

**Transylvania County Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2010-2013**

**Approved by local Board of Education on:** 12-JUL-10

**LEA Superintendent's Name:** Dr Jeffrey S McDaris

**LEA AIG Contact Name:** Catherine P. Childress

**Submitted to NC Department of Public Instruction on:** JULY 12, 2010, 09:41:56

**Revision Submitted to NC Department of Public Instruction on:**

Transylvania County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, July 2009). 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 transition to the new AIG Program Standards, every LEA 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 2010-2013. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

***For 2010-2013, Transylvania County Schools local AIG plan is as follows:***

**Transylvania County Schools Vision for local AIG program: Philosophy & Mission**

Transylvania County Schools' gifted education document is a comprehensive, K-12 plan which reflects the school system's Mission Statement, as well as its fundamental beliefs and strategic priorities:

The Mission of the Transylvania County Public Schools is to prepare students to become caring and productive citizens in an ever-changing society through the shared responsibility of students, parents, educators and the community.

Toward that end, we believe that:

- All children can learn; however, they learn differently, and we must understand and value those differences.
- High expectations will result in high achievement.
- Through the shared responsibility of students, teachers, parents and the community, we can reach our goals.
- Children are our most important resource.
- All children deserve a safe, comfortable, attractive and inviting atmosphere that fosters learning.

- All educators, students and parents deserve respect.
- Minds and hearts are the focus of education.

Our commitment, then, is to meet the educational needs of all students, and, through this plan, especially those who are academically or intellectually gifted and who require differentiated educational services beyond those provided by the regular education program.

#### Sources of funding for local AIG program (as of 2010)

State Funding	Local Funding	Grant Funding	Other Funding
\$174894.00	\$54338.00	\$0.00	\$0.00

#### 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 clear, comprehensive, and equitable 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 2010-2013.

**Rationale:** To ensure that the AIG students are equitably and consistently included throughout the LEA, we will provide all schools with the same procedure for screening and referral that leads to identification in the AIG program for all grade levels and involve stakeholders in this process

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

**Description:** Annual formal mass screening includes provisions for an ongoing screening and selection process. The AIG specialist will review data provided by teachers that includes formal/informal testing, grades, and any other relevant information in order to establish a pool of students that may need differentiated services. The student identification for differentiated services in gifted education is a process that includes: Review of annual state reading and math assessments, teacher recommendations, review of the CogAT Test Scores, review of Nagleri test scores, review of the Bright Horizons teacher/parent gifted checklist.

**Planned Sources of Evidence:** -District and school websites will provide information on screening, referral and identification processes for all grade levels.

-Identified students are assessed with the CogAT in grades 3 and 6. Individual assessments on a referral basis for students who may not have taken the CogAT, or whose giftedness may have developed more slowly. Results will evidence this practice.

-The Naglieri will be used as an alternative assessment in order to identify under-represented populations. Results will evidence this practice.

-EOG test scores or any other achievement test will be used for the identification process. Results will evidence this practice.

**Other Comments:**

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

**Standard 1: Student Identification**

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

**Practice B**

Employs multiple criteria for student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Multiple criteria for student identification are used to insure that all students will be evaluated if they demonstrate potential for placement in the AIG program

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

**Description:** The AIG team reviews multiple criteria, which is consistent across the county. Some of the instruments/tools used to aid in student identification may include but are not limited to the following:

- CogAT ( Cognitive Abilities Test) given to the identified pool of 3rd and 6th grade students
- North Carolina End-of-Grade Tests or other standardized aptitude tests
- Star Reading and Star Math level for grades 1-5
- Naglieri Nonverbal test
- Bright Horizons Gifted and Talented checklist
- Report card grades
- Aims Web for elementary – middle

**Planned Sources of Evidence:** - TAG Team minutes

- DEP folders
- AIG Plan
- Surveys

**Other Comments:**

**Ideas of Strengthening:** This section does not need to be completed based on the chosen category

of the practice.

