hour where they are able to research and present a speech on a topic that interests them.

Furthermore, AIG students at the middle school level will be provided the opportunity to present Little Red TED Talks at Lenoir-Rhyne University.

At the high school level, AIG students self-select into Honors and AP Classes with guidance and recommendations from staff and counselors. AIG students also have the opportunity to select from North Carolina Virtual Public Schools advanced courses that are not offered at the school level. AIG students may also enroll in College and Career Promise courses either through the cohort model at The Summit at Newton-Conover or individually at Catawba Valley Community College. Cohort students will earn a minimum of 28 transferrable college credits. Cohort students choose from an a-la-carte menu of courses to transfer to the North Carolina public university of their choice.

AIG students often engage in a variety of enrichment clubs such as National Honor Society, Beta Club, Mu Alpha Theta, Quiz Bowl, Envirothon, HOSA, and the National Technical Honor Society.

Discovery High School is a Problem-Based Learning Magnet high school that serves as a choice for AIG students who prefer more independent and self-guided learning opportunities. The school's focus is on real-world learning and connecting the curriculum to local, state, national, and world issues. Their theme of "Change the World" is depicted through each student's Senior Project. Students are encouraged to research a driving question that is related to societal or social issues in order to provide insight into how to solve the problem. These presentations are open to the public. Science Olympiad, Envirothon, and Quiz Bowl are three of the clubs in which AIG students have been recognized both statewide and nationally.

In Newton-Conover Middle, Newton-Conover High, and Discovery High Schools, students are encouraged to pursue "Credit by Demonstrated Mastery" when seeking advancement in particular subjects. CDM information is distributed to parents and students bi-annually.

The AIG Program and services are continually assessed and evaluated to make certain diverse learning needs of students are met. AIG Review Teams determine the learning environment that is most appropriate to meet the AIG students' needs. At the elementary level, AIG students may be served through in-class flexible grouping, subject grouping, and cluster grouping within their assigned grade level. Beyond grade options for elementary AIG students are available which include flexible grouping, cross grade grouping, and grade acceleration.

At the middle school level, AIG students may be served across teams through in-class flexible grouping, cross team grouping, cluster grouping, and subject acceleration. Beyond grade options are available to middle school AIG students through cross grade grouping, grade acceleration, dual enrollment, and special settings.

At the high school level, AIG students have opportunities to participate in accelerated services such as Honors courses, Advanced Placement courses, advanced electives, Credit by Demonstrated Mastery and specialized settings such as dual enrollment through The Summit, a partnership with CVCC for obtaining college credit.

Other Comments:

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 Newton-Conover AIG Program has established and implemented aligned programming and services in the areas of identification, goals, and resources of the district. Differentiated Education Plans are developed for each identified student, matching needs with services. Schools across the district have access to shared resources and materials through Google documents and other electronic communications. Identification in our district's AIG and/or IG program ensures an array of aligned services that match student academic and social/emotional needs.

The AIG Task Force and school Review Teams work to ensure all components are aligned, effective, and comprehensive. Our AIG Task Force consists of a variety of teachers, administrators, counselors, and parents representing all grade levels. Together with the Chief Academic Officer and AIG Specialist, the Task Force, AIG Teams, and AIG teachers at all sites ensure that the programs and services provided to gifted students are appropriate for the areas of identification.. Aligning AIG services to the individual needs of students is overseen by the AIG Review Teams at each school. The AIG Specialist works with teachers to ensure that students are receiving services that are appropriate to their area of identification and to their affective needs. The AIG Specialist collaborates with teachers and parents in establishing and reviewing Differentiation Plans annually or as service needs change throughout the school year.

In N-CCS, students may be identified as AR (Reading), AM (Math), AG (Academically Gifted), IG (Intellectually Gifted) or AIG (Academically and Intellectually Gifted). Services are aligned with the level/area of that identification, grades K-12. Students receive enrichment and academic extensions in their specific areas of talent, to include but not limited to all learning environments, differentiation strategies, and enrichment options as identified on the student's DEP or IDEP. In elementary AIG pull-out, middle school clusters, and high school honors, Advanced Placement, CDM, and dual-enrollment, services are matched with areas of identification. These teachers carefully align content and delivery to students' DEP's and other academic/effective needs.

Other Comments:

Practice C

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

District Response: The Newton-Conover City Schools' AIG Program services remain an integral part of the district's total instructional program in policy and practice. Professional Learning Communities, the AIG Task Force, AIG Review Teams and other stakeholders evaluate and adjust services

according to demographic changes, administrative procedures, student needs, and other factors that impact programming and services. Collaboration among all stakeholders ensures program effectiveness in the LEA. The Chief Academic Officer and AIG Specialist work closely with administrators to strengthen and identify opportunities for growth in all aspects of the AIG Program. The Central Office and schools include the program in professional development decisions, course development, and other comprehensive decision-making.

District leadership has established Professional Learning Communities at each school, allowing teachers time to discuss, share, and plan delivery of their instruction as well as allowing time for collaboration between the AIG Specialist and classroom teachers. Professional Learning Communities are also utilized to train teachers in differentiation strategies and enrichment. Administrative teams and guidance staff at the Central Office and school levels work closely with AIG staff to ensure gifted learners have appropriate challenge, services that connect to and go beyond classroom expectations, and affective assistance that provides an understanding of giftedness and gifted behaviors.

AIG identified and nurturing students participating in enrichment groups are exposed to materials that are aligned extensions of the instructional program and standards delivered in the regular classroom. This link is ensured through continual contact between classroom teachers and the AIG Specialist, providing better insight into AIG students' academic strengths and areas needing additional focus for improvement.

Other Comments:

Practice D

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

District Response: Communication is a key component in ensuring effective AIG screening, identification, service delivery, and collaboration with all stakeholders and support staff. The LEA and AIG program have concentrated efforts on improving communication of the comprehensive gifted programming within the total school community.

AIG Program personnel will continue to communicate with all stakeholders through Task Force meetings, publishing newsletters, submitting information to both the AIG and NCCS websites, sharing differentiation and gifted best practices with school staff, periodically attending PLC meetings, and collaborating with regular classroom teachers.

Correspondence is essential in establishing Differentiated Education Plans (DEPs) and enrichment that meet individual student needs. School personnel and parents are notified of AIG meetings, enrichment opportunities during the year and summer, and all AIG elementary field trips and units of

study. The school system and AIG staff find that community and parent involvement is essential in unit planning. At the middle and high school levels, the AIG and counseling staff communicate to parents information such as dates for STEM Family Night, Governor's School nomination, and academic club meetings.

The AIG Local Plan is accessible on the AIG website as well as via hard copy in each school. The Plan outlines identification, delivery of services, regulations/laws, and all important information about the N-CCS AIG program. Teachers and counselors have access to student DEP's and placement protocol via placement folders filed in school offices or record rooms.

