

**Columbus County Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2013-2016**

**Approved by local Board of Education on:** 03-JUN-13

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Columbus County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). 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 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

***For 2013-2016, the Columbus County Schools local AIG plan is as follows:***

**Columbus County Schools' Vision for local AIG program:** Giftedness is exhibited in all ethnic, geographic and socioeconomic groups. We believe that gifted students have the potential to learn significantly faster and with more complexity than other students of their age, experience, and environmental influences. Within our total education system, we must include opportunities for these gifted students to achieve success and further develop their gifted behaviors. Their needs, therefore, must be met with varying levels of service delivery options for which we must provide appropriate programs and the staff development for their implementation.

Through collaboration among the community, school administration, and teachers, we can empower the students with knowledge, skills and attitudes to become outstanding citizens and leaders in tomorrow's global society.

**Sources of funding for local AIG program (as of 2013)**

| <b>State Funding</b> | <b>Local Funding</b> | <b>Grant Funding</b> | <b>Other Funding</b> |
|----------------------|----------------------|----------------------|----------------------|
| <b>\$317952.00</b>   | <b>\$0.00</b>        | <b>\$0.00</b>        | <b>\$0.00</b>        |

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## **Standard 1: Student Identification**

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

### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County Schools AIG Specialists meet regularly with school personnel, parents, and students to discuss the processes for screening, referral, and identification. The AIG website is updated on a regular basis to maintain a consistent line of communication with the community at large.

**Description:** The Columbus County Schools AIG Program will maintain an online website that may be accessed by school personnel, parents, and the community. The AIG Specialists present a Power Point presentation to school personnel that overviews the entire identification process. Special attention is given to communicating with the parents during the screening and identification process. (See "other comments" for screening and identification process.) Parents receive our informational brochure annually at DEP meetings. The brochure, entitled Columbus County Schools Academically/Intellectually Gifted (AIG) Program Parent and Student Resources, explains the screening and identification processes in an abbreviated format that is parent friendly.

### **Planned Sources of Evidence:**

- Online information on AIG website
- Power Point for teachers and principals
- Student Identification Placement Record
- Informational Brochure entitled "Columbus County Schools Academically/Intellectually Gifted (AIG) Program Parent and Student Resources"
- Copies of "Invitation to Conference" letters that were sent to parents/guardians

### **Other Comments:**

#### **THE SCREENING PROCESS**

A broad-sweep screening will occur annually for every Columbus County child in grades K-12. Informal screening by continuous observation of students will be ongoing. This screening procedure ensures equal opportunities/access for all students, including minority students, students with disabilities, and students who are economically disadvantaged. Information collected at screening should lead to either further assessment, or to a decision that the student does not require differentiated services.

### K-3 SCREENING SHOULD BE CONDUCTED AS FOLLOWS:

- During annual screening, all K-3 teachers will closely observe students in an effort to document behaviors that reflect advanced learning characteristics, motivational characteristics, creativity, leadership, and adaptability. Such documentation will be recorded on the Pfeiffer and Jarosewich Gifted Rating Scales. If a pattern of gifted behavior is revealed, the teacher will nominate the child to the School Review Team.
- If a transfer student in grades K-3 has been identified as AIG in another school system, that student will immediately be placed in the AIG Student Pool.
- Parent, teacher, community, peer, and self nominations will be accepted by the School Review Team.

### 4-8 SCREENING SHOULD BE CONDUCTED AS FOLLOWS:

- Columbus County Schools will conduct a general screening of aptitude of all third grade students. Students scoring 90% or higher on this assessment will be placed in the AIG Student Pool.
- Grades 4-8 are given the NC End-of-Grade Assessment in Reading and Mathematics. Students scoring 85% or higher on either test will be placed in the AIG Student Pool.
- Classroom performance  $\geq 85$  may be used to place a student in the AIG Student Pool.
- A Gifted Rating Scale score  $\geq 93$  may be used to place a student in the AIG Student Pool.
- Students will complete an interest survey.
- If a transfer student in grades 4-5 has been identified as AIG in another school system, that student will be placed in the AIG Student Pool.
- Teacher, parent, community, peer, and self-nominations will be accepted by the School Review Team.

### 9-12 SCREENING SHOULD BE CONDUCTED AS FOLLOWS:

- Students scoring 85% or higher on standardized tests such as the PSAT, SAT, or End-of-Grade/End-of-Course will be placed in the AIG Student Pool.
- Outstanding classroom performance may be used to place a student in the AIG Student Pool.
- If a transfer student in grades 9-12 has been identified as AIG in another school system, that student will be placed in the AIG Student Pool.
- Teacher, parent, community, peer, and self-nominations will be accepted by the School Review Team

Students must meet screening criteria to be considered for identification.

### IDENTIFICATION PROCESS:

- 1) 93% or above on standardized aptitude test,
- 2) 93% or above on standardized achievement test,
- 3) 93% or above on performance
- 4) Score of 93% or above on the Pfeiffer & Jarosewich Gifted Rating Scales® (grades 4-8);  
Score of 109-120 on the Renzulli-Hartman Gifted Behavior Scale (grades 9-12)

- 5) Score of 90% or above on the Pfeiffer & Jarosewich Motivation Scales® (grades 4-8);  
Score of 24-27 on Renzulli-Hartman Motivation scale (grades 9-12)
- 6) Documented interest survey

(Students must meet at least 4 of 6 criteria, one of which must be aptitude or achievement).

### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County Schools AIG Program uses six criteria to assess and develop a comprehensive profile for each student who is being evaluated. Multiple standardized measures, both traditional and non-traditional, that are based on current theory and research are used in the identification process.

