Kestrel Heights Sch
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 13-JUN-19
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Submitted to NC Department of Public Instruction on: 14-JUN-19

Kestrel Heights Sch has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). 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 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, Kestrel Heights Sch local AIG plan is as follows:

Kestrel Heights Sch Vision for local AIG program: Kestrel Heights School is a diverse, innovative educational community that focuses on community service, character development, ethical inquiry, and civic engagement. Our AIG class elective offers many opportunities for AIG students to work with students of like abilities as well as those with whom they differ. Our teachers use a variety of data sources to assess learners and scaffold instruction accordingly; allowing each learner to reach their full potential. The vision of this AIG service plan is to function within our existing education plan as we meet the needs of individual learners including those identified as academically/intellectually gifted.

Sources of funding for local AIG program (as of 2019)

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<th>State Funding</th>
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Standard 1: Student Identification

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

Practice A
Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response: Kestrel Heights School ensures that all personnel, families, and community members are aware of and understand the screening, referral, and identification processes for AIG services. There are clear, comprehensive, and equitable procedures in place for screening, referral, and identification of gifted learners. The AIG Specialist works with the school based AIG Leadership Team to ensure information regarding referrals and procedures for identification are shared with school personnel, parents/families, students, and the community-at-large through various forms of communication throughout the academic year.

A clear description of each of the following is embedded within the local AIG plan and will be made available to the public on the Kestrel website:
- Screening
- Referral and nomination procedures for the AIG program, including transfer students
- Identification procedures

Goals for Improvement:
- The KHS AIG Plan and the NC Academically or Intellectually Gifted Program Standards will be posted on the AIG webpage, and embedded in the Kestrel Heights School website. An abbreviated form of the AIG Plan will be available at that site (AIG Parent Handbook).
- All materials are available in print upon request to any stakeholder. (Spanish/English)
- All forms, letters, and parent materials are available in both English/Spanish.
- Annually, the AIG specialist will hold a parent information session for the parent stakeholders during Open House.
- The AIG specialist, the Director of Exceptional Children, and other school district personnel are always willing to speak with stakeholders, and to answer questions from all stakeholders.

Practice B
Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student’s aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

District Response: Kestrel Heights School considers multiple indicators of giftedness. Quantitative and qualitative measures that reveal student aptitude, achievement, or potential to achieve are part of each student’s comprehensive profile.
Referral of Students to the Program:
- A teacher, parent/guardian, or person having academic knowledge of the student may refer any student in grades kindergarten through eight for evaluation.
- Students in K-2 should be referred for intervention purposes only and will be served as Nurture students. Students in grades 3-8 should be referred for formal AIG services.
- Information and forms for referral are available throughout the year.
- While students may be referred at any time during the year, Kestrel Heights School will place documented transfer students in the first and second semesters. All other students will be evaluated in a second semester window.
- The AIG specialist is always available to respond to questions regarding referral.
- A referral campaign time is set by the AIG department. During this time, the school encourages parents/guardians, students, teachers, and others having academic knowledge of students to refer students for evaluation.

Screening:
Annually, the AIG specialist analyzes the results from the North Carolina End of Grade Tests (or comparable achievement test as specified by Kestrel Heights School) in reading and/or mathematics to target students who may need gifted education services. Students who have scored at or above the 90th percentile on the most recent End of Grade testing will be recommended for further AIG testing. Currently, the Cognitive Abilities Test (CogAT) and the IOWA Test of Basic Skills (ITBS) are used as additional measures of AIG potential.

KHS accepts the following quantitative measures administered by the LEA or by a licensed psychologist:
- Cognitive Abilities Test (CogAT)
- Iowa Test of Basic Skills (ITBS)
- Otis Lennon School Ability Test (OLSAT)
- Naglieri Nonverbal Ability Test (NNAT)
- North Carolina End of Grade Tests
- North Carolina Beginning of Grade Tests
- North Carolina End of Course Tests
- Woodcock Johnson IV, Tests of Achievement
- Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV)
- Other nationally normed standardized tests as approved by the Executive Director, EC Director, Testing Coordinator, or AIG Specialist.

With all quantitative assessments, AIG specialists are responsible for verifying that:
- In accordance with Programs for Exceptional Children, students with an Individual Education Plan (IEP) will be provided with appropriate accommodations and modifications as directed by the IEP.
- In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, students with a 504 Plan are tested as directed by the 504 Plan with appropriate accommodations and modifications.

Non-traditional assessments for consideration may include, but are not limited to, the following:
- Performance-based assessments
- Checklists
- Portfolios
- Observations
-Gifted Behavior Scale Checklists
-Individual work products with evaluation rubrics
-Literacy Assessments
-Anecdotal/Case Studies
-Student interviews with rubric

Transfer Students:
The Kestrel Heights School AIG Committee may place a student based on evidence of identification in another school setting. Transferring students will be served immediately as Nurture students. Should supporting documentation of previous identification not be available or not include specific areas of placement (reading or math) and basic rationale for placement, transfer students will follow the same process as other students for placement. Documentation is essential to serve these students appropriately. Prior placement must come from traditional public schools. This does not include charter schools or other specialized schools. AIG students in military families will be placed immediately according to Article 29B Interstate Compact on Educational Opportunity for Military Children § 115C-407.5. The Executive Director or Principal may choose to accept prior placement at his/her discretion.

Information from Sources External to Kestrel Heights School:
-Testing results from a licensed psychologist or psychiatrist with a school related focus may be submitted. Please note the testing must provide information regarding reading comprehension or aptitude, math achievement or aptitude, or nonverbal achievement or aptitude. Testing must be two years old or less. The entirety of the report must be presented to the school AIG committee.
-Psychological reports may be considered and must be submitted in full. The reports remain confidential and will be considered in full for the best educational placement of the student.

Evaluation Opportunities:
The AIG program is designed to promote student success. The placement process is rigorous and in many cases requires significant time removed from regular classroom instruction; therefore the following guidelines apply:
-Non-transfer K-2 students will not be evaluated, but may be served as Nurture students. Nurture status and collaboration between AIG specialists and classroom teachers provides for multiple, appropriate levels of service.
-Identified transfer students are placed as AIG if supporting documentation is available.
-KHS may evaluate a student for placement (including for the addition of an area of identification) three times in K-8.
  -One of the evaluations is the third grade screening.
  -Additional evaluations for placement or adding an area of identification are possible if documentation of acute circumstances that affected information gathered during the previous evaluation is available.
  -Parents/Guardians may submit outside testing.
    -These tests and reports must be conducted and written by a private, licensed psychologist or psychiatrist with a school related focus.
    -Note the testing must provide information regarding reading comprehension or aptitude and/or math achievement or aptitude.
    -Testing must be two years old or less.
    -The entirety of the report must be presented to the AIG committee.
    -This information, if given, must be used in conjunction with other currently gathered data during one of the three available evaluations.
- KHS is not responsible for providing outside testing.
- Students may be served at any time and at any grade level as a Nurture student at the discretion of the AIG specialist.
- One window of testing will be provided each year.

Identification and Service Areas:
Students may be placed and served in these areas:
- Academically Gifted in Reading – AR: Placed in Reading only.
- Academically Gifted in Math – AM: Placed in Math only.
- Academically Gifted: AG: Placed in both Reading and Math.
- Intellectually Gifted: IG: Placed with demonstrated high intellectual capacity with a ≥98th percentile on an accepted aptitude or academic achievement test in reading comprehension or math.

Placement Pathways:
Placement Pathways offer multiple criteria options to provide the best placement decisions for students within the programming available. Note that students are placed in Reading and/or Math using the criteria for that area.

Grades K-2:
Students are not formally placed in AIG unless they are transfer students qualifying under the KHS guidelines. The first semester window is open only to transfer students. These students are served in the classroom and as Nurture students.

