

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

Approved by local Board of Education on: 10-MAY-16
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Lincoln County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

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

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

Lincoln County Schools Vision for local AIG program: Lincoln County Schools is committed to the development of lifelong learners, innovative problem solvers, and responsible contributing citizens in a global society. Among our students are those who exhibit high academic performance, or who possess exceptional potential for outstanding achievement and leadership as stated in the North Carolina definition of giftedness. Because we believe that giftedness is developed through intellectual challenge, we strive to nurture exceptional capabilities through academic rigor, leadership development, and service opportunities. Lincoln County Schools will deliver a model of differentiated services that enhances and extends the regular education program for academically and intellectually gifted students from all racial, cultural, and economic backgrounds.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$602972.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

District Response: Lincoln County Schools (LCS) outlines the AIG screening, referral, and identification on the LCS website and through an AIG brochure. Parent nights are held to inform parents about AIG identification, service and delivery. Screening and identification processes are established and norm-referenced. Standardized assessments are used for identification purposes. As noted in our 2015-2016 survey results, parents, teachers, and students indicate the LCS screening process is communicated to and understood by all stakeholders.

Practice B

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

District Response:

AIG Identification Criteria for K-3

Meets three of the four criteria:

Intelligence or aptitude test – 98th percentile or higher

Standardized Achievement Test – 98th percentile or higher in reading and/or math

Student Performance – Grade average of 90 or higher on reading and/or math or Mastery (K-2)

Teacher Observation Checklist (GRS) - 90th percentile or higher on 3 of 5 categories, one of which must be either Academic or Intellectual

AIG Identification Criteria for above 3rd grade in Reading, Math, or Both

Meets four of the five criteria:

Intelligence or aptitude test – 90th percentile or higher

Standardized Achievement Test – 90th percentile or higher in reading and/or math

Student Performance – Grade average of 90 or higher on reading and/or math

Teacher Observation Checklist (GRS) - 90th percentile or higher on 3 of 5 categories, one of which must be either Academic or Intellectual

Elementary Portfolio Assessment - minimum score of 8

AIG Identification Criteria for Intellectually Gifted
Intelligence or aptitude test of 97th percentile or higher

Practice C

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

District Response:

For those students in K-3 who are highly gifted and in need of differentiated services, in addition to the services provided in the nurturing component, the following criteria and procedures will be used by the AIG Team to make a recommendation regarding differentiation of services.

Step 1: The AIG teacher or classroom teacher will notify the principal of any highly gifted student who may require differentiation.

Step 2: The AIG teacher will meet with the regular classroom teacher to discuss the student's profile and needs.

Step 3: The AIG teacher and regular classroom teacher will review the student's classroom work samples.

Step 4: The AIG teacher will conduct a minimum of two observations in the regular classroom setting.

Step 5: The regular classroom teacher, AIG teacher, and principal will meet to discuss preliminary findings.

Step 6: The AIG teacher determines whether to proceed with testing.

If student does not require testing, the student is placed on a "Watch and Wait" list. The AIG teacher may begin or continue nurturing services and observations.

If the student profile indicates a need for testing, the AIG teacher will begin testing based on the student profile and according to specified criteria.

AIG population for our district does not reflect the same diversity as our entire population. To address this issue our ESL and AIG teachers will begin to collaborate on prospective English Language Learners (ELL) who should be screened for AIG. This effort will be implemented to increase the identification of underrepresented populations. When a language issues is present, a non-verbal test will be administered.

EC and AIG teachers collaborate concerning twice-exceptional students and how to best serve the student.

Practice D

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

District Response: Screening sheets are audited annually to ensure consistency with identification of AIG folders. The elementary, middle, and high school directors and Assistant Superintendent for Curriculum and Instruction serve as the District AIG Team. Screening tools are administered with fidelity and scored consistently by directors across the district. Training in administration and scoring will be conducted by directors.