### **Standard 1: Student Identification**

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

#### **Practice C**

Administers both non-traditional and traditional standardized measures that are based on current theory and research.

#### **This practice is a Maintained Practice for 2010-2013.**

**Rationale:** The AIG Department recognizes the importance of utilizing research-based and theory-based non-traditional and traditional measures. When utilized in tandem, a more complete picture is provided of the student's abilities and potential. We plan to improve this practice in future years, but for now, we will maintain current practice.

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

**Description:** The AIG program of Transylvania County Schools utilizes both non-traditional and traditional measures in screening, referral, and identification process of informally and formally identified gifted students. The following measures may be used:

- CogAT ( Cognitive Abilities Test) for 3rd and 6th grade students
- North Carolina End-of-Grade tests
- Star Reading and Star Math tests (3-5)
- AIMS web assessments (3-8)
- Naglieri non verbal assessment

Since the best assessment is based on multiple measures that are both non-traditional and traditional, the data gathered should include classroom assessments that demonstrate evidence of superior work.

Some examples of non-traditional measures are:

- Report cards
- Teacher and/or parent referrals with anecdotal notes accompanying the referral
- Bright Horizons Gifted Behavior Scale

**Planned Sources of Evidence:** AIG Plan (see attached checklists, surveys) DEPs, list of accepted tests

#### **Other Comments:**

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

### **Standard 1: Student Identification**

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

#### **Practice D**

Initiates screening, referral, and identification procedures that 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 2010-2013.**

**Rationale:** We are compelled to provide fair access to all students especially those whose gifts may not be evident due to cultural/ethnic diversity, economic disadvantages, English language learning, highly gifted, and twice-exceptional gifted populations. The county plans to meet the needs of these students through relying primarily on the Naglieri non-verbal assessment and the Bright Horizons gifted and talented checklist.

There needs to be stronger communication between AIG specialists and all school personnel about procedures leading up to, and including identification.

**Goals:** 1. To ensure that everyone understands and uses the common screening, referral, and identification procedures. Special emphasis will be placed on reviewing traits, aptitudes, and behaviors of gifted students with a focus on traditionally under represented populations.

2. Research, identify and use alternative achievement and aptitude tests for LEP students.

3. Improve communication between AIG specialists and individuals who serve special needs populations.

**Description:** AIG specialists will meet with all faculty at their respective schools and will use the AIG web site to inform all professional staff of the common screening, referral and identification procedures.

Transylvania County Schools student membership is a diverse population of the following ethnic groups: Caucasian, African American, Hispanic, Asian/Pacific Islander and Multi-racial. Over 56% of TCS' population qualifies for free and reduced lunch. Due to federal guidelines protecting students' rights, there is no data concerning the number of gifted students on free and reduced lunch; however the AIG Program strives to identify candidates regardless of their economic status. Nomination by a parent, teacher, student, or other community member with academic knowledge of the student should be submitted to the school's AIG specialist. Because the AIG specialists have been in kindergarten through third grade classes for whole class instruction as well as flexible group instruction, the specialists already have some knowledge of student needs. Staff development and monitoring of students ensures that all students, including those from under-represented segments of the population, are considered for possible AIG services.

At the end of each school year, standardized scores from all students in grades three through eight

are once again reviewed by the AIG specialists to determine if other students should be screened. In addition, the AIG team at each school can be convened at anytime during the year when a student is recommended for screening. Although most of the placements are determined in the spring and begin service the following fall, placements may be made at any time during the year according to the needs of the child.

**Planned Sources of Evidence:** - AIG headcount reflective of each school's demographics

- Screening, referral , and identification trends
- Samples of identification using non-traditional criteria
- Documented testing accommodations
- LEP plan
- LEA's AIG Plan

**Other Comments:**

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

**Standard 1: Student Identification**

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

**Practice E**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** All students who have potential must receive equal opportunity within the LEA for an appropriate AIG program that provides a variety of educational experiences. Each school in the LEA will follow the same policy and procedure for referral, screening, and identification of AIG students.