Grades 3-8:
Students must meet at least two criteria in reading or two criteria in math to receive gifted education services in reading and/or math. Not all criteria must be included in evaluation. Students scoring at or above the 95th percentile on an accepted aptitude and/or achievement test and have one other criteria met are automatically placed in the AIG program in the area(s) of qualification. Students identified as Academically and Intellectually Gifted will have a Differentiated Education Plan (DEP) unless a strong need for further individualization is required.

Available criteria include:
- ≥90th percentile Aptitude testing.
- ≥90th percentile Achievement testing.
- ≥90th percentile using accepted tests in areas outlined in this plan may be submitted by parents/guardians. These tests and reports must be conducted and written by a private, licensed psychologist or psychiatrist with a school related focus. The entirety of the report must be presented to the AIG committee. Psychological reports must be submitted in full and will be considered in full for the best educational placement of the student. KHS is not responsible for providing outside testing.
- ≥80% on the AIG Specialist Inventory (based on multiple sources from current research).
- ≥80% on AIG Portfolio scored on AIG rubric demonstrating work at least one grade level above the current grade level. Submission must have been accomplished at school with minimum assistance by teachers.
- Highest 5% (within the school) on a nationally normed standardized test that allows for demonstrated understanding of mathematics or reading comprehension above the current grade.
Practice C
Ensures AIG screening, referral, and identification procedures respond to 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: A greater awareness of students from traditionally underrepresented populations of the gifted who show a need or the potential need for differentiated services is an ongoing focus for Kestrel Heights School. As the school’s diverse population continues to increase, the AIG department strives to have identification numbers reflective of the changing demographics. The process used to identify students in need of gifted services is ongoing, reliant on multiple measures, free of bias, and non-exclusionary.

Screening for Underrepresented Populations:
-KHS currently uses Form 7 of the CogAT, which has less emphasis on language use in math than the Form 6.
-Directions for the CogAT are made available to Spanish speaking students in Spanish.

Referral for Underrepresented Populations:
-ESL and EC teachers are approached for candidates who may be overlooked.
-All other specialists may refer students (art, music, dance, etc.).
-Students may refer for evaluation.
-Outstanding growth in EOG scores or WIDA scores assists EL students in being referred.
-Parents/guardians may refer students.
-Annually, a referral campaign takes place at a time designated by the AIG department. KHS encourages referrals through multi-media and multi-language communications.

Identification for Underrepresented Populations:
-WIDA data is added to gathered data for placement as applicable. WIDA is a second language evaluation tool.
-Scores from verbal, math, and/or non-verbal test areas may be used for placement in the student’s area(s) of strength.
-Teachers of English Learners are approached to assist in understanding evaluation results.
-Exceptional Children’s teachers are approached to seek out students who may have exceptionalities but may also be gifted. (Twice-exceptional or 2e)
-The AIG Committee may consider acute circumstances affecting student performance (such as migrant or homeless status, certain illnesses, separations from parental support such as illness or death, ongoing/acute poverty), documented circumstances of exceptionality affecting testing abilities, EC status, ELL status.
-Students may self-select portfolio items to submit in grades 3-8. This is student work accomplished entirely at school and with minimum assistance.
-An Exceptional Children’s teacher, English as a Second Language teacher, or other teacher may be added to the AIG Committee for additional understanding of evidence presented for placement.
-Data is tracked in numerous ways to continuously review our progress in placing underrepresented populations.
-Behavioral plans, 504 plans, Exceptional Children’s status, physical limitations, EL status or other documented necessary accommodations do not prejudice student placement.
-Tests administered by AIG personnel as part of a student's evaluation may be given with testing accommodations as directed by a student's Individualized Education Plan, 504 Plan, or by teacher and concurring AIG specialist recommendation.

Addressing Under-Identification:
-If less than 10% of the student body is identified as AIG, the AIG Department will work closely with students scoring in the top 10% on screenings and other testing as appropriate.
-Nurture programs will deliver services to students reflecting student membership.
-AIG specialists and teachers will monitor growth in order to refer students as quickly as possible.

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

**District Response:** Processes and procedures are in place to ensure reliable and consistent screening, referral, and identification of AIG students.

Consistent Screening Processes:
The AIG Department develops and disseminates training for administration of AIG screening procedures. This includes:
- Specifies the testing window.
- Orders materials, including those for exceptional students as requested by the school.
- Develops procedures regarding handling of test materials.
- Develops procedures for the testing sessions.
- Distributes packing directions for test materials.
- Distributes all CogAT and IOWA test materials.
- Packs and returns answer sheets for scoring.

Testing Coordinators and others as required by KHS:
- Attend training session.
- Review and apply any IEP accommodations for EOG testing for screening.
- Train all administrators on the screening tool.
- Set up school based schedules for administration.

Consistent Referral Processes:
- AIG specialists deliver professional development delineating the referral process and qualities to look for in both typical and atypical AIG student populations.
- Referrals may be accepted at any time of the year.
- Multiple media are used to publicize the referral window.
- The testing window is specified in open house materials in August.
- All referral forms are accompanied by criteria for placement.
- All referral materials are available in English and Spanish.
- AIG specialists reach out to all teachers and specialists during this window to seek out student talent.

- Criteria are consistent throughout the LEA.

Consistent Identification Processes:
All data is gathered on identical forms.
A school-based committee reviews data for each referred student. The school AIG specialist chairs the committee, but may elect to have the lead teacher assist at the meeting. Data is compared to criteria. The AIG committee makes recommendations for placement.

General Identification Process:
1. Professional development.
2. Publicity for the referral window.
3. Referrals submitted. (These may be taken at any time but students are not evaluated until the departmentally designated time. Note that transfer students are incorporated as Nurture students to provide continuous services for incoming students.) Referral forms include parent permission for evaluation.
4. AIG screening window (currently October - January, and currently CogAT Form 7 and IOWA Forms E and F).
5. Data gathering:
   - Testing as needed.
     - Earlier test results must be two years old or less.
     - Students with test results two years old or less will only be retested if a demonstrated need is present. This might include illness at the time of earlier testing or other acute circumstances.
   - Data gathering continues:
     - With at least one score on aptitude or achievement of 90th percentile or greater on accepted tests.
     - With a lesser score in the case of acute circumstances such as migrant or homeless status, certain illnesses, separations from parental support such as illness or death, ongoing/acute poverty, documented circumstances of exceptionality affecting testing abilities, Exceptional Children's status or 504 Plan designation.
   - Data gathering concludes:
     - If no further data is needed to support placement as Highly Gifted, or IG.
     - If no score of 90th percentile or greater is obtained in aptitude or achievement with no acute circumstances.
     - If further data gathering is warranted, the following may be obtained:
       (Not all criteria are required for evaluation.)
       - Teacher checklists. (Currently Renzulli Scales.)
       - Specialist inventory.
       - Performance task portfolio.
       - Student choice for portfolio submission in grades 3-8. This is student work accomplished entirely at school with minimum assistance by teachers.
       - Other data is gathered, as possible, to support placement.
6. All data is compiled and reviewed by a school based AIG Committee. This team is chaired by the AIG specialist and includes at least the principal or designee and the EC Director. Exceptional Children's teachers, ESL teachers and other specialists may be asked to join at the discretion of the AIG specialist. All discussions are confidential. Data is compared to the plan criteria allowing the school-based team to make a placement recommendation.
7. Decisions are shared with parents/guardians and students, specialists, teachers and administrators.
8. Permission forms for participation in the AIG program must be returned for services to begin.
Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, students, and the community-at-large.

**District Response:** Process Dissemination:
- Brochures and procedures are on the KHS website linked to the AIG Information site. All sites are translatable into languages set by the user.
- These procedures and criteria are shared at meetings early in the school year.
- Referral forms contain explicit information regarding criteria and process.
- Explicit information regarding the decision making process and a review of the criteria are included in the placement decision packet and in referral information.
- For each student going through the referral process, parents/guardians receive a copy of all information considered by the school teams.
- Printed materials are available upon request in Spanish/English.