Practice E

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

District Response: Annual meetings are held with AIG parents where parents review and sign Differentiated Education Plans (DEPs) during the first nine weeks of each school year. DEPs and all identification documents are maintained in red folders by each AIG specialists. Folders will also be maintained for students who were screened but do not qualify, including all identification documents.

Ideas to Strengthen the Standard: Ensure that, at a minimum, an annual parent meeting is conducted for input and review regarding AIG student plan (DEP). This meeting will occur during the first nine weeks of school and will be randomly audited by directors.

Develop more opportunities for ESL and AIG teachers to collaborate on screening and identification of students. AIG and ESL teachers will meet formally twice a year to discuss understanding of giftedness and potential AIG students that ESL teachers serve.

Sources of Evidence: Lincoln County Schools web page contains AIG screening and identification criteria

AIG Brochure to share with stakeholders the AIG screening and identification criteria

Comprehensive Lincoln County Schools AIG plan to communicate to stakeholders

Parent sign-in sheets from annual DEP meetings

Each AIG student has a red folder with AIG identification and testing information

Annual headcount of AIG students

Testing resources and protocols used for screening and identification

2015-2016 AIG stakeholder survey results

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: Lincoln County Schools provides multiple opportunities and programs to address a range of student ability levels. Differentiated Education Plans are in place for AIG students and include specific service delivery plans. For students requiring extensive differentiation, an Individual Differentiated Education Plan (IDEP) is developed. AIG teachers extend and accelerate the curriculum through classroom differentiation. At the middle school level, students are served in an accelerated math program designed to telescope three years into two years. High school students have the opportunity to enroll in college level classes through the Career and College Promise Program. In addition, high school students may also enroll in honors level classes and Advanced Placement courses. AP courses not offered at a school site may be taken via the NC Virtual Public School. Credit by Demonstrated Mastery guidelines have been shared and publicized to those students who are in need of content acceleration. In addition, AIG stakeholder survey results indicate that parents, students, and teachers believe our curriculum is rigorous and relevant.

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: Differentiated Education Plans (DEPs) are in place for AIG students and include specific service options. An Individual Differentiated Education Plan (IDEP) is developed for students requiring extensive differentiation and includes additional modifications. The district also provides a K-3 nurturing component. Elementary and middle school AIG teachers meet monthly to plan units for students based on ability, interest, and readiness.

Practice C

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

District Response: A variety of research-based resources have been obtained to augment AIG curriculum and instruction. AIG teachers meet monthly to incorporate new resources into instructional plans. The district currently uses the following curriculum resources: instructional units developed by the College of William and Mary, Jacob's Ladder, Critical thinking and Building Skills, Building Academic Vocabulary, Word Within a Word, WordBuild, Hands-on Equations, and Algebraic Thinking. In addition, middle school AIG teachers use Springboard units for instruction in English Language Arts. Discovery Education for social studies and math have been added along with Carnegie Math for our middle school advanced math classes. High school students utilize IXL for math, QUIA for social studies, APEX for initial credit, and credit recovery.

Practice D

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

District Response: Lincoln County Schools enhances students' critical thinking and problem-solving skills through differentiated instructional units and online learning opportunities, including college level coursework such as Advanced Placement and the Career and College Promise Program. Recently, we have partnered with Gaston College to provide an Afternoon College component to our high school offerings. Improving teacher knowledge of 21st Century content and skills is ongoing through our professional development offerings.

Practice E

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

District Response: SchoolNet is used in our school district to provide benchmark assessments in reading and mathematics for grades 3-8 and selected courses at high school with End of Courses. This program is also used for classroom formative assessments and unit tests. Teachers are working collaboratively to review assessment data to differentiate instruction, including the use of flexible grouping. Credit by Demonstrated Mastery has been implemented at the secondary level to further promote content acceleration.

Practice F

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

District Response: The district conducts meetings with counselors throughout the year in regards to addressing the social and emotional needs of students. The district needs to find additional ways to address the social emotional component for teachers who serve and differentiate with AIG identified kids in the regular classroom.