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

**Description:** At the end of 3rd grade classroom teachers will begin to compile data including EOG scores in reading and math for those students that have scored 98%-95% in one or both areas of the assessment. The identified students will be referred to the AIG specialist to take the CogAT test. The AIG specialist will administer the test and compile checklists and administer the Naglieri if deemed necessary. Each year the AIG specialist at every school looks at all standardized test scores in grades 4-8 to see which students are entered into a screening pool. Being in the pool automatically means that other criteria such as behavior scales, motivation, and teacher recommendation will be evaluated.

Notebooks with the AIG plan, procedures, and forms are located in each school office as well as with each elementary and middle AIG specialist. The new plan will be posted on the district's website. The

AIG Specialist or Coordinator is available to answer any questions to ensure conformity. To help ensure consistency throughout the county, a checklist for AIG Folders will serve as documentation that appropriate paperwork/forms are located inside each folder of each AIG student. This will help ensure that proper documentation is maintained consistently when files are audited.

**Planned Sources of Evidence:** Continuous Screening, Referral and Identification Procedures:

An ongoing student search will be conducted by the classroom teachers after reviewing the middle school academically/intellectually gifted program identification procedures, characteristics of the AIG learner, the Gifted Characteristics Checklists for Underrepresented Populations and effective teaching strategies. The Team for Academically Gifted and the AIG specialist are responsible for this yearly review.

The general guideline for the student search is high academic achievement on past report cards for reading, math, and/or writing; 97th percentile or above on End of Grade tests or on comparable standardized tests for reading, writing, and/or math; 3.5 or better on applicable North Carolina writing tests; aptitude scores at the 98th percentile or above (full scale scores by age). Students who meet these criteria will be considered for further screening by the school TAG.

**Individual Nominations**

Nominations will be accepted from parents, teachers, students, and other third parties throughout the year. In all cases the nomination must be in writing using form AIG1-04. Particular attention will be given to potential academically/intellectually gifted students from culturally diverse, economically disadvantaged, and disability populations.

Step 1. By October of each school year, the classroom teacher will review the academic record for each student in the class. Students with scores on EOG for math and/or reading at the 98th percentile or better and writing scores of 3.5 or better and not already identified as academically/intellectually gifted learners will be referred to the AIG specialist. Students who may qualify by virtue of the Gifted Characteristics Checklists for Underrepresented Populations screening shall likewise be referred.

Step 2. The referring person shall complete form AIG1-04 and submit to the school TAG.

Step 3. Parents, students, or other third parties may request a referral form for completion and submission to the school TAG.

Step 4. The AIG specialist gathers additional data on these students, such as prior test results, teacher checklists, student work, and observations. In the event that no aptitude test results are available, the AIG specialist will obtain parental permission and administer the test. Collected data may include the following:

- Copy of academic grades (most recent two years)
- Scores from achievement tests—reading, writing, and/or math (most recent two years)
- Scores from aptitude test (within one year if available)
- Inventories to identify giftedness in underrepresented populations, for example the Slocumb-Payne Teacher Perception Inventory
- Peer Perception Inventory
- Student Interviews

- Student work samples/portfolios
- Teacher checklists
- AIG teacher observation

Step 5. The referral and all data are submitted to the school TAG.

Step 6. TAG reviews referral and supporting data. (The teacher, AIG specialist, parent and/or student may be asked to participate at this review.)

Step 7. TAG decides A) more information is needed, B) no placement is warranted or C) placement is needed and a Differentiated Education Plan is developed.

**Other Comments:** Step 8. Should the decision be made to collect more information, parents must be notified. When testing is required, parental permission must be obtained. If a student is not recommended for further assessment or identification, some documentation should be made to alert future teachers that this student has shown some indication of potential giftedness and should be monitored for future identification.

Step 9. Additional information is obtained and reviewed by the TAG and Step 6 is repeated. Parents are informed.

#### Transfers

When an identified academically/intellectually gifted student (6-8) enrolls, the school TAG should be informed by the enrolling school staff member. A request for AIG records should be made immediately to the sending school.