**Practice F**
Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

**District Response:** Kestrel Heights School has established processes and procedures for each step of the referral, nomination, identification, and service matching process. The AIG specialist follows a consistent checklist to ensure all documentation is completed, shared with parents and other stakeholders as needed, and maintained in students' individual confidential folders.

The following paperwork is maintained for each AIG student:
- Signed Consent for Assessment
- Individual Testing Protocols
- Summary Results of Evaluation with parent signature
- Student's DEP with parent signature
- Total School AIG Headcounts.
- Spreadsheets with all student data for identified students for the school.
- Spreadsheets with all student data for referred students.
- Information for transfer students is shared with receiving districts.
- Other supporting documents as applicable (portfolio of evidence, student information form, etc.)

This documentation is available for annual review with parents/families and during additional times of need, such as re-evaluation of a student for add-on identification or change in service delivery options.

**Ideas for Strengthen the Standard:**
1. One testing window will be open per year.
2. A student may be evaluated for placement three times. Parents/Guardians are welcome to submit outside testing in full as information that can be considered by the placement teams. Information from outside testing must be submitted within the three times permitted. Note requirements for external testing.
3. Add identification classifications required by NCDPI.
4. Expand available criteria to include best practices in AIG.
5. Clearly delineate screening processes and responsibilities within the school.
6. Additional specifics regarding handling of student information have been added.
7. Make stakeholders aware of the statute related to military families and student placement within educational programming.
8. Compile a list of Frequently Asked Questions and responses (FAQ) for parents/guardians seeking information regarding the AIG program, and disseminate to stakeholders. Ensure that the FAQ is translated into Spanish as needed.

**Sources of Evidence:**
1. AIG/School Websites
2. AIG Program Parent Handbook
3. AIG Program 3-year Plan
4. Agendas for presentations
5. Publicity notes for referral windows
6. Test results
7. FAQs
8. Aggregate data
Standard 2: 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 an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

**District Response:** The AIG specialist is aware of the multi-faceted needs of gifted and advanced students and aligns programs and services to match those needs. To be intentional with services for the varying needs of gifted students requires a special balance to ensure the social and emotional needs of students are being met at the same time as their academic and intellectual needs.

There are a variety of models that are used to serve these students well, and using formative and summative data and multiple qualitative and quantitative data points helps staff determine how to meet each student's individual needs.

In K-5, identified students are are served in a variety of ways:
- Pull-out with a licensed AIG Specialist.
- Clustered with other students identified in the same academic area.
- Inclusion (or push-in service) by a licensed AIG specialist within the regular classroom as part of flexible grouping.
- Consultation, Observation, Monitoring.
Combination of any of the above services.

In middle school, students are clustered for services in advanced English Language Arts and/or Math classes. In addition, KHS offers an elective class for AIG students that allows exploration of affective topics, independent studies on a topic of interest, and other enrichment and extension units.

Suggested strategies in all classroom environments may include, but are not limited to:
- Problem-based learning, genius hour, learning contracts with self-directed studies for long-term options.
- Choice boards, tiered lessons, thinking skills applications for short-term options.
- Choice and focus are keys to the success of multiple strategies. Repetition and additional mastered content detract from AIG student growth.
- Use of 21st century skills in designing projects and presentations.
- Individual and group meetings with students to address social/emotional issues. Often addressed topics include organization, relating to other students, and relating to teachers. These may be done by the AIG specialist.
**Practice B**
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

**District Response:**
- The total sum of state-allocated AIG funds is used to provide salaries and benefits to AIG-licensed personnel whose primary duty is working with AIG students.
- KHS serves AIG-identified and Nurturing K-8 students in the areas of reading and/or mathematics.
- The AIG Program is aligned with the school Strategic Plan.
- Currently KHS focuses on service in reading and/or math depending on area of student identification. Several resources incorporate other areas of study such as science and social studies. Problem-solving is a part of both reading and math instruction.

**Practice C**
Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

**District Response:**
- **General Service Options:**
  - Differentiation = Differentiation means tailoring instruction to meet individual needs. Teachers may differentiate content, process, products, or the learning environment. Differentiation is developed based on ongoing assessment. Differentiation, by its nature, is different for different students and different for individual students at different points in the curriculum.
  - Flexible grouping = Groups that change for a variety of learning experiences. Some students may be in a group that needs to learn a specific concept. Those same students may be in another group needing more challenging material for another concept.
  - Grouping = Placement of at least five AIG students within a class. This allows the teacher to focus on the needs of AIG students more easily. Principals make class roster decisions.
  - Content acceleration = Material ahead of the student’s current curriculum grade level is taught. The materials follow the lines of the NC Standard Course of Study.
  - Interest groups = May take the form of literature circles in which students choose books, self-selected extra-curricular activities, clubs, problem based learning opportunities, science fair experiments, and other optional teacher or student created investigations.
  - Specialized projects = Students may work on specific problems or research.
  - Specialized materials = Teachers and specialists have access to many types of advanced and creative materials. Depending on the area(s) of identification, more challenging reading selections, spatial math investigations, or problem-solving materials may be included.
  - Consultation = Students remain in the regular classroom but are monitored by the AIG specialist. Teachers, may, of course, request curriculum or other resources for these students. In general this option is used when students have gaps in learning or are experiencing significant difficulty in grade level concepts.

**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: AIG Department:**
- Annually creates short bursts of professional development for faculty meetings. The short bursts cover services, regulations, program, and the AIG Plan over the course of the year.
- Gives printed copies of the AIG Plan to principals, the Executive Director, EC Director, and Board Members.
- Invites principals when the AIG Plan is new to sit down with the EC Director and the AIG lead teacher to go over changes and new emphases of the plan.
- Provides links through a Principal and a Teacher portal to all supporting documents on the Kestrel Gifted web site.
- Provides alternative materials in the form of brief summaries of parts of the AIG Plan for such areas as identification criteria, summary of the standards, school implementation of standards, etc. when needed (Parent Handbook).

All Staff:
- Have access to the complete AIG Plan and supporting documents.
- Receive ongoing professional development regarding services, identification, program goals and regulations.

**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: All School Personnel:**
- AIG student rosters with areas of service are transmitted from schools to new schools for rising classes. This information is also available through PowerSchool.
- School personnel will share information regarding class choices for AIG students entering middle school.
- School personnel will share information with parents/guardians of AIG students entering middle school.
- Specialists are available to advise students and parents/guardians at these times.
- More strategies for transition points will be implemented in future revisions of this AIG plan.

**Practice F**
Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

**District Response:** It is the expectation that the AIG specialist facilitates an AIG Leadership Committee at the school which serves as the monitoring group of advocates for gifted programming at each site. Counselors, other AIG teachers, regular classroom teachers, and other specialists such as EC and/or ESL, can serve on this committee to ensure multiple perspectives are influencing and
addressing the strengths and needs of the AIG program.

AIG Department:
- Provide guidance counselors of all AIG students with information about AIG students including dual exceptionality (2e), learning concerns, and other social/emotional needs.
- Involve all appropriate staff in creating student DEPs/IDEPs.
- Recruit appropriate staff to serve on the AIG Leadership Committee (Advisory Board) or other committees as students' needs demand (EC, ESL, OT, Guidance Counselors, etc.).
- Communicate with parents/guardians regarding special needs.
- Conduct relationship-building groups of Highly Gifted students from kindergarten through 8th grade to address problems as soon as possible. Accomplished by referral and observation of problems.
- Suggest/implement interventions when problems interfere with social and/or emotional health. These would begin with the teacher, specialist, or counselor as issues are discovered and lead to implementation of strategies by all educators working with the student. Parents/guardians would be involved early in these strategies.

Guidance Counselors:
- Disseminate information about AIG students including dual exceptionality (2e), learning concerns, and other social/emotional needs to appropriate teachers.
- Advocate for student needs K-8.
- Participate in professional development regarding AIG students.

Principals:
- Allow for flexibility in scheduling several times yearly to have specialists at multiple PLC meetings.
- Require guidance counselors to participate in professional development regarding AIG students.
- Advocate for AIG students with special needs.