**Description:** The LEA uses both verbal and nonverbal assessments when measuring aptitude. These tests are the Cognitive Abilities Test® (CogAT) and the Naglieri Nonverbal Ability Test-Second Edition® (NNAT2). The Iowa Test of Basic Skills® (or the ITED at the high school level) and/or the Woodcock Johnson III® (WJ III) are administered as alternate achievement tests. Our AIG Program also uses the following when identifying AIG students:

- Pfeiffer and Jarosewich Gifted Rating Scales® (Includes motivation component) (grades 4-8)
- Renzulli-Hartman Rating Scale (Includes motivation component) (grades 9-12)
- aptitude scores
- achievement scores
- classroom performance
- interest survey
- motivation scale

### **Planned Sources of Evidence:**

- Pfeiffer and Jarosewich Gifted Rating Scales® (Includes motivation component)(grades 4-8)
- Renzulli-Hartman Rating Scale (Includes motivational component)(grades 9-12)
- Student Interest Survey
- Student Identification and Placement Record
- Differentiated Education Plan/Individualized Education Plan (DEP/IDEP)
- Achievement, aptitude, and performance scores

**Other Comments:** The following is our six step process to assess and develop a comprehensive profile for each student who is being evaluated:

**STEP 1: TEACHER(S) RATING**

By using a Pfeiffer and Jarosewich Gifted Rating Scales® or a Renzulli-Hartman Rating Scale, the teacher can rate each nominated student. The team should total the ratings in order to convert this scale to an indicator of need for differentiation.

**STEP 2: REVIEW OF AVAILABLE APTITUDE SCORES**

Available aptitude test scores are reviewed. Columbus County Schools administers the CogAT and the NNAT2.

**STEP 3: REVIEW OF AVAILABLE ACHIEVEMENT SCORES**

The most current standardized achievement assessments are reviewed. Columbus County Schools administers the ITBS/ITED, and WJ III.

**STEP 4: CLASSROOM PERFORMANCE**

Student performance in the classroom is reviewed. Averages within the curricula areas of mathematics and reading will be examined along with any other indicators of need. At this point, a decision for differentiated services may be possible. If it is not yet clear that the student requires differentiated services, the teacher will provide the team with student work samples. These samples should indicate the level of need for the particular student. At this point, a decision for differentiated services will be possible for many students. If the decision is still not clear, the team should proceed to STEP 5.

**STEP 5: INTEREST SURVEY**

The student will provide information concerning his/her interests along with any evidence to indicate the levels of interest. At this point, a decision for differentiated services may be possible. If not, the team should move on to STEP 6.

**STEP 6: MOTIVATION TO LEARN**

The teacher will collect and present to the team any other information indicative of the student's motivation to learn.

**Practice C**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** The Columbus County Schools AIG Program uses a variety of screening measures to assist with identifying under-represented populations. These measures include the NNAT2, the Pfeiffer and Jarosewich Gifted Rating Scales® (grades 4-8) or the Renzulli-Hartman Rating Scale (grades 9-12), a motivation scale, and observations of teachers and other stakeholders. A mass screening of third graders is conducted annually at the county-wide level to ensure the consideration of all students. We currently use a six criteria identification process which includes a verbal and a nonverbal assessment for aptitude as well as teacher input. This assists in the identification of under-represented populations; however, we recognize that we need to look for in-services or other literature/classes that will broaden our approach to screening and thereby allow us to be more responsive to LEA demographics.

**Goals:**

- Attend in-services or other classes that will assist the LEA with identifying underserved populations.
- Obtain other literature and testing materials that will also help in this area

**Description:** The Columbus County Schools AIG Specialists will focus more on LEA demographics in order to ensure that AIG identification accurately reflects the demographics of the student population in the county. The AIG Specialists will actively seek to participate more in activities which will assist them with the identification of under-represented populations in our school system.

**Planned Sources of Evidence:**

Assessments used:

- NCEOG (screening)
- Pfeiffer and Jarosewich Gifted Rating Scales® (grades 4-8)
- Renzulli-Hartman Rating Scale (grades 9-12)
- WJ III
- ITBS/ITED
- CogAT
- NNAT2
- Motivational Scale (see motivation component of Pfeiffer and Jarosewich Gifted Rating Scales® or the motivation component of the Renzulli-Hartman Rating Scale)
- Interest Survey
- Prior Approvals
- Literature/ Other nonverbal testing materials

### **Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County Schools AIG plan dictates screening, referral, and identification processes that ensure consistency within the LEA.

**Description:** The AIG Specialists compile a screening pool at each school that includes all available data for the consideration of the School Review Team. Student pool and nomination records are kept for reference throughout the school year. Student identification and placement records are compiled along with documentation of decisions made by the School Review Team.

### **Planned Sources of Evidence:**

- School Record of Decision Making for Student Pool and Nomination
- DEP/IDEP
- Student Identification and Placement Record
- School Review Team meetings
- AIG Specialists' meetings

**Other Comments:** Please refer to the screening and identification processes as outlined in the "Other Comments" section of Standard 1; Practice A (pp. 5-6)

### **Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County Schools AIG Program has an established protocol that safeguards the rights of AIG students and their parent(s)/guardian(s).

### **Description:**

Due Process/Parental Rights

All academically/intellectually gifted students, ages five through graduation, must be provided with a free appropriate public education. Free appropriate public education means that differentiated services will be provided for the academically/intellectually gifted student



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

## **REFERRAL**

When a person thinks that a child is academically/intellectually gifted and may need differentiated educational services, that person should tell school personnel in writing the reason(s) for referring the child. The referral should include characteristics and strengths the student possesses that might indicate the need for differentiated services. The referral should be given to the AIG specialist at the child's school.

## **SCREENING AND EVALUATION**

After a child has been referred, in order to determine his/her need for differentiated services in the Academically/Intellectually Gifted (AIG) Program, an evaluation process must be followed:

- Parents must give written permission before any individual evaluation is begun.
- Testing and evaluation materials must be selected and administered so as not to be racially or culturally biased.
- Selected tests should include those that measure educational achievement and aptitude.
- Student eligibility for differentiated services will be determined using multiple criteria by the AIG School Review Team trained to select appropriate options for the individual student.
- One test cannot exclude a student from being screened for differentiated services in the county's AIG Program.
- A review of services will be conducted yearly by the AIG School Review Team with a comprehensive review at the beginning of each school year.

If parents do not agree with the school's decision concerning eligibility, they have the right to submit results of an independent educational and intellectual evaluation. This evaluation must be given by a qualified examiner who is not employed by the educational agency responsible for the child's education. Measures of intellectual aptitude and achievement are only two of the criteria used in determining eligibility; therefore, independently conducted additional measures do not necessarily guarantee placement in the county's AIG Program although those results will definitely be considered.

**The school system does not pay for independent educational and intellectual evaluations.**

Parents also have the right to ask to meet with the AIG School Review Team to review the decision.

For students identified as academically/intellectually gifted, a differentiated educational plan (DEP) must be written. Such a plan will reflect student strengths and include the options considered by the AIG School Review Team as appropriate to meet the student's educational needs.