#### Procedures:

Mass screening will be on the basis of eighth grade EOG scores at the 98th percentile or better in reading and/or math. Names of students who have not previously been identified as AIG and who have outstanding EOGs and classroom performance will be forwarded by the middle school to the AIG specialist.

In the event that faculty perception or a non-traditional screening instrument suggests that a minority or Economically Disadvantaged student has AIG potential, the AIG coordinator will evaluate that student for inclusion using the "Preponderance of Evidence" approach.

Counselors will screen for high performing students (grades 9-12) on the basis of PSAT, SAT, NEDT, ACT, and EOC scores. Names of students will be given to the AIG specialist for data collection. Students whose records indicate academic/intellectual giftedness will have a referral (AG1-04) completed by the AIG specialist and a counselor and submitted to the school TAG for consideration. Parents will be notified of this nomination (AG2-04).

#### Individual Nominations:

Step 1. Teacher, parents, students, or other third parties may request and complete an AIG referral form (AG1-04) at any time during the school year. Referrals are submitted to the school TAG.

Step 2. Data collection on students with written referrals, as well as parent notification (AG2-04), will be the responsibility of the AIG specialist. Collected data may include the following:

- Copy of academic grades (most recent two years)



- Score from achievement tests (most recent two years)
- Score from aptitude test (within one year if available)
- Student portfolio
- Teacher interview
- Student interview

Step 3. The TAG reviews the referral and supporting data. (Teachers, parents, and/or students may be asked to participate in this review.)

Step 4. The TAG decides A) more information is needed, B) no placement is warranted or C) placement is needed and a Differentiated Education Plan is developed.

Step 5. If more information is needed, data is collected and a decision is made by TAG (Step 4).

Step 6. If a student is not identified for services, the parent will be notified (AG3-04). Documentation should be made to alert future teachers that this student has shown some indication of potential academic/intellectual giftedness and should be monitored for later possible identification.

Step 7. If placement is needed, the parent will be notified. The Team for Academically Gifted (TAG) will identify the area(s) of strength and recommend an array of service delivery options at the 9-12 grade span. Content modifications and recommendations for special programs are the responsibility of the current classroom teachers with support from the AIG specialist.

Step 8. If parents disagree with the decision of the school's TAG regarding either identification or service delivery plan, due process is available. (Refer to the AIG Parent Handbook or to the "Due Process" section of this plan.)

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

### **Standard 1: Student Identification**

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

### **Practice F**

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 2010-2013.**

**Rationale:** Publishing and reviewing annually written policies addressing the procedural rights of students and parents is fundamental to ensuring that a family's rights are protected. Transylvania County Schools' AIG program does so.

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

**Description:** TRANSYLVANIA COUNTY SCHOOLS  
DUE PROCESS PROCEDURES  
ACADEMICALLY/INTELLECTUALLY GIFTED

Transylvania County Schools holds that the Academically/Intellectually Gifted Education Plan, its goals and objectives, identification process, and all service delivery options should be clearly communicated to parents. A collaborative relationship between home and school will enable the student to maximize his/her academic potential in a supportive, nurturing environment; however, in the event a parent/guardian disagrees with the decision of the school's Team for Academically Gifted (TAG), the following procedures\* are established to resolve the disagreement in a quick and precise manner so that the student's educational program is not overly disrupted.

**STEP ONE: Appeal at School Level**

- A. The parent/guardian may request a conference\* with the school's Team for Academically Gifted to present concerns. This request shall be submitted in writing (DP Form 1); however, the parent/guardian may elect only to provide written request without presenting in person.
- B. This conference shall be scheduled within ten school days upon receipt of written notice and a review decision made in writing within five school days of the conference.
- C. At this conference, all information is reviewed and shared with parent and minutes are recorded.