**Practice G**
Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.

**District Response:** Accelerative options provided by the AIG Program:
- Online courses from North Carolina Virtual Public Schools and the North Carolina School of Science and Math.
- Support for applications to NC Governor's School, Duke TIP, and other opportunities.
- Advanced Placement and Honors classes.
- Others are in development.

For subject or whole grade acceleration in future plans, it is recommended that KHS use the Iowa Acceleration Scale (IAS) to objectively guide the student and his/her family through these opportunities. School administration would collaborate with the AIG specialist and classroom teacher(s) using quantitative information obtained through the Iowa Acceleration Scale. Parent involvement would be a part of this process, as a meeting with parents provides the committee qualitative information as required in the IAS. Based on the results and other information decided by the team, the principal and his/her committee would make the decision.
Practice H
Implements intentional strategies to broaden access to advanced learning opportunities for underrepresented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

District Response: AIG Department:
- All AIG Program printed materials are available in English and in Spanish.
- One component of the KHS Nurture Program is designed for kindergarten through grade three and is aimed at targeting unrecognized talent in multiple populations.
- Behavioral plans, 504 plans, Exceptional Children's status, physical limitations, ELL status or other documented acute circumstances help inform the AIG Leadership Committee regarding placement decisions and recommendations for services.
- The AIG Committee monitors for inclusion of students in the aforementioned situations as best meets the students' educational needs and services offered.
- AIG specialists work with teachers to adapt services and expectations to provide the best differentiation possible for all groups or individuals.
- AIG specialists may work with individual students to address academic deficiencies, learning behaviors detrimental to student success, and other impediments to classroom success.
- AIG specialists work in cooperation with all specialists.
- Develop new and/or different services as these populations change.

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

District Response: Extracurricular programs, competitions, and service learning activities are designed to further develop academic, social, and emotional skills of AIG students while building critical thinking skills, creativity, perseverance, and collaboration. Outreach programs from regional colleges and universities, museums, and other educational foundations provide additional opportunities for AIG students to build interest and engage in real-world learning.

Extra-curricular options may include, but are not limited to:
- Academic competitions (such as: Battle of the Books, Spelling Bee, Geography Bee).
- Science Fair, Science Olympiad.
- National Junior Honor Society
- Model UN, Service Learning Projects
- Journalism opportunities (yearbook, newspaper).
- Competitions such as Math Olympiad and MATHCOUNTS.
- Duke Talent Identification Program (TIP).
- Clubs (academic, arts, service).

Extra-curricular options vary by grade level and available sponsors. Parents/guardians and teachers are encouraged to sponsor options.
Ideas for Strengthen the Standard: 1. Utilize more problem-based learning, genius hour and curriculum compacting with self-directed studies, thus incorporating more student-driven learning opportunities.  
2. Ensure that students are receiving equitable service in their area(s) of identification.  
3. Include AIG specialists at leadership levels within the school.  
4. Provide more transition information at transition points; elementary school-middle school-high school.  
5. Increase school counselor involvement with AIG students.  
6. Provide more flexible and student-centered scheduling at all grade levels.  
7. Provide more professional development regarding the variety of needs within the AIG population.  
8. Expand extra-curricular opportunities.

Sources of Evidence: 1. Transition plans.  
2. Guidance counselor professional development agendas.  
3. Student feedback regarding scheduling and affective needs.  
4. Meeting Agendas  
5. AIG Program Outline
Standard 3: 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: Both AIG specialists and classroom teachers must begin with the NCSCOS, K-12, as a point from which enrichment, extension, and acceleration expand.

Enrichment:
KHS defines enrichment as adding to the NCSCOS. AIG specialists and classroom teachers develop and implement programming that is related to the SCOS but may not be directly referred to in the SCOS. This programming must be rigorous and impact skills specified under the SCOS. Enrichment opportunities relate to affective needs as well.

Extension:
KHS defines extension as exploring the SCOS with opportunities directly related to SCOS. AIG specialists and classroom teachers take a SCOS focus and allow students to follow interests that begin with that SCOS focus. This is student driven learning. Extension modalities may be designed to support affective needs in addition to intellectual needs.

Serving a Range of Advanced Learners:
- Range of learners includes identified and advanced learners not identified as AIG and transfer students not yet placed.
- The KHS AIG Committee may direct the inclusion of students as Nurture based on a student’s near placement. The goal is to continue looking for growth/maturity of the student.
- The inclusion of other Nurture students in all other instances is determined by the AIG specialist based on:
  - Professional observations.
  - Knowledge of available space.
  - Membership of the school.
  - Prior growth of individual students in Nurture.
  - Focus of the semester academically, such as reading or math (where applicable).
  - Flexible grouping as warranted. Note: Nurture status is flexible. Students may move in and out of the Nurture Program. Nurture status is not placement.
- "Nurture Group" in grades K-3 refers to a group with no identified AIG students. These groups without any AIG students will use this structure:
  - Meet one time or two times per week to allow the AIG specialist to serve identified students more frequently.
- In grades 3-8 specifically, "Blended groups" of AIG identified students and Nurture students in grades 3-8 will use this structure:
AIG blended groups are limited to the average class size in the school at that grade level.
- AIG blended classes must be made up of a majority of identified AIG students.
- Selection of students added to AIG blended groups follows the AIG Plan guidelines. The AIG specialist selects nurture students.
- Nurture status is flexible. Students may move in and out of nurture status and participation.
- Service to identified AIG students, transfer AIG students and students as directed by the AIG Committee is an absolute priority. Therefore, AIG specialists determine the inclusion of other students based on professional training and the KHS guidelines.
- Service to identified AIG students, transfer AIG students and students as directed by the AIG Committee must be provided in the area(s) of identification and in equal amounts of time for the area(s) of identification.
- A minimum of 45 minutes per week of “face time” with the AIG specialist in each area of identification is essential unless the AIG Committee has designated Consultation as the planned service option for a student.
- Identified students must be served as a priority over non-identified students.
- The majority of a specialist’s time is engaged in serving identified students.

Implementing Enrichment, Extension, Acceleration:
- Acceleration is utilized on a case-by-case basis as appropriate for individual students.
- Advanced coursework in middle school (including high school credit coursework at the middle school level) is implemented and directed by the Middle School Department.
- Groups composed entirely of AIG students are limited to the average class size in the school at that grade level.

AIG Specialist:
- Assist in creating curriculum to serve students.
- Co-teach, model teach, pull out, and push in as best suits student and school needs.
- Provide resources and opportunities for enrichment and extension to AIG students and Nurture students.
- Facilitate students of similar needs and interests working together.

Classroom Teachers:
- Use flexible grouping.
- Use flexible scheduling.
- Work cooperatively with AIG specialists to create appropriate opportunities for gifted students and advanced learners.

Principals:
- Monitor and observe classroom differentiation implementation.
- Monitor growth of AIG students on EOGs and EOCs as outcomes of differentiation employed in classroom settings.
- Be open to school-wide opportunities supported by AIG.
- Effectively group AIG students to best utilize classroom teachers and AIG specialists.
- Schedule AIG sessions for reading identified students and for math identified students separately and in equal amounts of time.
- Schedule specialist’s time so as to serve identified students more than Nurture students.
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: To respond to students' unique learning needs and continue cultivating potential in all students, AIG specialists and classroom teachers of advanced classes use multiple instructional strategies.

AIG Department:
- Collaborates with the Academic Coordinator, EC Director, and Principal to plan and provide professional development regarding instructional practices.
- Provides on-site assistance as requested by school administrators.