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

Student progress will be reviewed annually. Recommendations of service delivery options for the current grade level will be reviewed at those times. Service to students will be based on the individual student's need for differentiated education. Emphasis will be placed on providing appropriate student

service option matches so the student will experience and demonstrate growth in academic subjects rather than labeling students as "gifted" or "not gifted."

If the parent/guardian disagrees with any decision(s) of the AIG School Review Team regarding referral, identification, or services, the following procedures will be followed:

1. The parent/guardian may request in writing a conference with the AIG School Review Team.
2. If the parent/guardian still disagrees with the committee's decision, the parent/guardian may appeal the decision by making a written request to the principal within 20 school days of the conference with the AIG School Review Team. The principal will review the decision of the team and grant the parent/guardian a conference within five school days of the parental request. After the principal and parent/guardian have met, the principal will provide to the parent/guardian a written decision within five school days of the conference.
3. If the principal's decision fails to resolve the disagreement satisfactorily, the parent/guardian may appeal in writing to the AIG Lead Teacher. The appeal must be made within five days of the principal's response. The AIG Lead Teacher will review the appeal, consult with the Curriculum Directors of Columbus County Schools, and then respond in writing to the principal and parent/guardian within fifteen school days.
4. If the AIG Lead Teacher's decision fails to resolve the disagreement satisfactorily, the parent/guardian may appeal to the superintendent. The appeal to the superintendent must be made within five school days of receiving the principal's response. The superintendent will review the appeal and respond in writing within ten school days.
5. If the superintendent's decision fails to resolve the disagreement satisfactorily, the parent/guardian may appeal to the Columbus County Board of Education. The appeal must be made in writing within ten school days of receiving the superintendent's response. The board will offer a final written decision within thirty school days.
6. If the board's decision fails to resolve the disagreement satisfactorily, the parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The hearing will be limited to consideration of (1) whether the local school unit improperly failed to identify the student as academically/intellectually gifted or (2) whether the local plan of services for the student has been implemented appropriately.

Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

**Attorney fees are the responsibility of the parent/guardian.**

**Planned Sources of Evidence:**

- Documented process of an actual grievance
- Student AIG folders containing written consent
- Parent communication logs

### **Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Service delivery options for AIG students are reviewed at the beginning of each school year by the School Review Team, and new DEPs are then created for these students. AIG Specialists review the new DEPs with parents during scheduled conferences and parents are provided with the Columbus County Schools Academically/Intellectually Gifted (AIG) Program Parent and Student Resources brochure.

**Description:** DEPs/IDEPs will be reviewed/developed at the beginning of each school year with parents/guardians of identified students to ensure that they understand the service delivery options that the School Review Team has deemed appropriate for the current school year. These parents will also receive the Columbus County Schools AIG Program brochure, and it will be reviewed with them in order to ensure that they understand the identification process. This brochure can also be found on the Columbus County Schools AIG website.

### **Planned Sources of Evidence:**

- DEPs/IDEPs
- Columbus County Schools Academically/Intellectually Gifted (AIG) Program Parent and Student Resources brochure
- Copies of "Invitation to Conference" letters that were sent home to parents/guardians
- Contact logs
- AIG website

## **Standard 2: Differentiated Curriculum and Instruction**

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

### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The LEA requires regular classroom teachers and AIG Specialists to turn in lesson plans which include goals and objectives from the NCSCOS at the beginning of each week.

**Description:** Principals review regular classroom teachers' and AIG Specialists' lesson plans to ensure that the needs of all learners are met. Enrichment-activity lesson plans will be developed for AIG enrichment classes and K-3 cluster groups based upon the abilities and interests of the students while still being correlated to the NCSCOS. Lessons will be accelerated as needed.

### **Planned Sources of Evidence:**

- Lesson plans
- Student work samples

### **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.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Lesson plans that reflect diverse instructional practices across the spectrum of multisensory learning are submitted weekly. These plans are created based upon the abilities and interests of the students in order to address their varied learning needs.

**Description:** The activities chosen for cluster groups and AIG enrichment classes will be selected in order to ensure that a wide range of learning styles are addressed, i.e. auditory, hands-on, visual, etc. Lesson plans will be reviewed by the teachers and the principal to make adjustments for learning styles and needs.

**Planned Sources of Evidence:**

- Lesson plans
- Student work samples

**Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The LEA uses a variety of supplementary and online materials that are research-based and enhance curriculum and instruction.

**Description:** AIG Specialists and regular classroom teachers will employ challenging, rigorous, and relevant curriculum by implementing research based practices and strategies through the use of such research-based programs as: Write to Learn Investigations, Success Maker version 5 (SM5), Waterford, and Houghton Mifflin's Research-Based Core Program. New research-based materials appropriate for gifted learners will be gathered from workshops, conferences, internet research, and catalogs.

**Planned Sources of Evidence:**

- Lesson Plans
- Student work samples
- Curriculum Resources
- Purchase orders

**Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** When developing lessons, consideration is given to the "real-world" issues and the advanced technologies of our world today.

**Description:** Careful research on these issues is done before an activity, lesson, or project is implemented. Topics such as jury trials and the justice systems of the world, forensic science, and the binary system and modern computer programming are examples of our recent units. Edmodo is used to facilitate communication and foster the development of 21st century content used among students and teachers from different regions.

**Planned Sources of Evidence:**

- Lesson plans of activities
- Field trips
- Study units
- Research projects and project rubrics
- Student work samples
- Documented participation in related extra-curricular activities
- Edmodo

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Assessment criteria of students are consistently monitored and adjustments are made to appropriately differentiate instruction.

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

**Description:** SM5, Write to Learn, math benchmark assessments, Dibels and TRC levels, Class Scape, and Waterford, etc., are monitored and challenge levels are adjusted as needed by classroom teachers and computer lab coordinators. Standardized test scores are documented in cumulative folders.

**Planned Sources of Evidence:**

- Lesson plans
- Cluster grouping
- Flexible grouping within the regular classroom
- Assessment data

**Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County Schools AIG Program creates affective curricular and instructional practices that focus on the social and emotional needs of AIG students through regular collaboration between various education professionals within the LEA.

**Description:** The LEA's AIG Specialists collaborate with guidance counselors and regular classroom teachers during PLC meetings and other scheduled meetings in order to address the social and emotional needs of gifted learners.