Practice G

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

District Response: A nurturing program has been developed and implemented for students in grades K-3 to identify potential AIG students. The nurturing program uses U-Stars Plus curriculum and other intentional strategies for this instruction.

Practice H

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

District Response: Opportunities for collaboration and communication between the AIG personnel and other staff have been developed. Specifically, grade level and vertical planning meetings along with the sharing of resources and instructional strategies through our teacher websites.

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: Every AIG student has a Differentiated Education Plan that matches the identified needs of the student. Meetings are held annually with parents/families to review the AIG plan and differentiated program services.

Ideas to Strengthen the Standard: Work collaboratively through professional development to create consistent programming between all elementary schools. Elementary AIG teachers will create interdisciplinary units for all AIG teachers to improve AIG student growth.

Provide professional development on differentiation for all teachers of AIG students.

Provide professional development that incorporates best practices for meeting the social emotional needs of AIG students. This professional development will be shared with counselors and teachers of AIG students.

Define clearly how AIG students are placed in regular education to facilitate effective instruction.

Provide overview sessions on AIG for administrators to ensure AIG plan is followed.

Conduct professional development on the characteristics/traits of gifted learners.

Establish periodic meeting times throughout the year for high school level AIG Coordinators and the High School Director to discuss ways in which high school AIG students can be best served.

Sources of Evidence: Licensure required for AIG specialists at the schools

Differentiation of Instruction professional development roster(s)

Sign-in sheets for Professional Development offered on Best Practices on Social Emotional Needs

Sign-in sheets for Monthly AIG meetings and Agenda/Topics of Professional Development

AIG Leadership attendance to Regional Meetings in order keep current on possible AIG professional development

2015-2016 AIG stakeholder survey results

Standard 3: Personnel and Professional Development

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

Practice A

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

District Response: The District AIG Team is comprised of the Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, Director of Middle School Education, and Director of High School Education. As funding becomes available or as personnel changes are made, it may allow for this situation to change to have an AIG-licensed educator as lead coordinator. The AIG team meets to discuss progress on the plan to identify next steps for implementation. The AIG team attends regional and state meetings to collaborate with other AIG leaders that support AIG learners.

Practice B

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

District Response: AIG teachers meet regularly to collaborate and plan instruction units that meet the various needs of the students they serve. For example, middle school AIG teachers participate in professional learning communities that specifically engage them in continued professional development regarding gifted learners and effective instructional strategies for ELA. Each year our middle school AIG specialists conduct a book study to provide a forum for discussion and professional development. Stakeholders indicate that support in the area of social emotional needs of gifted learners should be increased. Elementary teachers will work to create minimum units for all elementary AIG students that address academic, intellectual, social, and emotional needs.

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: Professional development offerings for teachers of gifted students continues to be an area of focus for our district. Our teacher survey indicates the need for additional professional development in the area of differentiation for teachers serving AIG students in the regular classroom. We plan to conduct professional development on differentiation in order to incorporate varied learning opportunities for AIG students.

Practice D

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

District Response: At this time, there are no LEA professional development requirements for teachers who serve AIG clustered students. We plan to develop these requirements in the future so we will be better able to meet AIG student needs. Furthermore, our district will provide administrators an AIG overview to ensure AIG plan is implemented in regard to placement of AIG students in clusters with teachers that are best qualified to teach AIG students. Professional development on differentiation of instruction will be conducted for all teachers serving AIG students in clusters classes or separate classes.

Practice E

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

District Response: Professional development for AIG teachers is currently integrated with other district professional development initiatives. As a district, we will continue to align professional development with AIG program goals. We encourage attendance at AIG annual gifted conference and other seminars that are available.

Practice F

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

District Response: AIG teachers participate in various opportunities for collaboration throughout the school year. During their meeting times, they effectively plan appropriate instructional strategies and interdisciplinary units of study to be implemented at their various school sites. In addition, the AIG teachers are able to attend grade level/content planning meetings throughout the year.

Ideas to Strengthen the Standard: Work collaboratively through professional development to create consistent programming between all elementary schools. Elementary AIG teachers will create interdisciplinary units for all AIG teachers to improve AIG student growth.