Other Comments:

Practice E

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

District Response: Communication within and among schools has improved through the district implementation of Professional Learning Communities facilitated by Instructional Coaches across the LEA. The AIG Specialist, AIG Director, school counselors and administrators, and other key personnel provide an effective transition, especially at grades 6 and 9, as students require additional support. Administrators and counselors are provided information on each AIG student transitioning to the next level. Counselors and staff provide opportunities for students to attend transition tours and information sessions at the middle and high levels in order to create an effective support system. Data and concerns will be shared to ensure a smooth continuation of gifted services.

The AIG Yearly Performance Review completed for each student at the end of the school year by the AIG Specialist, School Review Team, and the regular classroom teachers identifies recommendations and options for the continuation of service. A change in student's placement may be recommended when a student exhibits consistently low grade performance or other obstacles that create underachievement, lack of interest or motivation. A change in services may be recommended for students who fall into this category. At this juncture, students may receive academic counseling and other academic support to remedy underachievement. It is important to note that change in service does not mean that the student is no longer gifted.

In grades 6-12 AIG students are placed into advanced, honors, or AP courses based on their prior achievement and aptitude. Students have the opportunity to self-select in high school, but middle school students receive placement based on their AIG status as well as their achievement. Students in grades 7-11 receive letters three times per year offering them an opportunity to obtain Credit by Demonstrated Mastery (CDM). Currently, NCCS has had three students receive credit and over a dozen attempt credit for courses.

Through the Professional Learning Communities, AIG Task Force, Review Team, teacher and parent meetings, the continuation of gifted services are clearly communicated and outlined. Support

personnel at each school site extend opportunities and assistance to parents and students at key transition points, providing consistency in service delivery. The district's middle and high schools have established criteria for placement in Honors and Advanced Placement classes as outlined by the Department of Public Instruction. Counselors and the AIG Specialist provide guidance on course selection.

Other Comments:

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: The Newton-Conover City Schools' AIG Program encourages collaboration among all stakeholders in an effort to provide effective, meaningful, and appropriate differentiated programming and services. Professional Learning Communities afford personnel weekly opportunities to share, discuss, and improve gifted services to meet the diverse needs of these unique learners. The AIG Specialist and counseling staff confer often on gifted student underachievement, need for acceleration, and other academic/affective goals or concerns.

The AIG Team at each school plays an important role in the identification and social/emotional status of students. Each team member contributes significantly to the staff's understanding of gifted learners and their needs. These team members are the "pulse" of the school climate, providing input on programming needs in the affective area of student development. Counseling personnel serve as Review Team members at each school.

Annual parent meetings, correspondence, conferences, and Team meetings ensure collaboration and involvement. The Professional Learning Community model established by district administration has provided many opportunities for collaboration among all instructional staff. Weekly PLC meetings, district horizontal and vertical planning, common planning periods, and faculty meetings allow time for collaboration in providing differentiated programming and services. Parents of gifted students are involved through Parent Night presentations / events, enrichment newsletters, website information, Differentiated Education Plans, and service on district level committees.

At all schools in the district, the AIG Specialist and AIG Director are recognized as important resources for curriculum, service delivery, acceleration, social and emotional concerns and curriculum. The AIG Director (Chief Academic Officer) oversees all K-12 curriculum matters, ensuring knowledge of and collaboration with staff across the district to include the Elementary, Secondary, ESL, and EC Directors.

Other Comments:

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: As students demonstrate mastery of subject material or aptitude indicative of accelerative instruction, the Newton-Conover School system and AIG Program provide procedures for subject or grade acceleration, cross grade or subject grouping, or in-class flexible grouping. Students must be able to demonstrate the established criteria necessary to ensure best placement academically and socially/emotionally. Newton-Conover City Schools offers Credit by Demonstrated Mastery as well as dual-enrollment through Lenoir Rhyne University and Catawba Valley Community College.

Credit by Demonstrated Mastery is offered three times each year. Students and parents are notified of the enrollment windows, and students are encouraged to attempt CDM if they demonstrate an aptitude and advanced knowledge of subject matter.

Math is compacted at the middle school level for AIG students who wish to take Math I in their eighth grade year.

Early enrollment into kindergarten is one option for those children entering school who meet entrance criteria for early admission. The AIG Local Plan and Procedures Manual outline specific criteria for acceleration and early admission. Parents of children who have reached their fourth birthday by April 16th may request to have their child enter kindergarten early by submitting certain information to the principal of the school and the AIG Review Team who will consider the request. Parents are responsible for obtaining test results and presenting this information to the school system for consideration.

EARLY ENROLLMENT IN KINDERGARTEN

A child who has reached his or her fourth birthday by April 16th may enter kindergarten if he/she demonstrates an extraordinary level of academic ability and maturity. In determining eligibility, the principal shall convene a committee of education professionals (usually the AIG Review Team) who will assist in making decisions about each individual child. Criteria that shall be considered include the following:

- ~ Aptitude (98th percentile or higher on an individual IQ test administered by a licensed psychologist)
- ~ Achievement (98th percentile or higher on an achievement in test in reading and/or math administered by a licensed psychologist or impartial education professional)
- ~ Demonstrated well-above-average performance on tasks; work samples to be provided by the child

care provider/parent to the principal

~ Two letters of recommendation from preschool teachers, child care provider, pediatrician, or others who can describe the child's level of physical and social maturity (documentation checklists may be used such as the Iowa Acceleration Scale)

~ Principal interview of the child and parents

A parent wishing to submit his/her child for consideration for early admission to kindergarten shall present to the principal of his/her local school the required information within the first thirty calendar days of the school's instructional year. Obtaining test results is the responsibility of the parents; no testing is provided by Newton-Conover City Schools. All testing must have been administered after April 16th of the year the child is to be admitted to kindergarten. The principal will act on the request within three weeks.

If the child is admitted to kindergarten, before the end of the first ninety calendar days of the child's being enrolled, the principal may rescind his/her approval based on substantial evidence documenting that the child is not adjusting satisfactorily to the school setting. Before a child can be exited from school, the parent must be invited to assist in the development of intervention strategies. If the strategies are not successful and the decision is made to remove the child from school, parents must be given at least ten days notice to arrange childcare if needed.

The child's progress shall be reviewed by the AIG Review Team once the child has been enrolled ninety calendar days or if at any time before ninety calendar days the school is satisfied the child has adjusted satisfactorily and will remain in school. If the Team recommends the child receive services, either a Differentiated Education Plan or an Individual Differentiated Education Plan shall be developed.