**Planned Sources of Evidence:**

- Contact logs
- Lesson Plans
- Survey of students/parents/related personnel

**Practice G**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Columbus County Schools currently cultivates and develops the potential of K-3 students through purposeful and intentional strategies, differentiated curriculum and instruction. K-3 nurture group students participate in enrichment classes with the AIG Specialist and/or regular classroom cluster grouping.

**Description:**

The LEA cultivates and develops the potential of K-3 students in the following ways:

- Tier I cluster students participate in a high-achieving group within the regular classroom. Classroom teachers maintain a cluster folder which includes a list of students served in the cluster, documentation used to determine student qualification, a Group Differentiated Education Plan (GDEP), and nurture group work samples.
- Tier II cluster students participate in enrichment classes with the AIG Specialist as well as a high-achieving group within the regular classroom. This tier is called the PACE Program (Program for Academically Challenging Enrichment).

The Columbus County Schools AIG Program uses teacher completed Gifted Rating Scales, the math benchmark assessment, and Dibels reports to determine which students should be served in each cluster.

**Planned Sources of Evidence:**

- Cluster folders maintained by the regular classroom teacher
- Nurture group student work samples
- Lesson plans created by the AIG Specialist
- Lesson plans created by the regular classroom teacher

**Practice H**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Columbus County Schools ensures collaboration among AIG personnel and other professional staff for the development and implementation of differentiated curriculum and instruction.

**Description:** The Columbus County Schools AIG Program uses the following forms of collaboration to develop and implement differentiated curriculum and instruction:

- AIG Specialists collaborate with cluster group teachers to develop a Group Differentiated Education Plan (GDEP) for those students who qualify for participation in a cluster group
- AIG Specialists collaborate with the School Review Team which consists of



regular classroom teachers, administrators, and guidance counselors to develop the DEP/IDEP for identified AIG students

- AIG Specialists meet with each other and the Columbus County Schools Curriculum Directors to discuss differentiated curriculum and instruction as well as the resources used for curriculum delivery

**Planned Sources of Evidence:**

- DEPs/IDEPs
- GDEPs
- Cluster folders maintained by the regular classroom teacher
- Nurture group student work samples
- Lesson plans created by the AIG Specialists
- Lesson plans created by regular classroom teachers

**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 students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County Schools AIG Program develops and documents a plan that articulates the differentiated curriculum and instruction services that match the identified needs of AIG students by the completion of either a Differentiated Education Plan (DEP) or an Individualized Differentiated Education Plan (IDEP). The DEP or IDEP is reviewed at the beginning of each school year in order to ensure effective programming, the continuum of services, and fluid school transitions.

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

**Description:** The LEA collaborates with the School Review Team to develop either a DEP or an IDEP for identified AIG students. These documents are updated yearly to ensure that effective programs and services are continued. A new DEP or IDEP is developed at the beginning of each school year. This document is then reviewed with parents during scheduled conferences.

**Planned Sources of Evidence:**

- DEPs/IDEPs
- contact logs

### **Standard 3: Personnel and Professional Development**

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

#### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Columbus County Schools employs an AIG licensed Lead Teacher who guides the local AIG plan as well as provides planning, development, implementation, revision, and monitoring of the local AIG Program.

#### **Description:**

The LEA will maintain this practice by:

- Designating an AIG licensed Lead Teacher to guide, plan, develop, implement, revise, and monitor the local AIG program
- Maintaining procedures, processes, and records

#### **Planned Sources of Evidence:**

- Designated AIG Lead Teacher
- Meeting agendas
- Sign-in rosters
- Purchase orders/Requisition Forms

#### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Columbus County Schools makes sure that the academic, intellectual, social, and emotional needs of gifted learners are met by ensuring that AIG licensed Specialists use research-based strategies to create differentiated lesson plans which they then use for LEA's AIG students.

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

**Description:**

The LEA will maintain this practice in the following ways:

- Assigning a licensed AIG Specialist to each school
- Creating and using differentiated lesson plans
- Sharing information on the unique needs of gifted learners
- Incorporating research-based teaching strategies

**Planned Sources of Evidence:**

- The assignment of a licensed AIG Specialist to each school
- Lesson plans
- Principal evaluations
- AIG meeting agendas
- Contact logs
- Screening and placement logs
- Surveys with related personnel and stakeholders

**Practice C**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Columbus County Schools will focus on this practice by actively seeking to align professional development opportunities with state and/or national teaching standards, so the needs of gifted learners are addressed in an ongoing and comprehensive manner. The LEA currently maintains a system that supports administrative classroom walk-through observations and peer observations to determine professional development needs. We also provide online classes through the PD 360 website that support instruction on high yield strategies.

**Goals:** The LEA will seek to establish more specific and appropriate professional development requirements for all personnel involved in AIG programming and services by:

- Providing opportunities for attendance at state and/or national gifted conferences
- Providing professional development for classroom teachers, counselors, and school administrators involved in AIG programming and services

**Description:**

The LEA will focus on this practice by:

- Aligning more professional development opportunities relating to the needs of gifted learners with state and/or local teaching standards
- Allotting time for AIG Specialists to conduct peer observations
- Continuing to provide instruction on high yield strategies

**Planned Sources of Evidence:**

- Prior Approvals
- Sign-in rosters
- Meeting agendas

**Practice D**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Columbus County Schools will focus on ensuring that all principals and teachers involved in AIG program services are trained to understand the characteristics of gifted learners and are able to meet their needs. The LEA will encourage more teachers to earn the AIG add-on license and attend professional development given by AIG Specialists. AIG specialists are currently available to regular classroom teachers for assistance in finding differentiated materials for their AIG students.

**Goals:**

The LEA will:

- Ensure that AIG specialists have AIG add-on license
- Ensure that cluster group teachers and teachers of students who are subject grouped according to AIG Program guidelines receive staff development that concerns the needs of gifted learners
- Ensure that regular classroom teachers are made aware of opportunities to receive the AIG add-on license

**Description:** The LEA will actively seek to provide AIG professional development for principals and regular classroom teachers so they will come to understand and meet the needs of gifted learners within the county. AIG Specialists will attend PLC meetings with teachers and principals in order to provide information on gifted characteristics and differentiation techniques. Regular classroom teachers will be informed of opportunities to earn the AIG add-on license.