Provide professional development on differentiation for all teachers of AIG students.

Provide professional development that incorporates best practices for meeting the social emotional needs of AIG students. This professional development will be shared with counselors and teachers of AIG students.

Define clearly how AIG students are placed in regular education to facilitate effective instruction.

Provide overview sessions on AIG for administrators to ensure AIG plan is followed.

Conduct professional development on the characteristics/traits of gifted learners.

Establish periodic meeting times throughout the year for high school level AIG Coordinators and the High School Director to discuss ways in which high school AIG students can be best served.

Sources of Evidence: Licensure required for AIG specialists at the schools

Differentiation of Instruction professional development roster(s)

Sign-in sheets for Professional Development offered on Best Practices on Social Emotional Needs

Sign-in sheets for Monthly AIG meetings and Agenda/Topics of Professional Development

AIG Leadership attendance to Regional Meetings in order keep current on possible AIG professional

development

2015-2016 AIG stakeholder survey results

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

District Response: AIG teachers at the elementary and middle school level work with regular classroom teachers to develop DEPs that address students' needs. These range of services include consultation with regular teacher, push-in, pull-out, and separate grouping of students. At the high school level, the AIG counselor supports the social emotional needs of the AIG students.

Practice B

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

District Response: At the K-3 level, an extensive nurturing program is implemented in order to conduct a "broad sweep" of the student population. AIG teachers work collaboratively with regular classroom teachers using observational instruments and assessments to screen students who may require another level of service in addition to the services provided in regular classrooms. Students in grades 4-5 are served either through cluster grouping, pull-out, or differentiated services in the regular classroom. At the middle school level, students are served through cluster grouping with classroom differentiation or direct, daily service in advanced level classes in English Language Arts and/or Mathematics. High school students have an AIG counselor who meets with them to encourage enrollment in honors and advanced placement courses. Opportunities for content acceleration and grade level acceleration are based on the assessment of student needs.

Practice C

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

District Response: Gifted Education in the district is an integral part of the overall plan to successfully educate all students in the district. AIG program goals are incorporated into school improvement plans and accreditation processes to address AIG as a subgroup with growth data. The needs of academically gifted students are included in the following focused plans in our district: District Strategic Plan and School Improvement Plans based upon state and federal accountability data.

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: Provide professional development annually to all teachers, administrators and support staff in the AIG identification procedures and service options. Professional development is conducted at each school site regarding the identification and service options within the first nine weeks each year. AIG information is published on the district's AIG webpage to provide communication regarding identification procedures and service options. The AIG brochure is posted on the district web page and is available in print for all stakeholder groups.

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: Parent meetings (elementary to middle and middle to high) are conducted at transitional years for students. In addition, middle school AIG teachers are involved in high school course selection recommendations. A meeting is held to transition AIG folders between elementary to middle and middle to high school using checklists. Survey results indicate the need for more effective communication between teachers and schools at key transition points.

Practice F

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

District Response: Teachers share ideas and lessons/instructional activities through the Lincoln County Schools website. However, survey results indicate a need for stronger collaboration between regular education and AIG teachers. Progress reports are sent to AIG students every four weeks, and parent feedback regarding the AIG program and services is solicited annually. In addition, parents have access to student grades through the PowerSchool parent portal. EC teachers collaborate with AIG teachers to discuss students with dual exceptionalities and plan appropriate differentiated instruction. Members of the District AIG Steering Committee help to plan and deliver parent information.

Practice G

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

District Response: Highly capable students may be allowed to accelerate in grade level and/or content in order to provide the most appropriate learning environment. Recommendation for grade acceleration should be made by the school level AIG team utilizing data gathered based on the Iowa Acceleration Scale. Students are also allowed to earn Credit by Demonstrated Mastery of content at the secondary level. Credit by Demonstrated Mastery (CDM) processes and procedures are in place to allow high school students additional opportunities to accelerate.