AIG students at all grade levels have opportunities for outside learning, mentoring, enrichment, compacted curriculum and/or acceleration. Guidelines and policies are clearly and consistently communicated to stakeholders online and in print copy.

ACCELERATION (uploaded forms)

Students who are interested in grade or subject acceleration must meet the specific criteria outlined in the Differentiated Service Options and Criteria:

Grades K-5 (K-2 students may utilize different assessments)

Subject Acceleration 5 of 5 of the following indicators must be present:

- Gifted Behavior Scale score of 117 – 141 (yes) or 142 – 156 (without reservation)
- Exemplary subject achievement – EOG test 95%
- Exemplary subject performance – 5 or better yearly average in subject under consideration
- Exemplary aptitude – group or individual IQ score of 95%
- Case study by AIG Review Team

Grade Acceleration or Special Setting

A case study will be created for individual students. All of the indicators below must be present:

- Gifted Behavior Scale score of 142 – 156 (without reservation)
- Exemplary student work samples
- Exemplary subject achievement – EOG test 99%
- Exemplary subject performance – 5 or better yearly average
- Exemplary aptitude – group or individual IQ score of 99%
- Demonstrated appropriate social and emotional development
- Recommendation of grade acceleration based on Iowa Acceleration Scale

GRADES 6-8

Subject Acceleration 5 of 5 of the following indicators must be present:

- Gifted Behavior Scale score of 117 – 141 (yes) or 142 – 156 (without reservation)
- Exemplary subject achievement – Summative Assessment- 94% or higher
- Exemplary subject performance – 93% or higher on yearly average in subject under consideration
- Exemplary aptitude – group or individual IQ score of 95%
- Case study by AIG Review Team

Grade Acceleration Or Special Setting

A case study will be created for individual students. All of the following indicators must be present:

- Gifted Behavior Scale score of 142 – 156 (without reservation)
- Exemplary student work samples
- Exemplary subject achievement – Summative Assessment – 94% or higher
- Exemplary subject performance – 93% or higher yearly average
- Exemplary aptitude – group or individual IQ score of 99%
- Demonstrated appropriate social and emotional development
- Recommendation of grade acceleration based on Iowa Acceleration Scale

Other Comments:

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: Meeting the needs of underrepresented populations has become an area of focus over the past few years, especially as demographics change. As the AIG Task Force and other support personnel study best practices for screening and identifying students from these underrepresented populations, it is imperative that once identified, services must fit the needs of these students. As is true with all gifted students, one size does not fit all.

The AIG Specialist works closely with other personnel to determine best screening criteria and services for special populations. Giftedness may be masked due to economic disadvantages, language barriers, learning disabilities, cultural differences, and highly gifted traits. In these specific populations, standardized test scores may not reflect valid cognition levels or indicate giftedness. Beginning in 2016 and over the three year cycle, Newton-Conover City Schools and the AIG Program will implement new placement pathways and will continue to examine other identification indicators to utilize in conjunction with current screening and placement criteria. Developing curriculum and providing appropriate services remains key to establishing an effective AIG Program.

NCCS selected the Naglieri as the aptitude assessment due to the fact that the assessment is nonverbal and does provide non-English speaking students a greater opportunity to demonstrate their aptitude. Furthermore, younger students who have not been exposed to text-rich environments in the home due to being economically disadvantaged or because education is not a priority in the home also have a greater opportunity to demonstrate their aptitude on a nonverbal assessment. Additional emphasis will be placed on identifying twice-exceptional students who need EC and AIG services.

Working closely with ELL, EC, Title I, and other support staff, the AIG Specialist plans intentional units of study that meet the interests and needs of under-represented students. The district's elementary schools are choice schools, each addressing intentional and supportive curriculum for its student populations, to include AIG students. The "Leader in Me," "Blended Learning," and "Multi-Cultural" themes of the three elementary school provide opportunities for varied modes of learning styles, curriculum interests, advanced technology, and cultural studies. High achieving and gifted students excel in these environments, receiving special academic challenges and affective support. The STEM middle school allows students to problem-solve at their pace, ability level, and area of interest. AIG students thrive on this type of learning environment with hands-on projects as the key model. The Discovery High School is a magnet school that engages students in project-based learning with a goal of getting students engaged in real world projects and problem-solving.

During the 2016 - 19 Plan cycle, professional development opportunities will intentionally address services for traditionally under-represented populations. These sharing/discussion sessions will provide insight and a better understanding of giftedness and the obstacles that may mask those gifts. As has been true in the past Plan cycles, this will remain a significant focus for our district and its demographic changes.

Other Comments:

Practice I

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

District Response: AIG students in the Newton-Conover School system are provided many opportunities to pursue their interests and talents through various extracurricular programs and competitions. Students are encouraged to participate in these activities in order to further their interests and showcase their talents.

Students K-12 at some schools are given the opportunity to participate in a regional Math Fair. Through weekly enrichment groups, students are challenged with Math Olympiad problem solving. This data is tracked through the school year for individual students. Academic clubs and activities such as Battle of the Books, Odyssey of the Mind, STEM activities, TED Talks, Math Counts, Envirothon, and Science Olympiad encourage students to pursue competitions in areas in which they excel. Students participate in district-wide competitions as well as regional and state events.

Each of the elementary schools and middle school participate in the school, district, and regional spelling bees and math competitions. Elementary and middle school students participate in Battle of the Books. High School students participate in Quiz Bowl.

Through activities such as sports teams and clubs, students are able to use their talents and leadership skills to participate in the greater school community. The Duke University Talent Identification Program targets students who are in the 95th percentile on state assessments and provides them with early information about colleges, special camps and other opportunities. High achieving students are encouraged to apply for admission to Governor's School and other academic residential camps.

At all levels, gifted students are provided academic and intellectual activities that meet their interest and strengths. Students showcase their achievements throughout the year during special night events, after school competitions, and weekend opportunities such as Student Advisory, Odyssey of the Mind, STEM programs, math competitions, academic clubs, Battle of the Books, and numerous other extra-curricular programs at all levels, especially for grades 6 - 12.

Other Comments:

Practice J

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

District Response: Newton-Conover City Schools and the district leadership team believe that effective instruction and student growth are most often achieved when flexible grouping practices are

6/13/2016

utilized. Research supports the use of grouping to enhance and vary the teaching/learning environment. In grades K-12 all types of flexible grouping such as learning centers, interest/skill groups, cooperative grouping, mixed and acceleration grouping, subject grouping, cross grade grouping, cluster grouping, enrichment ability grouping are employed. These learning environments enhance student academic and social/emotional growth.