**Planned Sources of Evidence:**

- AIG Specialist add-on license certificates
- AIG meeting agendas
- Contact logs
- Sign-in rosters
- Emails/handouts informing teachers of opportunities to earn AIG add-on license
- AIG student class assignments/rosters

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Columbus County Schools is knowledgeable about professional development opportunities and works to ensure that an appropriate selection of these opportunities is aligned with local AIG program goals and other district initiatives.

**Description:**

Columbus County Schools will maintain this practice by:

- Providing information about professional development opportunities related to gifted learners
- Involving regular classroom teachers in professional development related to gifted learners
- Conducting professional development on research-based practices and strategies related to gifted learners
- Aligning professional development opportunities with the local AIG program goals and district initiatives

**Planned Sources of Evidence:**

- Professional development schedules of opportunities aligned with AIG program goals
- Prior approval forms
- Sign-in rosters and agendas for professional development meetings that are aligned with AIG program goals
- Presentations and hand-outs from staff development workshops and meetings
- AIG website
- Personnel surveys reflecting a needs assessment for professional development for gifted learners

### **Practice F**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Columbus County Schools will align professional development opportunities with state and/or national teaching standards, including 21st century skills and content at advanced levels. More attention will be given to aligning professional development which enables teachers/specialists to meet the needs of gifted learners and addresses best practices in gifted education.

### **Goals:**

- Design and facilitate professional development related to gifted education
- Attend professional development related to gifted education
- Collaborate with other professionals
- Include 21st Century skills and advanced content levels in lesson plans
- Share information on 21st Century skills
- Incorporate these skills in Project-Based Learning

**Description:** Columbus County Schools AIG Specialists will design and facilitate professional development that will assist in making other professionals within the LEA more knowledgeable about gifted education. Teachers and AIG Specialists will align their lesson plans with state and/or national teaching standards.

### **Planned Sources of Evidence:**

- Prior approval forms
- Sign-in rosters and agendas of professional development meetings
- Power Points and hand-outs from staff development workshops and meetings
- AIG website
- Personnel surveys reflecting a needs assessment for professional development relating to gifted learners

### **Practice G**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Columbus County Schools will focus on providing opportunities during the instructional day for AIG Specialists and general education teachers to collaborate in Professional Learning Communities (PLCs) to ensure that best practices relating to gifted learners are being implemented.

**Goals:** Columbus County Schools will provide opportunities for AIG Specialists and regular classroom teachers to collaborate about the unique needs of gifted learners.

**Description:**

The Columbus County Schools AIG Program will improve this practice by:

- Creating effective schedules that will allow AIG Specialists to collaborate with general education teachers concerning the unique needs of gifted learners
- Sharing new knowledge obtained from professional development with regular classroom teachers
- Incorporating ideas and information gained from professional development into lesson plans
- Focusing planning time on student connections and work

**Planned Sources of Evidence:**

- Grade-level meeting minutes
- Agendas
- Examples of resources produced through collaboration
- Lesson Plans
- Student Work Samples

## **Standard 4: Comprehensive Programming within a Total School Community**

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

### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County AIG Program will provide gifted learners with an array of comprehensive services that address the academic, intellectual, social, and emotional needs of its AIG students.

### **Description:**

The Columbus County AIG Program will continue to:

- Identify the academic, intellectual, social, and emotional needs of students in grades K-12
- Post information from the AIG plan on the Columbus County Schools website
- Provide information relating to the academic, intellectual, social, and emotional needs of gifted learners to stakeholders
- Incorporate topics that address social and emotional concerns into lesson plans
- Collaborate with guidance counselors in order to meet the academic, intellectual, social, and emotional needs of gifted learners
- In K-3, several service delivery options are offered. These include heterogeneous grouping and flexible grouping within the classrooms. Teachers make recommendations for Cluster Grouping within classrooms. The AIG Specialist provides enrichment services for the Tier II (PACE) cluster group students in K-3. Subject acceleration, cross-age grouping, and grade acceleration are also options that may be accessed.
- In 4-8, identified students have access to resource support (AIG Specialists provide services through AIG enrichment programs and/or support services), technology-based instruction on an advanced level, Project-Based Learning, concept-based teaching, integrated units, differentiated units, tiered assignments, and seminars at the teacher's discretion. Based on defined levels of performance, curriculum compacting, challenge packets, or independent study may be provided.
- On the high school level, identified students have access to resource support. An AIG Specialist works on independent projects with AIG students who sign-up to participate. This Specialist also "pushes into" general education classes to work with the AIG students. Honors Courses, English and Math courses with AIG clustering, Advanced Placement Courses, On-line courses, Concurrent Enrollment in College, and Early College Admission are also available at this level.



**Planned Sources of Evidence:**

- Lesson Plans
- Columbus County Schools website
- Contact logs
- GDEPs and DEPs/IDEPs of identified students
- Student Identification and Placement Records
- Student identification profile matched to service options

**Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County AIG Program will maintain program alignment as it relates to identification, goals, and resources that are available to the LEA.

**Description:**

The Columbus County AIG Program will continue to maintain this practice by:

- Incorporating research-based materials
- Conducting annual reviews of each identified AIG student
- Updating DEPs/IDEPs annually
- Maintaining inventories of AIG materials
- Collaborating with guidance counselors in order to meet the social and emotional needs of gifted learners
- Sharing ideas about instruction with classroom teachers

**Planned Sources of Evidence:**

- See above Practice A
- Annual performance review
- State 034 funds matched to AIG services

### **Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County Schools AIG Specialists deliver programs and services that are an integral part of the total instructional program of the LEA. AIG Specialists are a part of school-wide and county-wide PLCs and high yield strategies workshops that are included in our county-wide goals.

### **Description:**

The LEA will maintain this practice by:

- Aligning professional development opportunities with district initiatives
- Sharing information about professional development opportunities related to the total instructional program of the LEA
- Documenting professional development participation

### **Planned Sources of Evidence:**

- Professional development schedules of opportunities aligned with district goals
- Sign-in rosters and agendas of professional development meetings that are aligned with LEA goals

### **Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County Schools AIG Program will inform all teachers, school administrators, and support staff of the differentiated services and instruction that is available for the AIG students, as well as the regulations related to gifted education on a local, state, and national level.