AIG Specialists:
- Collaborate with teachers in grouped classrooms to provide assistance.
- Design curriculum for teachers/students as is allowed by scheduling.
- Provide resources for teachers and students both as source material and instructional strategy information.
- Recommend implementation methods for various differentiation strategies.
- Set goals (student selected goals: affective, academic, others) with students at the beginning of each school year and review progress.
- Co-teach, model teach, pull out, and push in as best suits student and school needs.
- Review effective strategies yearly with faculty.
- Provide individual or group services to 2e students as needed.
- Provide support for affective needs.
- Utilize a variety of strategies including interest inventories, 7 Habits for Highly Effective Students, learning profiles and others.

Classroom Teachers:
- Use appropriate differentiation strategies.
- Work with AIG specialists to develop curriculum and strategies when appropriate and is allowed by scheduling.
- Understand co-teaching, modeling, pull out, and push in methods to advance instruction.

Guidance Counselors:
- Revisit "myths" regarding gifted students and their education to assist teachers and students.
- Support students as students lobby for effective scheduling and coursework.
- Support students by advocating for the use of DEPs.
- Provide affective support to AIG students in conjunction with AIG specialists and teachers.

Principals:
- Provide time in faculty sessions for AIG specialists to review student needs, AIG services and differentiation strategies.
- Promote use of differentiation for AIG students.
- Provide flexibility of scheduling to meet AIG specialists' required duties.
- Group students to provide maximum efficiency in use of personnel.
At all levels, classroom teachers differentiate to further respond to students’ academic and social/emotional needs through, but not limited to, the following instructional strategies:
- Curriculum compacting.
- Socratic and Paideia Seminars.
- Project Based Learning.
- Problem Based Learning.
- Higher Order Questioning.
- Flexible Grouping.
- Critical Thinking.
- Genius hour.
- Independent learning contracts.
- STEM and STEAM.
- Computer programming related to NCSCOS.
- Choice boards using multiple learning modalities and expectations.
- Production with technology.
- Tiered lessons.

At the elementary school level, principals are encouraged to implement cluster grouping within grade levels of identified students. Clustering of AIG students (defined as a group of 5-7 identified students) allows students of similar interests, readiness, and abilities to work together. AIG Specialists extend these instructional strategies through daily or weekly push-in and pull out services.

At the middle school level, AIG specialist collaborate with teachers of advanced English/Language Arts and Math courses to ensure the above listed strategies are implemented. Modeling lessons that emphasize best practices is another method to aid teachers in instructional delivery.

**Practice C**
Incorporates a variety of evidence-based resources that enhance student learning.

**District Response:** In order to appropriately challenge learners, it is critical that KHS continues to identify, create, and use a variety of authentic resources to extend, enrich, and supplement the curriculum. The AIG specialist and classroom teachers of advanced learners are encouraged to attend professional development opportunities focused on instructional resources that can be shared with other teachers.

Identifying Supplemental Resources:
- Lead teacher investigates resources for curriculum needs identified by specialists and teachers.
- AIG specialists bring to the AIG PLC resources that have been successful in targeting needs.
- AIG specialists are encouraged to ask for resources that best support students.
- AIG specialists are encouraged to attend the annual NCAGT (North Carolina Association of Gifted and Talented) conference to find new resources and strategies for our students. KHS can support financially as funding allows.

Creating/Obtaining Supplemental Resources:
- AIG specialists share links to online resources via the Kestrel AIG web site.
- Lead teacher and Executive Director of EC and AIG Programs seek funding for purchases.
-Lead teacher assists in creating resources as needed.
-Lead teacher pursues professional development in use of new resources as needed.

Integrating Supplemental Resources:
- AIG specialists offer and explain supplemental resources to classroom teachers.
- All teachers may request assistance from AIG Department and specialists to plan use of resources or to seek out resources.

**Practice D**
Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.

**District Response:**
- Teachers of all students incorporate 21st century skills and content, focusing on Critical Thinking, Collaboration, Creativity, and Communication.
- AIG specialists will help classroom teachers and other specialists create integrated units incorporating support for 21st century skills, content, and technology.
- AIG specialists create and/or utilize problem-based learning units that include real world applications.

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

**District Response:**
A variety of summative and formative assessment data is available to teachers and AIG specialists (mClass, MAP, benchmarks, iReady, EOG, EOC) for review as they monitor the impact of AIG services in the school. The AIG Committee will continue to work with MTSS at the school level to ensure review of ongoing assessments and that advanced learners are a part of the process.

AIG Specialists:
- Employ multiple and appropriate assessments to determine Nurture students.
- AIG specialists use data to assist classroom teachers with and/or design differentiated curriculum as allowed by scheduling.
- Monitor academic progress of AIG students for inclusion in flexible groups.
- Monitor academic progress of Nurture students to inform inclusion decisions.
- Use differentiation strategies such as curriculum compacting, tiered assignments, interest-based units, to best meet the needs of gifted learners.

Classroom Teachers:
- Monitor academic progress.
- Differentiate and adapt classroom teaching to meet the needs of students who have already mastered content to be taught.
- Deliver appropriate instruction for students who master content quickly.
- Use differentiation strategies such as curriculum compacting, tiered assignments, interest-based units, to best meet the needs of gifted learners.
-Ask for assistance from specialists.

Principals:
-Create flexible grouping opportunities.
-Monitor for differentiation and adapted curriculum.
-Foster and support cooperative planning for differentiation.

Practice F
Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

District Response: The social and emotional needs of gifted students continues to be an area of focus as the needs of advanced students are wide and varying. Through the practice of cluster grouping, AIG specialists and classroom teachers are able to facilitate instruction with small groups of like-minded students. When elementary school AIG specialists work with advanced students in pull-out situations, curricular practices that meet the social and emotional needs of advanced learners can be implemented.

AIG Department:
-Assists in offering opportunities for students to develop socially and emotionally.
-Creates learning opportunities that address the needs of AIG learners for all stakeholders.
-Provides faculty, guidance counselors, and administrators with information and/or professional development opportunities regarding the social and emotional needs of gifted students.
-Addresses the affective needs of gifted learners and "myths" about gifted students in presentations to faculty.
-Assists with information, curriculum, and strategies to support educators, guidance counselors, parents/guardians, and students in this area.
-Offers parent session(s), Parent University, on the social and emotional needs of gifted children.
-Advocates for equitable treatment of AIG students within classrooms including use of DEP recommendations for needed affective support strategies.

Classroom Teachers:
-Attend professional development regarding AIG students' potential affective needs.
-Know the unique affective needs of gifted students.
-Coordinate with guidance counselors, teachers, and others as necessary to obtain and deliver appropriate services.
-Use DEP recommendations for needed affective support strategies at all grade levels.

Guidance Counselors:
Guidance counselors are part of the service delivery for AIG students at all levels. As such they must:

-Attend provided professional development regarding AIG students' potential affective needs.
-Coordinate with AIG specialists, teachers, and others as necessary to obtain and deliver appropriate services.
-Support students in scheduling to meet student interest and goals and to appropriately challenge students.
Advocate for equitable treatment of AIG students within classrooms including use of DEP recommendations for needed affective support strategies, K-8.

Principals:
- Understand the possible behaviors gifted students may exhibit in and out of the classroom.
- Support flexibility of scheduling for strategic interventions and student academic needs.
- Require guidance counselors and other faculty to attend professional development regarding affective needs.

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

**District Response: Talent Pool Development K-3:**
- In K-3, Nurture programs will deliver services to students reflecting student membership.
- Students may be grouped flexibly with similar learners in reading and/or mathematics.
- Students in the Nurture Program are not identified as AIG. The goal of nurturing is to find potentially gifted students.
- The Nurture Program is not intended to serve identified AIG students.
- The expectation is that K-3 classroom teachers differentiate instruction for identified AIG students. Assistance from the AIG specialist is given upon request.
- AIG specialists monitor identified students' needs and progress.
- Student selection for Nurture is done by the AIG specialist based on:
  - Professional observations.
  - Knowledge of available space.
- In K-3, student selections must reflect the school makeup.
- Prior growth of individual students in Nurture.
- Focus of the semester academically, reading or math (where applicable).
- Flexible grouping. Note: Nurture status is flexible. Students may move in and out of the Nurture Program.
- "Nurture group" in K-3 refers to a group with no identified AIG students. These groups without any AIG students will use this structure:
  - May be as large as 10 students.
  - Meet one or two times per week to allow the AIG specialist to serve identified students more frequently.