At the elementary level, the schools of choice provide numerous opportunities for teamwork, small group participation, and interest/ability activities. The "Leader in Me" focus at South Newton Elementary ensures varied homogeneous and heterogeneous team work. At Shuford Elementary, a Blended Learning focus allows students to work in whole and small group settings, and at North Newton Elementary, a multi-cultural focus instills global awareness through myriad of grouping activities. Each elementary school provides an opportunity for enrichment and/or remediation (BARK, THRIVE, and Tiger Time). During this time, students who are AIG have the opportunity to engage in Genius Hour, PBL, or other self-guided or enrichment activities.

The addition of W.I.N (What I Need) time at the middle school provides AIG students with an opportunity to receive enrichment or needed support each day during the first 35 minutes of class time. AIG students at the middle school are cluster grouped which provides "like learner" opportunities throughout the instructional day. These students are pulled out twice each year to participate in STEM-type activities for a block of time.

Students at the high schools participate in flexible grouping for instruction in most classes. At Discovery High School, a significant portion of the day is spent in team building and peer review experiences.

The Student Advisory program, begun in the 2014-15 school year, has served as an excellent opportunity for students to showcase their entrepreneurship, team building skills, engineering and technology talents, and to hone their presentation/speaking skills.

During PLC's, the Instructional Coaches and teachers review assessment data, research on grouping and other best practices, effective strategies for instruction at all learning levels, to include advanced learners. Student growth is especially important and addressed throughout the school year during PLC meetings and other collaborative sharing sessions. The AIG Specialist and AIG Director (Chief Academic Officer) review AIG data and growth performance intermittently throughout the year to monitor and address needed changes.

Other Comments:

Ideas for Strengthen the Standard: Newton-Conover City Schools and the AIG Task Force have ideas and strategies for strengthening this standard. These include but are not limited to the following:

- ~ To better align the identification areas with appropriate services by monitoring and adjusting over the course of the 2016 -19 Plan cycle.
- ~ To provide professional development on identifying and serving under-represented populations and

the ways in which giftedness might be masked in these special groups.

- ~ To analyze sub-group data and classroom performance
- ~ To develop curriculum that meets the cognitive and affective needs of special populations
- ~ To work closely with staff and counselors to ensure smooth transition points at the middle and high school levels.
- ~ To coordinate with the ESL, Title I, Rtl, Reading Specialist, and other support personnel to align the AIG Program identification and services to meet the diverse population of our district.
- ~ To continue to provide acceleration, Credit by Demonstrated Mastery, and dual-enrollment opportunities.
- ~ To provide additional academic and affective opportunities for high ability and gifted students through programs and events that meet their interests and needs.
- ~ To study the effectiveness of grouping practices through student growth measures.

Sources of Evidence:

- ~ AIG Plan and Program Manual
- ~ AIG Review Team Minutes at each school
- ~ K-12 Services Available
- ~ AIG Specialist/Enrichment and Nurturing Service Delivery
- ~ Middle School STEM program and enrichment sessions
- ~ Differentiated Education Plans and IDEP's
- ~ Lending Library of Resources
- ~ PLC agendas
- ~ AIG Task Force minutes
- ~ Website information, articles, and best practices
- ~ "The Compass"
- ~ Task Force meeting agendas and rosters
- ~ Emails, copies of letters and other correspondence with all stakeholders

- ~ Yearly Performance Reviews
- ~ Criteria for course placement
- ~ Rosters of parent participation on school and district level committees
- ~ Student, parent, and faculty surveys and other input
- ~ School Curriculum Nights
- ~ Academic clubs of interest
- ~ AIG Specialist job description
- ~ NCCS Guidance Counselor job description
- ~ Enrollment in The Summit, Challenger High, Discovery High, L-R Scholars, and other high school dual-enrollment opportunities
- ~Credit by Demonstrate Mastery roster
- ~ Early entrance to kindergarten data
- ~ Grade Acceleration or cross-grade grouping data
- ~ AIG Screening Pool
- ~ AIG placement data
- ~ Addition of curriculum that meets interests and academic, social/emotional needs of special populations
- ~ Science Olympiad rosters
- ~ Battle of the Books teams
- ~ Robotics teams
- ~ Math Fair participation
- ~ Math Olympiad attendance
- ~ Chess Club rosters
- ~ Duke University TIP program enrollment
- ~ Spelling Bee involvement

- ~ Odyssey of the Mind teams
- ~ Academic and sports club participation
- ~ Governor's School attendance
- ~ Summer enrichment interests through local, state, and national organizations
- ?

6/13/2016

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 Specialist, AIG Director (Chief Academic Officer), and all AIG stakeholders work to communicate AIG services and programs with parents and the community. By partnering with families and community members, the AIG staff can more effectively solicit support for programming components. Sharing identification procedures and protocol, the Local Plan, and all policies relating to gifted education provide an avenue for input and feedback to ensure improvement. Annual DEP meetings, although important, do not completely ensure or safeguard the needs of AIG students; therefore, the program recognizes the importance of continuing and increasing partnerships and communication through the AIG website, newspapers, newsletters, Parent Events, and parent conferences, and community/business meetings.

Due to the size of the district and the excellent support from local businesses and industries, city officials, and private institutions, Newton-Conover City Schools has a vast array of partners to provide financial, academic, and programming assistance. Advocacy for AIG and gifted services continues to grow. Community leaders, parents, and other partners provide intentional and meaningful support with judging competitions, attending field trips, communicating with other parents, serving as guest speakers and experts in various fields of study, and monetary or prize donations for AIG endeavors.

In January, 2016, the AIG program received a Walmart grant of \$875 as a start-up fund for the elementary Odyssey of the Mind program. The local newspapers, ONE and the Hickory Daily Record, have shown financial and public relations support by sponsoring academic events such as the Red Hot Spelling Bee. The local furniture industries have fully funded numerous endeavors to include the N-CCS Education Foundation's Birdhouse Auction to raise funds for student and teacher scholarships. Local universities, Catawba Valley Community College and Lenoir Rhyne University, team with our district schools to offer significant opportunities such as STEM speakers, Manufacturing Day, HVAC tours, mock career interviews and recycling seminars, to name a few.

Over the past years, forensic scientists, judges, mayors, attorneys, rocketry experts, ecologists, CPA's, NC Representatives and other community partners have served as guest speakers to enhance enrichment units in elementary school. In the middle and high schools, numerous business leaders and professionals have partnered to provide internship, STEM, business and other opportunities to N-CCS students and staff.

Most importantly, Newton-Conover City Schools and the AIG Program recognize the importance of

meaningful and intentional relationships with parents, grandparents, and guardians of AIG students. Developing and nurturing advocacy for gifted education continues to play an important role in the success of the program.