**STEP TWO: Appeal at System Level**

- A. The parent/guardian may request a conference with the system-level Team for Academically Gifted. This request shall be submitted in writing within five school days of the local school decision, and a conference scheduled within ten school days upon receipt of the written request. The school's TAG chairperson and the child's teacher, the principal and /or other appropriate individuals may be invited to the conference in addition to the parent/guardian.
- B. During the conference, additional information may be requested from the child's teacher, the parents, or the school-level TAG. Written minutes of this conference are kept by TAG.
- C. The system-level TAG shall give their decision in writing within five school days.

\*See G. S. 115C-150.7(b) 7 and G.S. 115C-150.8.

**STEP THREE\*: Mediation**

- A. The parent/guardian may request mediation by a neutral third party. This request shall be submitted in writing to the AIG coordinator within five school days of the system-level TAG's decision.
- B. It is the responsibility of the school system to identify and compensate a mutually acceptable mediator.
- C. The mediator selects the form the mediation session will follow.

D. The goal of the mediation will be a written agreement signed by both parties in good faith.

E. In the event that mediation does not resolve the disagreement, parents may continue with the due process procedures.

\*Optional

#### STEP FOUR: Appeal to the Local Board of Education

A. If the parent/guardian disagrees with the decision of the system-level TAG and/or mediation has not rendered a satisfactory solution, a written request (SPI) may be made to the local Board of Education: Transylvania County Board of Education, Transylvania County Schools, 225 Rosenwald Lane, Brevard, NC 28712

B. This request should be made within five days of the system-level TAG decision. The appeal will then be placed upon the agenda of the next Board of Education meeting.

C. The Board will review the concern. The Board may request further information from the parent, the child's teacher, the school and/or system TAG, the principal, and the AIG coordinator.

D. The Board shall make a decision in writing within 10 days of the appeal.

#### STEP FIVE: Appeal to State

In the event that the local grievance procedure fails to resolve the disagreement, then the state level grievance procedure would be implemented.

A. The parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

- 1) whether the local administrative unit improperly failed to identify the child as a academically or intellectually gifted student, or
- 2) whether the local plan has been implemented appropriately in regard to the child.

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

The AIG plan itself spells out the written policies safeguarding the rights of students and parents, including informed consent regarding identification and placement or non-placement and transfers from other LEAs. There are written procedures within the handbook for resolving disagreements and for filing due process (see attached)

**Planned Sources of Evidence:** - Student AIG folders containing initial written consent for review of

data.

- Minutes and records of Due Process challenges
- Student folders containing the annually renewed DEP and written consent for placement
- The local AIG Plan
- Board of Education Policy Manual

**Other Comments:**

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

**Standard 1: Student Identification**

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

**Practice G**

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 Focused Practice for 2010-2013.**

**Rationale:** The Parent Handbook contains full explanations of the identification procedure and service options for students, thereby ensuring proper placement and service provision for students.

- Goals:**
- Expand awareness of the identification process through the use of technology.
  - Post identification procedures and service options on the LEA's and schools' websites.

**Description:** See attached Parent Handbook.

**Planned Sources of Evidence:** The inside cover of each student's DEP contains a checklist of all required components of the DEP. Included on this list is the summary of the identification process, service options, signed parental consent, and documentation of annual review. At each school, minutes and agendas of parent group meetings are maintained. Website listings are found in the Parent Handbook.

**Other Comments:**

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

**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) according to identified abilities, readiness, interests, and learning profiles, K-12.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** The Plan for Differentiated Education Services for Academically or Intellectually Gifted Students aligns with Transylvania County's Policy regarding the adaptation of the NC Standard Course of Study (SCOS) according to the identified abilities, readiness, interests, and learning profiles in K-12 curriculum development and modification of curriculum and instruction guides to determine whether or not the curriculum meets the needs of the students of the school. Addressing these individual student needs is determined through on-going teacher observation, classroom assessment and evaluation to determine whether or not a child may need different amounts of instructional time in order to fulfill the educational goals and objectives required by the State curriculum.

Within that framework, students may find age-appropriate SCOS classes are differentiated to allow broader or deeper exposure to skills, concepts, processes or operations. Should differentiated instruction prove insufficiently challenging, then other service delivery options are available.