**Description:**

The Columbus County Schools AIG Program will maintain this practice by:

- Presenting a presentation of the identification process and service delivery options (AIG Specialists)
- Meeting with teachers at their grade-level meetings
- Maintaining the AIG website

**Planned Sources of Evidence:**

- Presentation posted on AIG website
- Agendas and/or minutes from AIG meetings
- Log of collaborative planning meetings with teachers, administrators, and support staff
- AIG website

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County AIG Program maintains communication with teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

**Description:** All the schools in Columbus County are provided with the same service delivery options as described in Standard 4 Practice A. Records are transferred as necessary (for grades 6 and 9) in May of each year in order for the receiving Specialist to have time to review them and make appropriate plans. Transferred records are promptly processed. This ensures appropriate continuation of all services.

**Planned Sources of Evidence:**

- DEPs/IDEPs
- Documentation of communication with parents/guardians and students relative to the DEP/IDEP meetings at key transition points.
- "Transfer of Records" Form
- Minutes from AIG Specialists' meetings

### **Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County AIG Specialists work closely with teachers who request assistance in locating differentiated material for use with their AIG students. AIG Specialists maintain a consistent base of communication that includes other specialists, EC teachers where appropriate, parents/families, and administration. This ensures differentiated programming and services for students who participate in AIG enrichment classes and cluster groups. Parents/guardians of AIG students are invited to conferences in order to discuss the differentiated programming and services that are available to their child.

### **Description:**

The Columbus County AIG program will focus on this practice in the following ways:

- AIG specialists will conduct regular meetings in order to collaborate about curriculum and programming services
- Surveys will be distributed to families/parents to ensure that AIG programming and services are appropriate
- Administrators will ensure that differentiated instruction is taking place in the regular classroom through periodic checks of cluster folders

### **Planned Sources of Evidence:**

- DEPs/IDEPs
- Surveys
- Cluster folders
- Agendas
- Copies of "Invitation to Conference" letters that were sent home to parents/families

### **Practice G**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County AIG Specialists address the social and emotional needs of AIG students on an individual basis and collaborate with school counseling personnel, general education teachers, parents/families, and others.

**Description:**

The AIG Program will ensure collaboration to address the social and emotional needs of AIG students by:

- Participating in professional development opportunities that are related to the social and emotional needs of AIG students
- Preparing and utilizing specific lesson plans and methods of instruction directed to address the unique needs of AIG students
- Developing surveys for/with guidance counselors, students, teachers and parents in order to accurately identify and address the needs of the AIG students
- Holding conferences with parents/families to discuss the needs of their gifted learner.

**Planned Sources of Evidence:**

- Documentation of participation in related professional development opportunities
- Student programming and instruction directly addressing the unique needs of the AIG student
- Surveys for guidance counselors, students, teachers, and parents
- Copies of "Invitation to Conference" letters that were sent home to parents/families
- IDEPs

**Practice H**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County Schools AIG Program has developed, shared, and appropriately implemented a process that allows for accelerated options, when warranted, for an individual gifted learner.

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

**Description:** In Grades K-3, cluster groups for language arts and math are formed for students with a Gifted Rating Scale of  $\geq 93\%$  and math or reading assessments consistently above grade level. In grades 4-8, cluster groups for language arts and/or math are formed for students with  $\geq 85\%$  performance average in language arts and/or math and  $\geq 85\%$  on the math and/or reading NCEOG. Performance and NCEOG areas must match. The AIG Specialists see K-3 PACE students for

enrichment, and identified 4-8 students for challenge activities. Subject acceleration is an option available for students who score 98% or above on standardized achievement testing, have mastery of all subject area skills for a specific grade level, and a teacher recommendation. Cross-Age grouping and Grade acceleration are also options with  $\geq 98\%$  on both standardized achievement testing and aptitude testing, mastery of all subject area skills for the specific grade level, and a teacher recommendation. Grade acceleration must be approved by the School Review Team, Curriculum Specialists, Superintendent, and Columbus County Schools Board of Education.

General education teachers and AIG Specialists modify the content of the current curriculum to meet the needs of gifted learners. Lesson plans, DEPs/IDEPs, and GDEPs reflect these modifications.

#### **Planned Sources of Evidence:**

- Established criteria for service delivery options and content modification
- Use of appropriate acceleration measures
- Teacher-maintained cluster folders containing sample work
- Minutes from related meetings
- Lesson Plans
- DEPs/IDEPs
- GDEPs

#### **Practice I**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Columbus County Schools provides services for traditionally under-represented AIG populations. Our student membership includes culturally/ethnically diverse students. The LEA has identified English language learners, highly gifted, and twice-exceptional students.

**Description:** The identification process for AIG students in Columbus County involves multiple indicators of giftedness. The AIG Program uses both verbal-based and non-verbal aptitude tests in order to overcome language barriers. Performance levels and teacher observations and recommendations are considered. In order to be identified, students must meet four of the six criteria, one of which must be aptitude or achievement.

**Planned Sources of Evidence:**

- Placement criteria (see Standard 1, Practice A "other comments")
- Service Delivery Options (see Standard 1, Practice A "other comments")
- AIG Child Count
- DEPs/IDEPs

**Practice J**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County Schools AIG Specialists encourage participation in extra-curricular programs and events that further develop the interests and meet the needs of AIG students. These events are sponsored by the LEA and outside sources as well.

**Description:** The AIG web page updates extra-curricular program opportunities for AIG students on a regular basis. As mailings for opportunities and events are received at individual schools, they are shared with other specialists and then with AIG students. In addition, contests, seminars, on-line events, etc. are shared with the students. AIG students participate in an annual after hours "Showcase Night" which allows them to demonstrate some of the interests that they have explored during the school year. At the high school level, AIG students who wish to receive additional enrichment meet with the high school AIG Specialist at a time outside of the regular school day.

**Planned Sources of Evidence:**

- Documentation of student participation in extra-curricular programs, service learning, inquiry-based projects, mentorship programs, etc.
- Samples of the various opportunities shared with students
- Surveys of students
- AIG website

## **Standard 5: Partnerships**

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

### **Practice A**

Develops partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Columbus County Schools partners with parents/families and the community in intentional and meaningful ways to support the needs of AIG students. We currently involve parents in reviewing the DEP/IDEP, and we encourage involvement in various enrichment activities such as field trips and AIG Showcase Night. Parents/families and community members also work on our AIG Advisory Council. *Kidsville News!*, a Whiteville and Columbus County publication, is used to share student accomplishments and enrichment activities with the community as a whole.