Other Comments:

Practice B

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

District Response: The communication of AIG Program policies, procedures, and services is essential in ensuring success. Newton-Conover City Schools and the AIG Program believe soliciting feedback, sharing this input, and communicating data to all stakeholders provide important program oversight and improvement. The AIG Local Plan and Procedures Manual are easily accessible online or as hard copy at school sites. The Task Force, Review Teams, and parent meetings afford opportunities to share all program components.

At the beginning of each school year, the AIG Specialist holds Parent meeting for parents/families of AIG students. At that meeting, the AIG Specialist will share with parents relevant information from the district AIG Program Manual. Parents have the opportunity to ask questions and receive clarification on identification, services, and academic and social/emotional concerns. The AIG Specialist will also share the AIG Plan with school-level staff members who work with AIG students to ensure that all involved stakeholders consistently implement the AIG Plan and Procedures. The AIG website is regularly updated and will include links to the revised AIG Program Manual. Correspondence to students, parents, and school personnel will remain an important communication tool.

The Credit by Demonstrated Mastery website provides a video for parents and students to watch as well as all forms that need to be completed. Governor's School information may be accessed via the state Governor's School website. "The Compass," a N-CCS online newsletter, highlights AIG initiatives and policies.

The following are but a few of the ways in which AIG programming may be shared with all stakeholders:

- ~ District, school, and AIG department websites
- ~ District, school, and AIG newsletters
- ~ Local newspaper announcements/accolades
- ~ "The Compass," the N-CCS online newsletter
- ~ Parent Night Video
- ~ Parent/guardian notifications via email or letter

- ~ N-CCS Call Alert
- ~ Parent and community meetings
- ~ School Curriculum Nights
- ~ Brochures, pamphlets, and power point presentations

Other Comments:

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: Newton-Conover City Schools and the AIG program appreciate the importance of input in the development, implementation, and monitoring of its programs and services. The Newton-Conover School system desires to enhance opportunities for parent and community involvement in all aspects of gifted education.

The Newton-Conover City Schools AIG Task Force consists of representation from all school and community levels. The members of the AIG Task Force represent the demographics in our district. This Advisory group plays a significant role in determining future goals and initiatives of the program.

Newton-Conover City Schools has a diverse district-wide Advisory group that provides input and support to all school-wide and program initiatives.

Other Comments:

Practice D

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

District Response: The Newton-Conover AIG Program personnel believe that extracurricular, summer, and in-school opportunities enrich and enhance gifted students' academic and

6/13/2016

social/emotional growth. The AIG Specialist informs parents and students of summer gifted opportunities as well as other interests throughout the school year. Often parents and students are not aware of these opportunities, especially when they are not communicated in native languages. Beginning this 2015 – 16 school year, our district employs a parent liaison/interpreter to assist with translations and cultural bridges. The ESL personnel and other support staff are also available to inform parents/families and the community of student opportunities.

Newton-Conover City Schools provides numerous opportunities for parents/families and students from diverse populations to participate in special events such as Parent and Curriculum Nights and cultural events. The AIG Specialist and AIG Director recognize the importance of providing equal and equitable opportunities for all students, with communication ranking at the top of these needs.

The AIG Specialist provides information to stakeholders on current research, activities, and programs for gifted students. Grades K-12 provide opportunities for extracurricular activities such as CyberKids Robotics, Math Olympiad, Odyssey of the Mind, STEM activities, Duke TIP, Science Olympiad, Envirothon, Math Counts, Quiz Bowl, Battle of the Books, 8th grade science fair, TARC, Junior Lego League, and other clubs for gifted students. Parents and community members are encouraged to play important roles in these and other extra-curricular events.

At the middle school, bi-yearly STEM Family FUN Night are held. There are also quarterly STEM Connection Nights with business partners and CVCC, Monthly Family STEM Challenges, Break the Code for 8th grade trial, and Genius Hour.

Other Comments:

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: Partnerships build an investment in outcomes and provide a foundation for communication and support. Building partnerships with all stakeholders in the community ensures a focus on AIG program strengths and opportunities for growth.

As a means of promoting academic and social/emotional growth of gifted and high achieving students, the district's partners in education provide significant support, assistance, feedback, and expertise to bolster program goals and initiatives.

Our district partners with local higher education institutions to provide research, programs, courses, and other special activities for AIG students. A unique tie with Catawba Valley Community College and Lenoir Rhyne University affords our students the opportunity to serve as interns, apprentices, and dually-enrolled college students. Local businesses in the community participate in curriculum nights, STEM events, enrichment activities and field trips, and all extra-curricular programs in which the gifted students participate. These businesses provide much needed financial support as well.

The first annual city of Newton Appearance Commission Poster/Essay contest began in 2013-14 as a means of involving students in community initiatives such as beautification. The local assistance through outreach speakers and exhibits continue to enhance pull-out AIG enrichment. For the elementary law unit enrichment, a local judge, District Attorney, and sheriff presented at each elementary school and students were able to take a courthouse tour and participate in a mock trial. During the rocketry unit, students traveled to UNC-Charlotte for rocketry demonstrations and engineering presentations. The forensic science unit came alive through labs and experiments by local SBI agents, CSI personnel, and local police officers. The Patterson Science Center, located in a connecting county, offers numerous science hands-on units of study for our students. Parents and community leaders in our community fully support all AIG initiatives. A Walmart grant received in January 2016 ensured start-up of the Odyssey of the Mind program in the three elementary schools.

At the middle level, gifted students are provided the opportunity to participate in Bridges. This group attends Conover City Council meetings. They are given opportunities to raise concerns with the Council, to problem-solve real issues, and to receive feedback from the Council. Business and advisory partners sponsor and/or support programs such as CyberKids Robotics, Science Olympiad, Math Olympiad, Odyssey of the Mind, Problem-Based Learning initiatives, Battle of the Books, and numerous other gifted activities. All stakeholders are provided an avenue for input and dialogue.

The local furniture industries have contributed significant advisory and funding roles in supporting N-CCS initiatives for staff and students. The Newton and Conover local government and area business professionals continue to show extraordinary support at any time we request assistance.

Other Comments:

Ideas for Strengthen the Standard: Newton-Conover City Schools and the AIG Task Force have ideas and strategies for strengthening this standard. These include but are not limited to the following:

- ~ To continue to build partnerships throughout the community as a means of including additional business leaders and a broader representation of community members in AIG initiatives.
- ~ To increase district and school-level communication with parents of AIG students
- ~ To utilize Connect-Ed messages to update parents of scheduled meetings
- ~ To continue to improve the AIG web page to keep students and parents informed
- ~ To initiate and support additional extra-curricular activities for AIG students, families, and the community
- ~ To invite additional local businesses and industries to participate in AIG student and parent events, field trips, or exhibitions
- ~ To promote sponsorships for extra-curricular activities and programs

~ To solicit financial support for initiatives such as Odyssey of the Mind

Sources of Evidence: ~ AIG Specialist job description

~ Differentiated Education Plans

~ Annual review of DEPs

~ School-level AIG Review Teams

~ AIG newsletters

~ Parent conferences and meetings

~ School Wide Assistance Teams

~ AIG web page

~ Additional partnerships with businesses and community organizations

~ Community partnerships that provide access to program initiatives

~ Log of extra-curricular clubs, activities, and interests

~ AIG Task Force roster of meetings and minutes

~ Survey feedback and input

~ Logs or Sign-ins from Parent events

~ Sponsorship letters and forms from local businesses and community stakeholders

~ Pictures and artifacts from AIG events

~ Invitations to information meetings

~ Artifacts from local business opportunities, activities, contests, etc.