Practice H

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

District Response: Project U-STARS PLUS has been purchased and currently implemented in our first and second grade nurturing program with selected lessons. Professional development is held

focusing on recognizing gifted traits in students of under-represented AIG populations. This professional development includes ESL, EC, Title I, and special area staff.

Practice I

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

District Response:

A variety of support activities are available to enrich the existing curriculum and are available to gifted students. Some of the options include:

Student Competitions:

Elementary-Battle of the Books, Math League, Math Logo Contest (NCCTM), Anthology of Poetry Contest, Robinson-Lineberger Literary Contest, Letters about Literature, DAR Essay Contest, Creative Communications Poetry, National Gallery of Young Inventors Contest, Ideas for a Better America Contest, CyberKids Robotics, Math Olympiad, Science Olympiad, and Martin Luther King essay contest.

Middle Schools-Battle of the Books, Math Counts, National Geographic Geography Bee, Robinson-Lineberger Literary Contest, Soil and Water Conservation Essay Contest, DAR Essay Contest, CyberKids Robotics and Martin Luther King essay contest.

High School-Knowledge Bowl, Robinson-Lineberger Literary Contest, High-Q Teams, Stock Market Game, DAR Essay Contest, Poetry Out Loud, Robotics, and Martin Luther King essay contest.

Enrichment Programs: Summer Ventures, Duke University TIP, Governor's School, Future Engineering Camp, CyberKids Robotics, Lincoln County Schools Summer Science Camp, etc.

Special Schools: North Carolina School of Math and Science, North Carolina School of the Arts
Specialized Course Offerings: North Carolina Virtual Public School, Stanford Program for Gifted Youth (EPGY)

Guidance: AIG Coordinators (Counselors) at high school, 9 – 12 Career Development Plans, Character Education

The district will continue to offer additional enrichment programs that challenge and motivate AIG students.

Practice J

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

District Response: The district utilizes a variety of grouping strategies to enhance the growth and development of gifted students. These strategies include the following:

Flex grouping for skills after benchmarks
Cluster grouping by identification
Enrichment groups
Subgroup and data monitoring

Ideas to Strengthen the Standard: Offer additional professional development for regular education teachers to help them better understand the needs of gifted students in the classroom

Increase collaboration and sharing of instructional lessons/activities among all teachers of gifted students

Strive to place elementary AIG cluster students with a certificate AIG teacher for homebase

Increase the number of schools holding Family Engineering Nights

Focus on improving scheduling of AIG students for optimal learning opportunities

Provide group and individual student support to meet the emotional needs of AIG students

Sources of Evidence: DEPs/IDEPs

State PRC 034 funds matched to AIG service delivery

Student schedules

AIG folder data

School Improvement Plans

Implementation of Project U-STARS PLUS curriculum

Longitudinal data regarding the identification of students involved in the nurturing program

Agendas and rosters for professional development sessions

2015-2016 Stakeholder survey results

Documentation of student participation in extracurricular activities

Standard 5: Partnerships

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

Practice A

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

- ◆ academic and intellectual
- ◆ social and emotional.

District Response: Based on 2015-2016 survey data, communication with parents/families varies by level. Secondary schools have improved, but need to be more intentional in communicating with parents and the community. Communication efforts include annual parent orientations, district AIG website and annual stakeholder group meetings. AIG teachers communicate regularly with parents via email, the website and written communication. At the secondary level, meetings are held with students and parents each year. Students and parents also receive information through the website, telephone calls, school announcements, and honors and AP teachers.

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: Data from the AIG District Steering Committee indicate stakeholders need additional information regarding the AIG plan. The district AIG information is shared through a variety of media, including newsletters, AIG webpage, informational meetings with parents, and annual conferences with parents to discuss DEPs or IDEPs.

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: While stakeholders were involved in the development of the plan, there is a need to reflect greater diversity on the district committee which is more representative of district demographics. We will continue to invite members of underrepresented populations to serve on the AIG District Steering Committee. Focus will be placed on expanding the role of the AIG District Steering Committee to examine program data and provide detailed feedback for program improvement.