### **Description:**

The Columbus County AIG Specialists:

- Maintain the AIG website
- Review DEPs/IDEPs with parents annually
- Coordinate field trips that incorporate community awareness of the AIG program
- Develop and review feedback from surveys distributed to families and the community
- Maintain an AIG newsletter staff that consists of students, parents, and community members
- Meet regularly with the AIG Advisory Council
- Distribute a fall and spring newsletter
- Distribute and review the AIG brochure with parents
- Periodically submit materials/articles to *Kidsville News!*

### **Planned Sources of Evidence:**

- AIG website
- AIG brochure
- AIG newsletters
- Surveys
- DEPs/IDEPs
- AIG Field Trips
- Sign-up rosters and/or agendas for volunteer participation in enrichment activities
- Contact Logs
- AIG Advisory Council membership roster
- *Kidsville News!* publications



### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County Schools AIG Program communicates regularly with stakeholders to provide information regarding AIG services and policies.

**Description:** Information concerning the local AIG program and other policies related to gifted education is shared on the local AIG website. Copies of the local AIG plan and brochure are available at each school and on the AIG website. An informational presentation is available at staff meetings and when requested. AIG Specialists meet with the AIG Advisory Council throughout the school year to discuss current relevant issues in gifted education and adapt policies as needed.

### **Planned Sources of Evidence:**

- AIG website
- Copy of AIG Plan available on website
- Posted opportunities/information on school information boards and AIG website
- Agendas and/or sign-in rosters from meetings
- AIG brochure
- Contact logs
- Informational presentation such as Power Point

### **Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County AIG Program actively involves diverse stakeholders that reflect the diverse population of our county when developing, implementing, and monitoring the local AIG Program and plan.

### **Description:**

The Columbus County AIG Program:

- Conducts, analyzes, and shares data from surveys
- Invites stakeholders to AIG meetings
- Includes diverse stakeholders as members of various AIG related committees such as the AIG Advisory Council

**Planned Sources of Evidence:**

- Surveys and related data
- Invitations to AIG meetings
- Meeting agendas and/or sign-in rosters
- List of committee members and representative roles
- AIG plan

**Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Columbus County Schools ensures that the parents/families of AIG students and the community are informed in their native language of opportunities available to their gifted learners. These opportunities are available through a variety of sources and translated as needed.

**Description:** Information relating to the AIG Program and its services is provided in a translated format to the community and parents as necessary. Materials relating to outside enrichment opportunities are translated and distributed as they become available.

**Planned Sources of Evidence:**

- AIG website
- Translated AIG related materials
- Contact logs

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County Schools AIG Program currently partners with various stakeholders within the community to enhance and maintain strong support for our AIG programs and services.

**Description:** The Columbus County Schools AIG Program currently partners with various institutions such as CCATS, UNCG, NC Governor's School, Duke University, Southeastern Community College, and other state agencies.

**Planned Sources of Evidence:**

- Documentation of participation with Duke TIP
- Documentation of student participation in related opportunities
- AIG field trip itineraries
- AIG newsletters
- AIG website

## **Standard 6: Program Accountability**

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

### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Columbus County Schools maintains an AIG plan that complies with state standards and policies as set forth by state legislation. This plan is approved by the Columbus County Schools Board of Education and then submitted to SBE/DPI for review.

**Description:** The Columbus County Schools AIG plan complies with state standards and policies as set forth by state legislation and is approved by the Columbus County School Board.

### **Planned Sources of Evidence:**

- Columbus County Schools AIG Plan
- Review comments sent from SBE/DPI

### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County AIG Program and plan are continuously monitored. Implementations of our AIG plan are made in accordance with current legislation and state policies.

**Description:** The state AIG consultant guides all school systems in plan development. The Columbus County Schools AIG Specialists then ensure that the AIG plan complies with current legislation and state policies. AIG Specialists currently research, compile, write, and review all elements of the local AIG plan. AIG Specialists ensure ongoing monitoring of the AIG program and plan by regularly meeting with classroom teachers, the Curriculum Directors of the LEA, parents, and various other stakeholders.

Surveys are an integral part in this monitoring process. The Lead AIG teacher maintains and uses direct lines of communication with the state AIG consultant and the regional AIG coordinators. The AIG Lead Teacher also attends regional meetings to gain information on current programming and implementation initiatives and then shares the information from these meetings with the AIG Specialists.

**Planned Sources of Evidence:**

- Conferences with regular classroom teachers
- Contact logs
- AIG plan
- DEPs/IDEPs
- Due Process/Parental Rights (see Standard 1, Practice E "Description")
- Lesson plans from both the regular classroom teachers and AIG Specialists
- Agendas and minutes from AIG staff meetings
- Cluster group folders containing Group Differentiated Education plans and student work samples which are monitored by the AIG Specialists and school administrators
- Surveys
- Data reports

**Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County Schools Curriculum Directors and AIG Lead Teacher currently monitor the use of state funds allocated for the local AIG Program according to state policy. The Finance Director of the LEA prepares a budget that the Curriculum Directors and AIG Specialists work inside of to use these funds appropriately.

**Description:**

The Columbus County Schools AIG Program will continue to maintain this practice by:

- Employing AIG certified teachers
- Purchasing research-based materials
- Allotting funds for the following: salaries, materials, technology, professional development, and screening materials
- Maintaining a purchase order/requisition notebook of AIG expenses

**Planned Sources of Evidence:**

- AIG Budget
- Purchase orders and requisitions relating to AIG expenses
- Financial Reports
- AIG staff licensure records
- Ledger of expenditures and transactions
- Contracts for professional development

**Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County Schools AIG Program will continue to maintain, analyze, and share student performance growth and drop-out rate through PowerSchool reports.