~ Internship artifacts

?

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 Newton-Conover AIG Program has written the 2016-2019 Local Plan in accordance with state legislation and SBE policy. It has been approved by the local Board of Education and submitted to the State Board of Education/DPI on or before the required submission date. Per legislation, an AIG Task Force solicited feedback from stakeholders and utilized this feedback in the revising of this Local Plan. The 6 Standards and all practices have been addressed fully, with an additional AIG Procedures Manual and Appendix uploaded to the APEX site. Any amendments to the Newton-Conover City Schools' AIG Local Plan prior to the writing of the 2019 Plan will require Board of Education approval. Procedures and forms are updated annually and/or as needed with Task Force approval but not necessarily Board approval.

Per stipulations in Article 9B legislation, Newton-Conover City Schools and the AIG Program have established an AIG Task Force committed to the development and revision of this 2016 Local Plan. The AIG Task Force membership represents a variety of teachers at every level including administrators and counselors from across the district. During the 2015-16 school year, the Task Force surveyed stakeholders, utilized this feedback in making informed decisions about all aspects of the program and drafted a Plan document aligned with the school system's Strategic and Improvement Plans.

Student, parent, and other stakeholder survey feedback has guided the process of development and implementation of this 2016 -19 Local Plan. The self-assessment also provided a clear understanding of the program's strengths and areas needing improvement. Over the duration of this Plan cycle, the Task Force will continue to evaluate identification criteria, instructional service options for identified students, and other required facets of the district AIG Plan.

Other Comments:

Practice B

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

District Response: Implementation of the Newton-Conover City Schools' AIG Program is monitored

and evaluated to ensure compliance with legislation. The AIG Director, AIG Specialist, and AIG Task Force continually and consistently monitor and assess the implementation of identification, services, and all components of the program. The AIG Specialist directly monitors and adjusts program implementation due to involvement with school-level AIG Review Teams, counselors, teachers of AIG students, and enrichment pull-out services at the elementary level.

The Chief Academic Officer (AIG Director) and AIG Specialist are in regular communication with the NCDPI AIG Department to ensure that the Newton-Conover City Schools' AIG Program is aligned with current legislation and state policies. Safeguarding the rights of students and parents/families, the district Local Plan has Due Process procedures in place. All pertinent information regarding legislation and policies are communicated to the AIG Task Force and used to evaluate implementation and alignment of the Newton-Conover City Schools AIG Program. The district AIG Program has been reviewed annually by the AIG Task Force. The Task Force and stakeholders' self-assessments were invaluable in the evaluation and revision of this Local AIG Plan, ensuring alignment with state AIG Program Standards.

The AIG Review Teams at each school site monitor implementation on a daily basis and are reprised of current legislation, curriculum modifications, and district procedures. The informal collection and discussion of data in the weekly PLC meetings and/or AIG meetings help identify areas of strength and weakness. An interim report is submitted to DPI to show progress of goals.

During the 2016 - 19 cycle, site monitoring, auditing, and oversight will ensure continued alignment with the Plan and the district goals. Systematic review of the Standard practices and initiatives will provide effective accountability.

Other Comments:

Practice C

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

District Response: The Chief Academic Officer (AIG Director), AIG Specialist, and AIG Administrative Assistant of Newton-Conover City Schools carefully monitor the use of state funds allocated for the local AIG Program. Per state guidelines and policy, AIG funds are utilized for gifted programming and services. The AIG Director ensures the appropriate use of state funds through monthly reports and careful monitoring. These funds are primarily used for the salary and benefits of AIG licensed teachers including the system-wide AIG Specialist, two AIG teachers, and professional development activities such as sending a representative to the North Carolina Association for the Gifted Conference, updating the AIG Lending Libraries at both the district and school level, and purchasing other needed instructional materials to support the education of gifted students in Newton-Conover City Schools.

Student and program benefits are considered and prioritized to ensure AIG funds are utilized for comprehensive Local Plan implementation. Business partnerships, grant funds, and other outside sources will become more significant in the future. By connecting program goals, student outcomes

and interests, the strategic alignment of goals to the budget, and staff certification needs, the AIG program can better advocate for outside funding.

Other Comments:

Practice D

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

District Response: Program accountability and evaluation is crucial to program success and improvement. Involving key stakeholders throughout the process is also vital. The Newton-Conover AIG Program and school system believe utilizing formative and summative data while considering the unique gifted traits of each student are valid tools in determining giftedness and growth. In order to better identify, serve, and maintain curriculum that meets students' academic and affective needs, the AIG Specialist and other support personnel work together to analyze and share performance and dropout data.

AIG students are held to high standards and therefore teachers must analyze their performance quarterly to determine areas of strength and weakness. This process is completed through the Professional Learning Community meetings at which time teachers as well as other personnel meet to discuss ways to improve weaknesses. A systematic approach is developed to meet the AIG students' needs. This information is shared with all stakeholders where action is taken when deemed necessary.

The AIG Specialist and AIG Director analyze AIG student data to ensure appropriate programming and services, aligned with local and state improvement initiatives. Annual achievement, drop-out, and growth data are carefully reviewed to address student needs, ensure curriculum alignment, and select teachers to teach AIG/Honors/AP courses.

Other Comments:

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: Under-represented populations in Newton-Conover continue to show a gap in qualifying for gifted services. Demographic information is maintained in the AIG database as well as in PowerSchool, assisting the AIG Program Specialist in awareness and efforts in closing the gap. Over the past six years, greater emphasis has been placed on monitoring the identification and

retention of students from diverse cultures, ethnicity and disadvantaged economic strata, who are English language learners, highly gifted or twice-exceptional.

All AIG data, to include basic demographics, retention data, and data to show Advanced Placement and Honors courses taken, is kept on file. The AIG team at each school meets to review all possible candidates for screening and AIG placement. The determination of placement is made based on the Local Plan placement criteria. The team considers all candidates, closely monitoring the under-represented populations.

The Naglieri (a nonverbal aptitude test) provides culturally/ethnically diverse students an opportunity to demonstrate aptitude through an assessment that does not require a strong command of the English language.