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

**Description:** The primary means of addressing an AIG student's needs is differentiation of SCOS coursework within a heterogeneously grouped classroom.

A number of service options are available to identified students, each of which revolves around the NC Standard Course of Study. Criteria for each of those options is included below.

Early Admission to Kindergarten

- Fourth birthday by April 16 of entry year
- Testing administered after April 16 of entry year
- Application for early entry made to principal within first 30 calendar days or greater of entry year
- 95%tile on individual standardized aptitude test
- 95%tile or greater on individual standardized achievement test
- Student work samples demonstrating outstanding ability in any of the following areas:  
art, math, writing, dramatic play, creative productions, science, social interactions, or other
- Individual standardized aptitude and achievement tests administered by North Carolina professionals at parent expense
- Two letters of recommendation with specific documentation of physical and social maturity from preschool teachers, childcare workers, pediatricians, or other adults with direct knowledge of the child
- Informal interview with the child by principal and/or designee
- Interview with the parent by principal and/or designee

Grades Kindergarten through Third

AIG Specialists will work in each K-3 classroom once a week to lead enrichment opportunities for all,

and to begin identifying potential children for AIG screening.

#### Grade Skipping

- Teacher recommendation (observation/checklist)
  - Strong student interest
  - Self motivation
  - Independent learner
  - Strong classroom performance
  - Level 4 on K-2 assessment or 3rd grade EOG
  - Work samples demonstrating mastery
  - OR
  - Teacher recommendation (observation/checklist)
  - Work samples demonstrating mastery
  - Independent learner
  - Performance at least 2 grade levels above in reading, writing and/or math (95%)
  - OR
  - 95% on individual aptitude test
  - 95% on individual achievement test (reading, writing and math)
  - High level performance on student progress report
  - Appropriate social development (as assessed by teacher and psychologist)
  - Strong independent reader
  - Teacher and Principal recommendations
  - Parent approval
- (all seven of the listed criteria must be met)

#### Service Delivery Options For Grades 4-5

##### Flexible Grouping

##### Resource Consultation/Support

##### Cluster Grouping

##### Continuous Progress Model

##### Resource Services

##### Cross-Grade Grouping

- Teacher discretion
- Strong student interest
- Self motivation
- Independent learner
- Work samples demonstrating mastery

OR

- Teacher recommendation (observation/checklist)
- Strong student interest
- Self motivation
- Independent learner
- Strong classroom performance
- Work samples demonstrating mastery

OR

- Teacher recommendation (observation/checklist)
- 95% on standardized aptitude test
- 95% on standardized achievement test
- 95% on EOG subject area test
- Strong subject interest/motivation
- Ability to work effectively independently or in groups
- Teacher recommendation

(Five of the seven above criteria must be met.)

OR

- Teacher recommendation (observation/checklist)
- 95% on standardized aptitude test
- 95% on standardized achievement test
- 95% on EOG subject area
- Grade of A on student performance for subject area (report cards)
- Student Portfolio
- Interest and Motivation
- Parental approval

(Six of the seven listed criteria must be met.)

Grade Skipping

- 95% on individual aptitude test
- 95% on individual achievement test (reading, writing and math)
- Level IV on EOG, as appropriate
- Grade of A on student performance (report cards)
- Appropriate social development (as assessed by teacher and psychologist)
- Strong independent reader
- Student interview
- Teacher and Principal recommendations
- Parent approval

(All of the nine above criteria must be met)

Self-selection

Flexible Grouping

Resource Consultation/Support

Cluster Grouping

- Within teams

- Within a class

Subject Grouping

Subject Skipping

- Teacher discretion

- Student interest/motivation

- Evidence of Independent learning

- Work samples demonstrating mastery

OR

- 95% on aptitude test

- 95% achievement in specific areas

- Student work samples demonstrating mastery

- Teacher recommendation

- Student interest/motivation/work ethic

OR

- 95% on standardized aptitude test

- 95% on standardized achievement test

- 95% on EOG subject area test

- Strong student subject interest/motivation

- Ability to work independently or in groups

- Student Portfolio

- Teacher recommendation

(five of the seven above criteria must be met)