Classroom Differentiation and Instruction:
- A variety of strategies are used. For example:
  - Questioning.
  - Choice-based learning.
  - Tiered assignments.
  - Self-paced learning.
- The AIG specialist is available to assist in development of strategies or design of curriculum for K-3 teachers as is allowed by scheduling.

Identification of K-3 Students:
Available to students meeting criteria.
A third grade screening is administered unless a current CogAT or IQ test or similar test results are on file. There is a list of accepted aptitude and IQ tests.

**Practice H**
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** Shared Responsibility for Advanced Learners:
- The expectation is that all classroom teachers and specialists, such as ESL and EC specialists, differentiate instruction for advanced learners.
- AIG specialists and the AIG Department will assist grade levels, individual teachers, schools, other specialists and principals with design of curriculum and implementation.
- Principals and administration monitor subgroup test results.
- At the request of a principal or other administrator, AIG specialists will work with teachers needing particular assistance with incorporating differentiation. Appropriate methods for this assistance include but are not limited to:
  - Co-teaching.
  - Model teaching.
  - Designing materials and curriculum that coordinate with classroom goals as is allowed by scheduling.
  - Coaching.
- AIG specialists cultivate relationships with teachers to the degree possible in order to assist with incorporating differentiation.
- Currently, the Exceptional Children's Program and the AIG Program are under one director. This facilitates interaction among program facilitators, which provides education about both areas to AIG and EC specialists.

**Communication:**
- Schedules, as possible, enable AIG specialists to attend grade level planning and PLC meetings.
- Information regarding student groups is given to principals by the AIG specialist. This information includes AIG identification type.
- Pacing guides need to be provided to AIG specialists.
- Rosters of AIG and Nurture students are shared with classroom teachers, specialists in Exceptional Children and ELL (and other specialists as needed) and principals. Rosters are updated as changes occur.
- Twice-exceptional (2e) and ELL students fall under the care of multiple specialists. Information about best practices, student performance issues, affective needs, and knowledge of various communities within our school is exchanged among these specialists both in written and verbal forms. Specialists support identification of these special populations when appropriate.

**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:** An annual review is conducted with parents/families for each elementary and middle school AIG student to ensure appropriate services are matched to student needs. The match of services is based on student progress reports, report cards, standardized achievement test scores, and/or informal assessment data. Parents, classroom teachers, and the AIG Specialist will indicate any change in services on the DEP/IDEP before signing. If the annual performance review indicates that a student is not performing satisfactorily and a change in services may be required, the team and parent/family will collaborate to match service needs or develop an Intervention Plan.

Annual DEPs:
- Each school year, grade level classroom teachers collaborate with AIG specialists to complete a Differentiated Education Plan (DEP) for identified gifted students in K-8. The DEP is developed using a standard format. The DEP outlines the program service options and differentiation plans for AIG students across the grade levels in the school.
- The AIG Committee, which includes the principal, reviews all grade level Differentiated Education Plans.
- IDEPs are created for students requiring special services. For example:
  - Students with 504 Plans.
  - Twice-exceptional students.
  - Students in need of specific social/emotional support.
  - Underachieving students needing specific intervention strategies.
  - Exceptionally highly gifted students.
- Both the IDEP and the DEP contain specific topics/strategies and definitions thereof.
- Parents/Guardians receive a copy of the DEP/IDEP at the beginning of the second semester.

Long-term Documentation:
- The AIG specialist maintains a folder for individual AIG-identified students minimally containing:
  - Completed Student Evaluation Summary detailing data used for placement decisions.
  - Signed Prior Notice And Consent For Evaluation Form.
  - Signed Prior Notice And Initial Consent For Services Form.
  - Any Completed Teacher observations forms.
  - Copy of each year's DEP/IDEP.

**Ideas for Strengthen the Standard:** All Stakeholders:
1. Service to identified AIG students, transfer AIG students, students as directed by the AIG Committee and selected Nurture students are the priority. Nurture students are selected according to criteria in this plan.
2. Collaborate with all stakeholders to support development of AIG differentiation in all classrooms.
3. Recognize and instill the idea that differentiation is a cooperative, daily need in all academic settings.
4. Work to ensure communication continues with students, teachers, guidance counselors, and administration.

Principals:
1. Assist in implementing strategies that address the needs of advanced learners.
2. Group students to effectively utilize classroom teachers and specialists.
3. Group students for interaction with like-minded students. This is a proven strategy to support both academic and affective growth.
4. Monitor differentiation in the classroom, including Honors classrooms.

AIG Specialists and Classroom Teachers:
1. Create opportunities within all classrooms to include research, creativity, innovation, contextual learning, leadership, adaptability, and affective skills.
2. Use data from formative assessments to differentiate and adapt classroom teaching for students who have already mastered content to be taught or who master content quickly. Possible differentiation strategies such as curriculum compacting, tiered assignments, interest-based units, are ways to best meet the needs of gifted learners.
3. The goal of any assignment for an AIG student is to add challenge and interest to the student's current learning situation.
4. Differentiate appropriately and cooperatively for AIG students.
   - Reflect goals of plans/curriculum developed by the grade level as appropriate for the diversity of the AIG student population.
   - Appropriate differentiation may include materials different from the grade level plans and extensions beyond the grade level curriculum.
5. Make the school AIG specialist available via scheduling and flexibility to assist in development/explanation of strategies or design of curriculum for K-3 teachers use.
6. Flex groups within the classroom and within the AIG nurture program.

**Sources of Evidence:**
1. AIG schedules.
2. Cooperative lesson plans.
3. Differentiated lesson plans from teachers.
4. Principal observations.
5. Classroom rosters with grouped students.
Standard 4: 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: Roles and responsibilities of the AIG-licensed educator as lead coordinator/specialist:
- Helps plan, develop, and coordinate the gifted education program.
- Leads revision of plan every three years.
- Ensures the components of the AIG Plan are implemented.
  - Evaluates the effectiveness and appropriateness of services to gifted learners.
  - Coordinates professional development activities for teachers of gifted learners.
  - Interprets gifted education program goals and objectives to system personnel.
- Helps develop and disseminate gifted education program information to stakeholders.
- Facilitates the AIG Advisory Board (AIG Committee).
- Serves as system liaison to NC Department of Public Instruction, including monitoring of state requirements, headcount data, and reporting procedures.
  - Assists with the financial management of the program.
  - Helps coordinate information pertaining to gifted students between departments.
  - Communicates with principals and other administrators.
- Analyzes program data and develops programming accordingly. This may include obtaining resources and securing or creating professional development.
  - Develops and facilitates Parent Information sessions.
  - Creates and revises program documentation.
  - Monitors diversity of program.
  - Monitors identification process.
  - Monitors compliance with the plan.
- Develops presentation of student referrals for the AIG Committee.
- Develops or locates professional development for EC specialists, guidance counselors, school administrators and others regarding:
  - 2e students.
  - Culturally, linguistically and economically diverse students.
  - Typical gifted students.
  - Affective needs.
  - Advocating for all gifted students.
  - Advocates for gifted students and gifted education.
  - Coordinates all other programming pieces as needed.
  - Creates all forms.
  - Distributes materials.
Practice B
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

District Response: Roles and practices of Licensed AIG specialists:
- Have AIG licensure or be enrolled in an AIG licensure program with an institute of higher education.
- Oversee the implementation of the AIG plan in the school.
- Adapt the NC Standard Course of Study (SCOS) K-8, 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.
- Employ 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.
- Select and use a variety of research-based supplemental resources that augment curriculum and instruction.
- Foster the development of 21st century content and skills at an advanced level.
- Use ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.
- Create affective curricular and instructional practices which support the social and emotional needs of AIG students.
- Cultivate and develop the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.
- Develop and document a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-8 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.
- Develop partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social, and emotional needs of gifted students.
- Encourage extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.
- Implement student screening, referral, and identification processes consistent with the AIG plan.
- Maintain accurate and appropriate records related to gifted education procedures which include AIG files, documentation for AIG plan, and PowerSchool.
- Create and implement a plan for regular communication in various forms (i.e. actively maintained website, newsletter, email listserv, etc.) with parents and families of AIG students.