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: As confirmed by the 2015-2016 survey data, improvement is needed in the area of communication with parents/families and the community about opportunities available to AIG students. In addition, this information should be provided in their native language by using the strategies listed below:

1. Update the district AIG website to include information concerning opportunities and activities available for AIG students. Make information available in the student's native language.
2. Provide forms translated in English and Spanish. Translate forms into other languages based on needs.
3. Provide translators when holding AIG parent meetings, if needed.

Practice E

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

District Response: There is a need to create stronger partnerships with business and industry to foster collaboration and to better prepare students with 21st Century skills. Based on the AIG District Steering Committee feedback, there is also a need to increase our partnerships with community organizations. The district has identified the following partnerships to focus on:

1. Meet with LEDA representatives to develop partnership opportunities such as mentoring programs, speaker bureau, job shadowing, etc.
2. Enhance partnerships with Gaston College, North Carolina School of Science, Lenoir-Rhyne

University and UNCC to support the AIG program.

3. Maintain Afternoon College with Gaston College for students to earn dual credit.
3. Develop sponsorships for programs that engage AIG students in problem solving and critical thinking such as Robotics clubs, Engineering Clubs, Junior Achievement (Biztown), Science Olympiad, and Odyssey of the Mind.
4. Showcase projects and work of AIG students in the community through Rotary, Kiwanis, Arts Council, Lincoln Economic Development Association (LEDA), etc.
5. Seek community partnerships to enhance the AIG program.

Ideas to Strengthen the Standard: Continue to improve and update the Lincoln County Schools' webpage for Academically Gifted students. A link will be added to include information in Spanish on the website. Additional sections will include "AIG Opportunities" and "AIG News & Events".

Add a link from each school's website to the Academically/Gifted webpage on Lincoln County Schools' webpage to enhance communicating AIG information to stakeholders.

Include an Academically Gifted section in the High School Curriculum Guide. The section will include information about special opportunities for students.

Sources of Evidence: Updates to the district and school AIG web pages

Updates to the High School Curriculum Guide

Meeting agendas

Rosters of parent orientation meetings

AIG brochure

List of AIG Steering Committee members

Invitation letter to stakeholders

Translated forms and informational materials

Community partnerships

District strategic plan

2015-2016 AIG stakeholder survey data

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 LEAs school board and sent to SBE/DPI for review and comment.

District Response: The local LEA plan has been submitted and approved in prior years by the AIG Stakeholder group and Lincoln County School Board. Feedback from the review process (including feedback from Regional AIG leads, AIG coordinators in other districts, and self-assessment) has been and will continue to be utilized to make program improvements. All stakeholders will be surveyed at least bi-annually on topics related to diverse learning needs of gifted students. With the changes in testing and accountability and the addition of AIG as a subgroup, there is an increased emphasis on demonstrating growth with all AIG students every year.

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: Curriculum directors work closely with AIG teachers and individual school leaders to review data for program improvement. The AIG District Team is also responsible for monitoring and ensuring the completion of actions outlined in the AIG plan. In alignment with the state slogan, we strive for "AIG, all day everyday."

Practice C

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

District Response: The Assistant Superintendent of Curriculum and Instruction confers with the

district finance officer regarding PRC 034 funds, and then meets with the AIG curriculum team to ensure that funds are expended appropriately.

Practice D

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

District Response: Conduct annual analysis of student performance and growth data (EOG and EOC) for identified AIG students by district and school in comparison to local testing data of all students. This analysis will help in identification of disproportionality and under-represented populations. Analyze and review yearly drop-out data of AIG students with administrators and appropriate staff in order to observe trends in data and develop appropriate strategies for improvement.

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: Investigate alternate pathways for identifying under-represented populations. Review current testing practices to ensure that nonverbal assessments are used appropriately. Use AP Potential and EVAAS data to assist in increasing participation of under-represented populations who may be successful in AP courses. Provide professional development for principals, counselors, and teachers regarding characteristics of culturally and economically diverse gifted students. Improve the K-3 nurturing program by implementing Project U-STARS PLUS with additional lessons.