Grade Skipping

- All of the criteria, but achievement must be demonstrated in both math and reading

Dual Enrollment

- All above criteria plus grades A or B in prerequisite course

Early Admission

- All above criteria plus student interview

All of the above criteria must have Principal approval

Transylvania County Schools

Service Delivery Options for 9-12

Self-selection



Academic Advisement

Honors/Advanced Courses

Advanced Placement Courses

Independent Study

Internships

Dual Enrollment

Early Admissions

Special Schools

- Student desire
- AIG identification
- DEP developed
- Self-select
- Meets course requirements as listed in the school's registration handbook
- Written proposal submitted by student
- Teacher(s) recommendation
- High academic performance
- Interview with AIG Advisor and Career Technical Education Counselor
- Grade A/B in course related to internship
- Subject area teacher recommendation
- Interview with AIG Advisor
- Grade A/B in prerequisite course(s)
- Satisfy participating college entrance requirements
- Teacher/guidance counselor recommendation
- Complete requirements for high school diploma
- Student Interest/Motivation
- AIG Advisor/Principal Recommendation
- Parent Approval
- Entrance criteria from specific school

**Planned Sources of Evidence:** Planned sources of evidence include the AIG Plan, sample lesson and unit plans, student surveys, data on participation in AIG classes and advanced course, enrollment in college level classes.

**Other Comments:**

**Ideas of Strengthening:** This section does not need to be completed based on the chosen category

of the practice.

## **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 B**

Enriches, extends, and accelerates the curriculum to address a range of ability levels in language arts, math, and other content areas as appropriate.

### **This practice is a Maintained Practice for 2010-2013.**

**Rationale:** AIG Specialists meet and assist in planning with core subject teachers in order to support enriching, extending and accelerating courses. Currently, students have an opportunity to take advanced music and art classes during enrichment, as well as a wide range of other programs developed from student interests. AIG specialists at the middle and high school levels teach scheduled classes in Pre-AP English, advanced ELA, AP English, Algebra 1, and other honors level courses.

During the 2010-12 School Improvement cycle, a broader range of advanced courses will be developed within the district, including Pre-AP Science and Social Studies.

Enriching, extending or accelerating the curriculum in all content areas will provide AIG students with depth, breadth and rigor that will most successfully prepare them for post-secondary study in the 21st Century. Creativity, complex thinking and intellectual attainment are fostered in order to effectively prepare children for adult life.

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

**Description:** Elementary AIG specialists team with regular classroom teachers in grades K-3 in order to bring enrichment and extension to the curriculum. The intent is to not only provide enriched activities and projects, but also to give the AIG specialists an opportunity to nurture those who show signs of giftedness before actual screening processes are employed.

At grades 4 and 5, AIG specialists use flexible grouping and pull-out to enrich and challenge the gifted learners in reading, social studies, science and math. Pull-outs are always coordinated with classroom teachers so as to coordinate with the Standard Course of Study.

At the middle schools, AIG specialists teach advanced classes related to their area or the needs of the students in a combination of math, language arts, and/or social studies. In sixth grade, specialists and community contributors work to enrich and extend the curriculum, while in seventh and eighth advanced courses (Algebra 1, Pre-AP English) accelerate it.

On the high school level students are able to select classes from a wide range of honors and AP courses. Dual enrollment in Blue Ridge Community College, Brevard College, or on-line courses through NCVPS are all available to the gifted high school student.

**Planned Sources of Evidence:** DEPs/IDEPs

Portfolios Student inventories and surveys  
Enrollment records in advanced courses  
LEA's AIG Plan

**Other Comments:**

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

**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 C**

Employs diverse and effective instructional practices to address a range of learning needs.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Transylvania County Schools has an historical and ongoing focus on diverse instructional approaches to meet diverse student needs. We have, we believe, a rich assortment of strategies, tools, techniques, settings, and materials with which to provide instruction.