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: AIG Department:
- Fosters collaboration with all teachers and specialists to create an atmosphere of "AIG, All Day, Every Day" service for students.
- Secures professional development dealing with differentiated content delivery. This may be presented by the Department or external sources.
-Continues education regarding grouping of students as an effective, efficient strategy for teachers and AIG specialists.
-Develops or locates professional development for EC specialists, guidance counselors, school administrators and others regarding:
  - 2e students.
  - "Typical" and "Atypical" gifted students.
  - Affective needs.
  - Advocating for all gifted students.

Principals:
- Set aside time in faculty meetings for presentations by the AIG specialist.
- Create additional professional development for teachers with groups of AIG students.
- Monitor participation in AIG professional development by all faculty.

**Practice D**
Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

**District Response:** The AIG Department:
- Provides assistance with differentiated curriculum in the regular education classroom.
- Implements professional development to ensure regular education teachers have the necessary skills and abilities to work with gifted learners.
- Teaches alternative methods of delivery to differentiate content.

Principals:
- Group AIG students for effective use of specialists and teachers.
- Provide teachers with AIG groups planning time with the AIG specialist.
- Encourage various methods of cooperative teaching.

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

**District Response:** AIG Department:
- Monitors other departments' staff development focus points.
- Offers assistance in staff development for other departments.
- Offers staff development for other departments.
- Monitors outcomes of professional development.
- Stays aware of and involved in LEA initiatives.
- Continues research into best practices in gifted education.
- Seeks opportunities for cooperative staff development with other departments.
- Encourages teachers to attend sessions regarding:
  - AIG curriculum and instruction.
  - Best practices in gifted education.
Differentiation.
  - Gifted students' characteristics including 2e.
  - Affective needs.

AIG Specialists:
- Seek opportunities for involvement in the local school such as Leadership Teams. Curriculum Teams, PLCs.
- Create professional development to target school demands.

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

District Response: AIG specialists:
- Meet in PLCs and plan with teachers as schedules permit.
- Develop communication strategies outside of face-to-face for planning.
- Review collaborative strategies and curriculum with co-teachers or teachers utilizing AIG resources.
- Develop materials and strategies that demonstrate both cooperation in reaching classroom goals and appropriate materials and strategies for gifted students.
- Review implementation of professional development.
- Evaluate professional development impact on student learning, including affective growth.

Classroom Teachers:
- Recognize AIG planning as strategic for AIG students. AIG students need appropriate materials and strategies. The AIG specialist is the resident expert.
- Participate in cooperative planning.
- Review implementation of professional development.
- Evaluate professional development impact on student learning using multiple markers.

Principals:
- Create opportunities for cooperative planning.
- Review implementation of professional development.
- Evaluate professional development impact on student learning.

Ideas for Strengthen the Standard: 1. Funding for the AIG Program is program specific. AIG specialists should be utilized in accordance with the expectations of funding from NCDPI and the local Board of Education.
2. Offer AIG-related professional development.
3. Ensure ongoing brief AIG professional development is accomplished in faculty meetings.
4. Create professional development for teachers working with AIG students in classrooms with or without groups of AIG students.
5. Increase our ability to provide professional development that impacts student learning by hiring and retaining AIG specialists.

**Sources of Evidence:**
1. Schedules.
2. Documents outlining utilization of specialists.
3. Review and planning documents from annual meetings with principals.
4. Professional development agendas.
5. Faculty meeting agendas.
6. Cooperative lesson plans.
**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 that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

**District Response:** AIG Department and Other Stakeholders:
- Identify businesses and community agencies that would partner with the AIG Program. Goals for these groups are:
  - Support special events for gifted students.
  - Be aware of gifted services.
  - Support special events for gifted programs that reach the entire community.
- Plan and cultivate community support for special opportunities:
  - Ask stakeholders, especially parents/guardians and students, for input regarding special opportunities we can collaboratively offer.
  - Ask for support from all stakeholders including parents/guardians and students.
  - Publicize opportunity plans.
- Develop a database of partners who have particular expertise and can share that with students.
- Support Career Day and other events that establish partnerships.

**Practice B**

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

**District Response:** Information regarding the local AIG plan, program, and policies is shared in multiple ways to reach all stakeholders. Such forms of communicating with stakeholders include the following practices:

- KHS AIG Plan and the NC Academically or Intellectually Gifted Program Standards are posted on the AIG webpages embedded in the Kestrel Heights School website. A briefer form of the AIG Plan is available at that site. The AIG Parent Handbook, brochures, and other information can be found there. All are translatable at the site.
- All forms, letters, and parent materials are available in both English/Spanish.
- Annually, the AIG specialist holds a parent information session for the parent stakeholders at Open House.
- A school newsletter is distributed on a weekly basis, which includes AIG information.
- The AIG specialist, the Executive Director of Exceptional Children and AIG, and other school personnel are always willing to speak with all stakeholders and to answer questions from all
stakeholders.
-Parents/guardians, teachers, administrators, and community representatives serve on the AIG Advisory Board or AIG Partnership Committee.
-Activities, contests, awards involving AIG students are shared as press releases on the KHS website and social media.

**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:** School based advisory committees collaborate to discuss, review, and refine the local AIG program and plan. It provides opportunities for development, implementation, and monitoring of the local AIG program and plan through school based AIG Leadership Committees and AIG Partnership Committees. These committees reflect the diversity of the school and involve stakeholders who share the common goal of advocating for the needs of gifted students from all populations at all grade levels.

- The AIG Advisory Board is intentionally recruited from multiple stakeholder groups, such as parents, EC, ESL, counseling, teachers, and administrators, with attention given to including diverse ethnic groups.
- The AIG Advisory Board meets to monitor the local AIG program.
- The AIG Advisory Board meetings are convened by the AIG lead teacher with an agenda set by the Executive Director of AIG Programs and the lead teacher.

**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:** AIG specialists:
- Will include information about opportunities in AIG newsletters.
- Submit press releases on the KHS website about upcoming activities or events for gifted students and the participation of AIG students in activities or events.
- At AIG DPI meetings, specialists can discuss opportunities with and get ideas from one another. These can then be shared at the school level with administration, parents and students.
- As needed and as possible, a translator will be present at meetings and sessions for parents/guardians.

**Practice E**
Partners with community stakeholders, such as institutions of higher education, local business and
industry partners, and others to enhance and gain support for AIG programs and services.

**District Response:** Kestrel Heights Charter School is fortunate to be located in an area surrounded by a broad base of businesses, industries, and institutes of higher education that support AIG programming and services. Enhanced student learning through mentorships, outreach programs, interest clubs, enrichment camps, and field-based experiences provide opportunities outside of school programming.

Local businesses provide a wide range of much-needed resources to support AIG programs. Within Durham's rich downtown area, organizations such as the Arts Council, Life and Science Museum, and Carolina Theatre provide academic and aesthetic enrichment to students throughout the year. The goal of Kestrel Heights School is to ensure that students' needs are met academically and socially/emotionally. To achieve that end requires partnerships.

**Ideas for Strengthen the Standard:** 1. Ask stakeholders, especially parents/guardians and students, for input regarding special opportunities we can collaboratively offer.
2. Develop a database of partners who have particular expertise and can share that with students.
3. Expand distribution of AIG information to businesses to establish partnerships.

**Sources of Evidence:** 1. Start-up of new ventures for AIG students.
2. Database of partners.
3. Schedule of presentations.
4. Events planned for students.
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 local board of education and sent to SBE/DPI for review and comment.