Practice F

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

District Response: AIG licensure credentials are maintained in the Human Resource Department database. All K-8 AIG teachers currently hold AIG licensure.

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: AIG District Steering Committee meetings are scheduled to review program data and make recommendations for improvement. Survey data from stakeholders is shared and used to make improvements. A student advisory group will be formed to receive feedback from AIG students and discuss improvements to the AIG program.

Practice H

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

District Response: AIG surveys are administered at least every three years to parents, students and teachers. During implementation of the three year plan, various focus groups are used to gather feedback. Throughout the school year, feedback is gathered informally by AIG teachers and administrators. Ongoing feedback will be gathered through a variety of modes, including parent open house meetings and DEP meetings.

Practice I

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

District Response: Student achievement and headcount data are reviewed annually. During implementation of the three year plan, additional surveys and focus groups are used to gather

feedback. Comments from the DPI plan review are utilized by district personnel for continuous program improvement. AIG subgroup test data is analyzed and utilized to target areas of strength and areas needing improvement. Additionally, ACT data for AIG students are analyzed to determine program effectiveness and develop plans for improvement. The AIG plan will be available on the district AIG webpage. Survey data, achievement, and enrollment data will be shared with stakeholders. Each AIG specialist will be provided with data from evaluation of the local AIG program in order to assist in disseminating the information.

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: The goals, procedures, criteria, and service delivery options of the Lincoln County Schools Gifted Education Program should be clearly communicated to parents. Parents/guardians who have questions or concerns should first talk with the regular education teacher, the AIG teacher, and/or the school principal. If parents/guardians disagree with a decision, it is hoped that the concerns may be resolved at the local level. The following procedures should be followed to resolve any disagreement:

Step 1: If the parents have a disagreement concerning nomination, identification, or services, they may request a meeting with the teacher and principal at the local school level. The principal may convene the school level AIG Team to review referral and placement records and the student's current performance.

Step 2: If the disagreement is not resolved at the school site, the disagreement should be reviewed by the system-level coordinator(s) of the Academically Gifted Education program.

Step 3: The next level for discussion and review is with the Assistant Superintendent for Curriculum and Instruction.

Step 4: The next level for discussion and review is with the Superintendent (or designee).

Step 5: If agreement cannot be reached administratively, the disagreement should be reviewed by the Lincoln County Board of Education. At any point in the hierarchy of discussions, the school system may consider the possibility of mediation with an impartial facilitator. The mediator will be selected from an approved list from the North Carolina Department of Public Instruction.

Step 6: 115C-150.8 Review of Disagreements

In the event that the procedure developed under G.S. 115-C-150.7 (b) (7) fails to resolve a disagreement, the parent/guardian may file petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes.

Legal fees are the responsibility of the parents.

Ideas to Strengthen the Standard: Lincoln County Schools will seek additional ways to systematically communicate evaluation data to the general public and various stakeholders.

AIG Specialists will be nurtured into leadership roles guiding professional development in the areas of identification, service and differentiation.

Research alternative assessments (ability and achievement) that are designed to target students from high poverty.

Determine relevant nurturing service options for students in poverty and utilize funds from EESA to ensure availability of these services.

Form an AIG student advisory group to seek input and receive feedback for AIG improvement.

Sources of Evidence: District Plan
Local AIG webpage
Board of Education agenda

Disaggregation of EOG and EOC data

Screening data

Headcount data

AIG subgroup data

Budget report

Purchase orders

Copy of testing guidelines

Roster and agendas from PD sessions

AP class enrollments

AP exam data

College course enrollment

Student participation (Governor's School, Duke Talent Identification)

DPI program review feedback

EVAAS data

ACT data

AIG newsletters

Student AIG folders containing written consent

AIG stakeholder survey result

Glossary (optional):

Appendix (optional):

AIG 2016-2019 BOE Approval.docx (*Local Board Approval Document*)