The Pathway One identification revision and Pathway Two identification procedures in the 2016 -19 Local PPlan will provide an avenue for identifying those under-represented, highly gifted, and/or twice exceptional students. By analyzing data trends over the course of this Plan, the Task Force and AIG staff can make informed improvements in screening, identification, and service to our gifted population.

Other Comments:

Practice F

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

District Response: The Newton-Conover City Schools' Human Resources department maintains an accurate report of credentials of all personnel serving AIG students, K-12. These credentials are current and reflect AIG licensure, highly qualified status, AP certification and other professional development that addresses gifted learners' academic and social/emotional needs.

The credentials of teachers who are serving gifted students are monitored by the district's Personnel Director, Licensure Specialist, AIG Director, AIG Specialist, and school administrators to ensure that identified students are receiving instruction by teachers who meet qualifications to work directly with AIG students.

As our district continues to provide local certification and measures to promote state Add-On licensure, the pool of AIG teachers will increase, providing students additional support in all subject and affective areas.

Other Comments:

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: Newton-Conover City Schools and the AIG Program recognize and appreciate the importance of regular feedback from all program stakeholders. Communication and input are vital to program growth and improvement. Although feedback from students, teachers, and parents is ongoing and continuous, the district encourages consistent evaluative procedures be put in place for community members.

Surveys were composed and disseminated to all stakeholders as a means of gathering valid feedback. These surveys were collected for review by the Task Force. Data and pertinent information gathered from these surveys were used to guide the self-assessment, selection of strengths, and ultimately revisions of the 2016-19 AIG Local Plan and Procedures.

Face-to-face and online feedback is valued throughout the year via staff and parent meetings, parent/family nights, district surveys, and other collaborative structures. The Parent Advisory group at each school and for the district ensure input from various focus groups.

Other Comments:

Practice H

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

District Response: The AIG Specialist and Task Force have reviewed various sources of program information and feedback in the revision of this 2016-19 Local Plan. The valuable input from surveys of stakeholders, AIG Review Team meetings, PLC reviews of student data, AIG Specialist student performance reviews, and informal teacher discussions of areas for program improvement are but a few of the multiple sources utilized in the district's AIG Program revision. State and national standards, research-based best practices and strategies, and regional AIG conferences/webinars/correspondence are additional sources for continuous program improvement of the Newton-Conover City Schools' AIG Program.

The AIG Specialist and AIG Director participate in local, regional, state, and national professional learning opportunities, gathering formal and informal feedback from gifted experts regarding AIG procedures and services. The stakeholder surveys disseminated in October 2015 provided valuable program strengths and needs. The AIG Task Force reviewed and analyzed survey data as one feedback source in the revision of the 2016-19 AIG Local Plan and Procedures Manual. Research-based best practices and strategies, regional webinars and meetings, and state institutes served as resources for this Plan development and revision.

Focus groups, student interviews, survey feedback, Advisory groups, the AIG Task Force, Teacher Working Conditions surveys, district-wide strategic surveys are but a few of the multiple sources of data utilized in the review and revision of the district's Local Plan. Student achievement data does

and will continue to impact the program goals, initiatives, and services of the N-CCS Local Plan.

Other Comments:

Practice I

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

District Response: Collecting data and soliciting stakeholder feedback are critical elements of an evaluative process. Disseminating and communicating this data/feedback is just as essential in ensuring program growth and improvement. Newton-Conover City Schools and the AIG Program recognize the need to continue the collection and dissemination of AIG data.

Newton-Conover City Schools wants to ensure that the public has a knowledge of the AIG Program and population statistics from the district. The AIG Team will work together to develop a plan for data to be published in the Parent Handbook. Currently, the NC Report Card provides overarching data from each grade level, but an emphasis needs to be placed on providing specific AIG data for our webpage and newsletter(s) that stakeholders receive. This information/data may also be communicated at DEP parent meetings and other AIG related events.

Over the course of the 2016-19 Plan, the Task Force and AIG staff will develop a framework for sharing data to all stakeholders. Disseminating this data in a brochure, fact sheet, online format, or other outlet will ensure effective accountability measures to guide any programming and services modifications.

Other Comments:

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: Due Process rights and procedures are clear, outlined step by step, and are accessible to stakeholders. These rights are communicated to parents verbally and in writing when requested. All components of the district's Local Plan are approved by the local Board of Education and submitted to the NC Board for comments and recommendations.

As stipulated in Article 9B, the Local Plan guides all programming and services for gifted students in the LEA. The Newton-Conover City Schools' AIG Program believes in protecting the rights of all students, including AIG students, through appropriate, fair, and equitable policies, procedures, and practices.

The district's AIG Local Plan describes the roles and responsibilities of the personnel involved in the AIG Program. Identification procedures, service delivery, and other pertinent components of programming are stipulated and approved by the local Board of Education. Stakeholders can easily access the Local Plan online at the NCCS website as well as the disagreement protocol of procedures for resolving a disagreement. These procedures are outlined in the Procedure to Resolve Disagreements found in the AIG Program Local Plan (see below).

The appeals process begins at the school level, and if not resolved, proceeds to the next level(s) of intervention.

PROCEDURE TO RESOLVE DISAGREEMENTS

In the case that the parent(s)/guardian does not agree with a decision made by the AIG Review Team that a student not be identified as academically/intellectually gifted or if the AIG service(s) offered are not considered by the parent(s)/guardian to be appropriate, the following procedures will be utilized to resolve disagreements:

I. School Level

A. Committee Conference

The parent(s)/guardian may request a conference with the AIG Review Team to discuss concerns. The committee will review records and gather any additional information as needed. A conference will be granted within ten school days of the request. The committee will respond to the request in writing within ten school days following the conference.

B. Principal Conference

If the disagreement is not resolved through the committee conference, the parent(s)/guardian may make a written request for a conference with the principal. The principal will review the recommendation given by the committee and respond in writing to the parent(s)/guardian within ten school days.

II. Central Office Level

A. AIG Director

The parent(s)/guardian may appeal the principal's decision in writing to the AIG Director within five school days of receiving a response. The AIG Director will review the decision and respond in writing within in ten school days of receiving the appeal.

B. Superintendent/Associate Superintendent

The parent(s)/guardian may appeal the AIG Director's decision in writing to the Superintendent/Associate Superintendent within five school days of receiving a response. The Superintendent/Assistant Superintendent will review the decision and respond in writing within ten school days of receiving the appeal.

III. Board of Education Level

If the disagreement is not resolved after appeals at both levels, the parent(s)/guardian may appeal in writing to the Board of Education within ten school days of receiving the Superintendent/Assistant Superintendent's response. The Board of Education will offer a final written decision within 30 calendar days of hearing the appeal.