District Response: -The AIG Specialist, principal, and EC Director develop and refine the AIG Plan.
-Local concerns such as student membership data, geography, grade level configurations and personnel allotments are considered in developing the plan.
-The AIG Plan addresses the six standards and the practices of the 2018 NC AIG Program Standards as required by the SBOE.
-DPI documents and supports were utilized in developing this plan.
-The plan is submitted to the Kestrel Heights School Board of Education for review and approval, and will be sent to the NC State Board of Education/Department of Public Instruction (SBE/DPI), no later than July of 2019.

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: -The AIG specialist and the Executive Director of EC and AIG review all program documentation for accuracy, completeness, and consistency.
-The AIG Plan is formally reviewed and revised every three years.
-The AIG Advisory Board meets as scheduled by the Executive Director of EC and AIG or lead AIG specialist to discuss implementation/evaluation of the local plan.

Principal and AIG Lead Teacher Evaluations and Planning:
In the spring semester, the AIG lead teacher will schedule a meeting with the principal.
-Evaluations/reflections of the current year’s AIG program will be made:
  -Targeted reflections about the current emphases of the plan.
  -Plan fidelity will be discussed.
-Planning assistance for the coming year will be offered, including:
  -Needed improvements as seen by the principal and lead teacher.
  -Use of personnel.
  -Curriculum enhancements.

Practice C
Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

**District Response:**
- Budget is prepared to provide essential services to students served by the AIG program.
- Budget is approved by the local Board of Education.
- The budget aligns with the goals of the AIG Plan.
- The Executive Director monitors budget expenditures for AIG.
- In our district, the entirety of allocated state funds is used for salaries of specialists.

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

**District Response:** AIG Specialists develop Intervention Plans to assist AIG students who may need support in challenging classes, or who are not working at an expected level as aligned with their identification. Classroom teachers, the student, and his/her parents are part of the collaboration as Intervention Plans are developed.

- EOG and EOC test data will be analyzed for AIG identified students' performance growth.
- Education Value Added Assessment System (EVAAS) data for AIG-identified students will be analyzed.
- Director of Testing and Accountability and the Executive Director of EC and AIG Programs or designee will meet to discuss data needs.
- AIG specialists will be included in use of EVAAS data training as needed.

**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:** The proportionality of the Kestrel Heights AIG headcount is reflective of the student demographics in the district. While the AIG department strives to ensure ongoing nurturing and recognition of potential for all students, awareness of students who are culturally/ethnically diverse, economically disadvantaged, and English Language Learners remains a priority.

All students identified as AG/IG/AIG in KHS are entered in PowerSchool by the AIG specialist. This practice provides an ongoing opportunity to monitor all students, looking for trends in identification. This information gives close attention to the screening and referral process. Through the ongoing data analysis, performance and retention of all underrepresented populations is carefully monitored.

**AIG Department:**
- Collects data from screenings to look at trends.
-Analyzes data from EOCs/EOGs related to the AIG subgroup.
-Analyzes headcount data:
  -Proportionality among school identification rates.
  -Demographic trends.
  -Rate of identifications of all groups within the program.
-Have access to student membership data through the state/local data system.
-Referral data:
  -Review referrals for appropriate referrals, referring parties, diversity.
-Subgroup growth data:
  -Devise curriculum and/or strategies to increase student growth.
  -Assist principals in planning to reach student growth goals.
  -Utilize EVAAS data.

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

District Response: -The Executive Director receives data on AIG licensed teachers.
-The Human Resources Department is the repository for the licensure of all teachers.
-AIG specialists are required to be AIG-licensed or to be taking coursework at a college or university leading to AIG certification.
-Teachers who have an AIG cluster of students are encouraged to take coursework leading to AIG certification or to participate in supporting staff development.

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: -Create surveys for students and parents directly reflecting the Standards and Practices in the NC AIG Plan.
-Use email system to inform parents/guardians of survey opportunities.
-Survey students regarding their perceptions about the AIG program.
-The Executive Director and all AIG specialists are available via phone, email, and/or conference to parents/guardians and school personnel to discuss the AIG program.
-The AIG specialist has a web page that includes contact information.
-The AIG Advisory Board meets 2-3 times per school year.
-KHS will address the AIG Plan implementation in the School Improvement Plan.
-Parents/guardians, via the parent representative(s) to the school leadership team, the AIG Advisory Board, and specialists have the opportunity to respond to the AIG Plan implementation strategies as presented in the School Improvement Plan.

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

**District Response:** All Community Stakeholders:
- Have opportunity to engage the Advisory Board members.
- May contact any AIG specialist, teacher, or principal to offer feedback.
- Have representation on the Advisory Board.
- Have been engaged in focus surveys.
- Have the opportunity to participate in focus groups.

AIG Specialists:
- Review the current plan.
- Reflect on needed changes based on their experiences since the mid-term evaluation.
- Help construct changes.

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

**District Response:**
- Post AIG Plan on KHS website.
- Post evaluation data on the AIG page of the KHS website.
- Post plan changes on the AIG page of the KHS website.
- Share all information with principals, district administrators, PTA groups, and others.
- Include success data such as awards and others.

**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:** KHS Safeguards include Procedures for:
- Student records.
- Identification decisions.
- Submitted psychological reports.
- Required parent/guardian consents for evaluation and participation.
- Procedure for disagreements regarding placement or service.
- State regulations about gifted education.
- Translation of materials into English/Spanish or other languages as needed.

Procedures for Resolving Disagreements:
Parents or guardians may request a review of Academically and/or Intellectually Gifted (AIG) services if they feel that:
- Kestrel Heights Charter School improperly failed to identify their child as an AIG, AG, or IG student,
or

- The plan for the AIG Program has not been implemented appropriately in regard to their child.

Step 1: Principal's Conference
- If a disagreement concerning AIG services is not resolved with the AIG committee, the parent or guardian may file a written appeal of the committee's decision with the principal within five (5) school days.
- The principal shall schedule a conference with the parent or guardian within five (5) school days of receiving the appeal and, after reviewing the challenged recommendation with the AIG committee chairperson, shall respond in writing to the parent or guardian and AIG committee within five (5) school days after the parent conference.

Step 2: Appeal to the Executive Director
- If the disagreement is not resolved through the principal's conference, the parent or guardian may file a written appeal of the decision with the Executive Director within five (5) school days of receiving the principal's response.
- The Executive Director shall convene the AIG Appeals Committee and schedule a conference with the parent or guardian within five (5) school days of receiving the appeal.
- The Executive Director shall respond in writing to the parent or guardian and principal concerning the outcome of the review within five (5) school days after the conference.

Step 3: Appeal to Kestrel Heights School Board
- If the disagreement is not resolved through the AIG Appeals Committee's review, the parent or guardian may file a written appeal of the decision with the Kestrel Heights School Board within five (5) school days of receiving the response from the AIG Appeals Committee.
- The Board shall offer a final written decision to the parent or guardian within thirty (30) calendar days after receiving the appeal.

Step 4: State Level Grievance Procedure
- In the event that the local grievance procedure fails to resolve the disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes.

The scope of the review shall be limited to:
(i) Whether the local school board administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student, or
(ii) Whether the local plan has been implemented appropriately in regard to the child.

Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decisions of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Ideas for Strengthen the Standard: 1. In the spring semester, the AIG lead teacher or a designee of the AIG Department will schedule a meeting with the principal to discuss the current year's AIG program and fidelity with the plan and next year's plans.
2. Assist principal with planning to reach student growth goals.
3. AIG specialists will be included in use of EVAAS data training as needed.
4. The school will address the one standard of the AIG Plan implementation yearly in the School Improvement Plan.

**Sources of Evidence:**
1. Notes from principal meetings.
2. EVAAS training.
4. Parent/Student survey form and feedback results.
Glossary (optional):

Appendix (optional):
AIG_Plan_Approval_Signature_pg__2019_20 SIGNED.pdf (Local Board Approval Document)