**Description:**

The Columbus County Schools AIG Program will maintain this practice by:

- Analyzing AIG student data from classroom performance and End-of-Grade/End-of-Course testing performance (EVAAS reports)
- Recording student data in AIG student folders
- Collaborating with classroom teachers and other support staff concerning student performance

**Planned Sources of Evidence:**

- Teacher and parent conference notes
- PowerSchool reports
- Contact logs
- AIG student folders
- Running records
- Disaggregation of EOC and EOG data and other performance indicators

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The AIG plan of Columbus County Schools includes components that monitor the representation and retention of under-represented populations such as those who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

**Description:** Columbus County Schools will continue to monitor and retain these under-represented populations in the following ways:

- Monitor the representation of under-represented populations through AIG pool, screening, and AIG placement reports
- Ensure AIG screening pools are completed and are used to aid in identification at each school
- Provide multi-lingual forms as needed
- Create DEPs/IDEPs when needed
- Collaborate with regular classroom teachers, EC teachers, ESL teachers, and other support personnel

**Planned Sources of Evidence:**

- AIG screening data
- AIG placement reports
- PowerSchool data
- Multi-lingual forms
- AIG website
- AIG plan
- Student schedules

**Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County Schools System has Curriculum Directors who supervise personnel issues. The LEA also employs a Human Resource Licensure Specialist who maintains licensure records and credentials.

**Description:** The Columbus County Schools Curriculum Directors will supervise personnel issues, and the Human Resources Licensure Specialist will maintain accurate and current personnel records of all staff and employees with AIG licensure.

**Planned Sources of Evidence:**

- AIG certification license of teachers
- Individual Growth Plans
- Documentation of professional development

**Practice G**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County Schools AIG Program has an AIG Advisory Council which consists of community members, parents/families of AIG students, teachers of gifted students, and other professional staff. The AIG Advisory Council meets regularly to review and make recommendations for the local AIG plan.

**Description:**

The Columbus County AIG Program will:

- Maintain an active membership of AIG Advisory Council members
- Continue to meet regularly with the AIG Advisory Council

**Planned Sources of Evidence:**

- Invitations to serve on Advisory Council for the current school year
- AIG Advisory Council Roles and Responsibilities hand-out
- AIG Advisory Council meeting sign-in sheets
- AIG Advisory Council agendas and minutes
- Presentations shown at related meetings

**Practice H**

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

**This practice is a Maintained Practice for 2013-2016.**



**Rationale:** Columbus County Schools regularly receives feedback from multiple stakeholders regarding the quality and effectiveness of the local AIG Program. AIG Specialists hold one-on-one conferences with students each grading period in order to assess and address student needs and issues related to the AIG Program.

**Description:**

The AIG Specialists will:

- Distribute surveys to students, parents/guardians, teachers, and other stakeholders regarding the quality and effectiveness of the AIG program
- Analyze and disseminate data from surveys
- Conduct regular meetings with stakeholders

**Planned Sources of Evidence:**

- Surveys
- Contact Logs
- Data gathered from focused questions at annual DEP/IDEP meetings
- Agendas and minutes from AIG Advisory Council, PLCs, and various other stakeholder meetings

**Practice I**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County Schools AIG Program reviews and revises the local AIG plan and program to address the NC AIG Program Standards as approved by the SBE. This process uses multiple sources of data to improve our program.

**Description:**

The Columbus County Schools AIG Program will maintain this practice by:

- Providing opportunities necessary for training all AIG staff involved in the revision process of the AIG plan
- Conducting staff meetings related to the revision of the local AIG plan
- Conducting surveys of stakeholders
- Updating the AIG website on a continuous basis

**Planned Sources of Evidence:**

- Minutes from AIG staff meetings
- AIG Plan
- "Review Comments" by DPI noted and returned to LEA
- Plan revisions based on various feedback
- AIG website
- Surveys

**Practice J**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Upon receipt of the latest evaluation of the Columbus County Schools AIG Program from the NC Department of Public Instruction, data is disseminated to the public.

**Description:** The latest evaluations are received by the Columbus County Board of Education which then makes the information available to the public. The AIG website is updated to include this information.

**Planned Sources of Evidence:**

- AIG website
- The Columbus County Board of Education Annual Report

**Practice K**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Columbus County Schools AIG Program will continue to protect the rights of all AIG students through established policies, procedures, and practices as set forth by the local AIG plan.

**Description:**

The Columbus County Schools AIG Program will maintain this practice in the following ways:

- Securing parent permission for student testing and/or placement
- Providing due process procedures to parents/families
- Issuing an "Invitation to Conference" letter upon placement
- Reviewing all six indicators for placement by the School Review Team
- Conducting yearly reviews of AIG student folders

**Planned Sources of Evidence:**

- "Permission for Evaluation/Reevaluation" letter
- "Due Process/Parental Rights" document (see Standard 1, Practice E "Description")
- Copies of "Invitation to Conference" letter that were sent home to parents/families
- "Student Identification and Placement Record"
- AIG student folders
- AIG Website
- Results from documented grievance(s)

**Appendix (optional):**

- AIG 1 Student ID and Placement Record.docx (*Appendix - Standard 1:4:6*)
  - AIG 2 Renzulli\_Hartman Rating Scale.doc (*Appendix - Standard 1*)
  - AIG 3 Student Interest Survey.docx (*Appendix - Standard 1*)
  - AIG 4 Permission for Evaluation.docx (*Appendix - Standard 6*)
  - AIG 5 Parent Rights.docx (*Appendix - Standard 1:6*)
  - AIG 6a DEP 4-5.docx (*Appendix - Standard 1:2:4:5:6*)
  - AIG 6b DEP 6-8.docx (*Appendix - Standard 1:2:4:5:6*)
  - AIG 6c DEP 9-12.docx (*Appendix - Standard 1:2:4:5:6*)
  - AIG 7 IDEP.docx (*Appendix - Standard 1:2:4:5:6*)
  - AIG 8 GDEP.docx (*Appendix - Standard 2:4:6*)
  - AIG 9 Invitation to Conference.docx (*Appendix - Standard 1:4:6*)
  - AIG 10 Evaluation Results.docx (*Appendix - Standard 1*)
  - AIG 11 Confidential File Access Record.docx (*Appendix - Standard 6*)
  - AIG 12 Running Record.docx (*Appendix - Standard 6*)
  - AIG 13 Cumulative Record.docx (*Other Forms - Standard 6*)
  - AIG 14 Cluster Waiver.docx (*Other Forms - Standard 6*)
  - AIG 15 School Record of Decision Making.docx (*Appendix - Standard 1:3:4:6*)
- AIG Brochure.pub (*Other Forms - Standard 1:3:4:6*)
- Transfer of Records Form.docx (*Other Forms - Standard 1:3:4:6*)