IV. Administrative Law Judge

If the disagreement is not resolved at the Board of Education level, 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 the review shall be limited to (a) whether the local school administrative unit properly failed to identify the child as an academically or intellectually gifted student, or (b) whether the local school administrative unit properly failed to identify the child as an academically or intellectually gifted student, or (b) whether the local plan developed under 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 and conclusions of the law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Attorney's fees for reimbursement of parents'/guardian's legal expenses incurred in the process are not available to parent(s)/guardian, even if they prevail.

A copy of the decision shall be delivered to the school district and the student's parent(s)/guardian within a 45 calendar day following the completion of the hearing.

CONSENT FORMS AND DOCUMENTS

All N-CCS screening, identification, evaluation, nurturing, and informed consent forms are completed and filed for each student and kept for five (5) school years after high school graduation. The Procedures for Resolving Disagreements is accessible online and in print copy to safeguard the rights of AIG students. The N-CCS AIG Local Plan, online and print, includes Article 9B, Disagreement Procedures, and consent forms for stakeholder review.

Other Comments:

Ideas for Strengthen the Standard:

Newton-Conover City Schools and the AIG Task Force have ideas and strategies for strengthening this standard. These include but are not limited to the following:

- ~ To monitor and review AIG student performance data in relation to drop-out rates
- ~ To analyze AIG performance data quarterly to determine strengths and weaknesses
- ~ To develop a systematic approach to improve weaknesses determined by data

- ~ To share AIG student data quarterly at the school and district level
- ~ To examine demographic enrollment and retention data in Advanced Placement and Honors courses.
- ~ To publish in the webpage and newsletter all data related to AIG students including honors courses and AP
- ~ To publish AIG survey feedback, Task Force initiatives, and data in the AIG newsletter

Sources of Evidence: ~ AIG Specialist job description

- ~ Survey feedback from students, parents, teachers, administrators, and other stakeholders
- ~ AIG Task Force meeting minutes
- ~ School-level AIG Review Teams
- ~ Due Process procedures
- ~ AIG Budget Line Item Reports
- ~ School system Financial Reports and Audits
- ~ NCCS AIG Child Count
- ~ AIG student performance data
- ~ PLC meetings and agendas
- ~ Data sent to stakeholders
- ~ Screening Pool
- ~ List of underrepresented students (nominations) to monitor for future screening and identification
- ~ District Highly Qualified Staff Reports
- ~ Oversight by EC Program Director and AIG Specialist
- ~ Human Resources database of licensure, professional development, personnel
- ~ Student, parent, teacher, administrator surveys
- ~ AIG Program Self-Assessment

- ~ Professional Learning Community meetings
- ~ District 7 Regional meetings
- ~ NCAGT conferences
- ~ DPI Webinars
- ~ DPI Institutes
- ~ Principal and Directors' Meetings and input
- ~ DEP Meetings
- ~ Parent Events and conferences
- ~ Vertical and horizontal team meetings
- ~ NC Report Card
- ~ AIG Local Plan and Program Manual

Glossary (optional):

Appendix (optional):

4 - 5 AR, AM, and AG Differentiated Service Options and ID Criteria.docx (*Appendix - Standard 1*)
4 - 5 IG Differentiated Service Options and ID Criteria.docx (*Appendix - Standard 1*)
6 - 8 IG Differentiated Service Options and ID Criteria.docx (*Appendix - Standard 1*)
6-8 AR, AM, and AG Differentiated Service Options and ID Criteria.docx (*Appendix - Standard 1*)
9 - 12 Differentiated Service Options and ID Recommendations.docx (*Appendix - Standard 1*)
AG02 Indiv. Student ID Record 4-8.doc (*Appendix - Standard 1*)
AG03 Request for Add'l Info.doc (*Appendix - Standard 1*)
AG04 Permission to eval revised 2015.doc (*Appendix - Standard 1*)
AG10 StudentSelfDescription.doc (*Appendix - Standard 1*)
AG14 School Record on Decision Making.xls (*Appendix - Standard 1*)
AG17 Identification notification 2016 form.doc (*Appendix - Standard 1*)
AG19 Additional area of identification.doc (*Appendix - Standard 1*)
AG20 Gifted Behavior Scale.doc (*Appendix - Standard 1*)
Nurturing Letter to Parent.docx (*Appendix - Standard 1:2*)
Article 9B.docx (*Appendix - Standard 1:2:3:4:5:6*)
SURVEYS IN GOOGLE FORMS.docx (*Appendix - Standard 1:2:3:4:5:6*)
Task Force Acknowledgements.docx (*Appendix - Standard 1:2:3:4:5:6*)
Overview of Processes.docx (*Appendix - Standard 1:2:3:4:6*)
AG06 DEP - 4-8.xls (*Appendix - Standard 1:2:4:6*)
AG07 DEPLetterK-8.doc (*Appendix - Standard 1:2:4:6*)
AG08 DEP9-12.doc (*Appendix - Standard 1:2:4:6*)
AG08B DEPLetter9-12.doc (*Appendix - Standard 1:2:4:6*)
AG08C DEP9-12-nonreturn.doc (*Appendix - Standard 1:2:4:6*)
AG11 IDEP K-12.doc (*Appendix - Standard 1:2:4:6*)
AG12b Yearly Perf Review 4-8.doc (*Appendix - Standard 1:2:4:6*)
AG18 DNQ2.doc (*Appendix - Standard 1:2:4:6*)
IG06 DEP 4-8 Intellectually Gifted.xls (*Appendix - Standard 1:2:4:6*)
AG05 Invitation to Conf.doc (*Appendix - Standard 1:2:6*)
AG09 Parent Inventory.doc (*Appendix - Standard 1:5*)
AG02 B Acceleration (Indiv. Student ID Record) 4-8.doc (*Appendix - Standard 2*)
Available Identification and Gifted Services.docx (*Appendix - Standard 2*)
Lending Library.xls (*Appendix - Standard 2*)
Nurturing Program Differentiated Service Options and Criteria.docx (*Appendix - Standard 2*)
5-6transition.xls (*Appendix - Standard 2:4:6*)
AIG Program Personnel.docx (*Appendix - Standard 3*)
Personnel Preparation.docx (*Appendix - Standard 3*)
4 - 5 AIG Differentiated Service Options and ID Criteria.docx (*Appendix - Standard 4*)
6 - 8 AIG Differentiated Service Options and ID Criteria.docx (*Appendix - Standard 4*)
AIG TASK FORCE.docx (*Appendix - Standard 5:6*)
Procedure to Resolve Disagreements.docx (*Appendix - Standard 6*)
BOE Approval of Local Plan 2016-19.docx (*Local Board Approval Document*)