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

**Description:** Instructional strategies used with AIG students include shared inquiry, collaborative learning, creative thinking (fluency, flexibility, originality and elaboration), higher order questioning and discourse, problem-based learning, research, concept mapping, simulations, Socratic seminars, workshops, mentorships, independent study, contests and competitions.

By age group:

Elementary – Saturday School, Duke Tip, Cluster grouping, Pull-out for differentiation, Flexible grouping, Problem-Based Learning

Middle School – Duke TIP, Socratic Seminar, Pre-AP communication skills, advanced ELA, Algebra 1, paperless classrooms, RTI (Response To Intervention) for AIG needs, Enrichment rotations and end-of-quarter interaction with the community to experience on the job skills and activities first-hand, video production for morning announcements and televising school based activities and students, yearbook production

High School – Socratic seminar, Pre-AP, Advanced placement, Honors courses, Problem-Based Learning, student run newspaper and yearbook staffs

**Planned Sources of Evidence:** AIG Plan

DEPs/IDEPs  
AIG logs  
Newsletters

Lesson plans  
Agendas and minutes of staff development

**Other Comments:**

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

**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 D**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Transylvania County Schools, and the AIG program specifically, is committed to providing its teachers and students with the resources and materials needed to provide adequate curriculum and instruction. That commitment is fundamental and, within the natural limits imposed by funding streams, TCS will not waiver from it.

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

**Description:** TCS works on the development of 21st Century Skills through the integration of skills from the Big 6, an information and technology literacy model and curriculum, in both middle and high school, Problem-based learning, Socratic seminar with Paidea at the high school level and Socratic seminar with the availability of Touchstones at the middle school level. This has required the provision of staff development to teachers, as well as the materials to students.

Research based practices like Marzano's "Classroom Instruction That Works" and CEEB's "Pre-AP Vertical Teams" have been used to augment the curriculum, aimed primarily at AIG students and those whom we need to nurture.

Technology has become a priority among our School Improvement Teams, as we strive to build a social networking structure for students to create multi-media products that are created for and by the students. Transylvania County Schools has begun the process of developing paperless classrooms, wherein every child has a netbook.

Novel sets, graphing calculators, software, and science equipment have all been acquired to support AIG students.

AIG specialists meet annually with their school administrators to discuss material needs. From that discussion, planning evolves. Among the resources provided are memberships and materials from professional organizations that support gifted education.

**Planned Sources of Evidence:** Sample lessons  
Student demonstrations and work products  
Lesson plans  
Memberships/subscriptions  
Equipment and material inventories

**Other Comments:**

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

**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 E**

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 Focused Practice for 2010-2013.**

**Rationale:** The State of North Carolina has identified strategic priorities for schools and school systems in North Carolina. The Transylvania County Board of Education has adopted those state priorities, and use them as the framework around which we have built ours.

In order for our AIG students to graduate from high school ready to become competitive in work and postsecondary options, to become effective citizens and leaders, and to become complex thinkers, we must adapt school content and processes to meet the demands of 21st Century Skills: global awareness; civic and economic literacies; health awareness; creative and complex thinking; communication; collaboration; applied information and technology literacy; applied life skills of leadership, ethics, accountability, adaptability, productivity, responsibility, interpersonal skills, self-direction and responsibility.

Transylvania County Schools has begun the journey to this new paradigm, and will continue growth on that path.

**Goals:** Teachers and administrators will engage in personal and professional learning about 21st Century Skills, including personal, ethical, intellectual, civic and interpersonal.

Utilizing the support of school technology specialists, AIG teachers will develop facility with digital learning technology, CampusPack and Moodle, and will design lessons utilizing them.

Research skills will be developed and practiced by media staff and students alike.

**Description:** Transylvania County Schools is committed to producing globally competitive students. In order to achieve this we will continue to develop rigorous curriculum and instructional methods.

Among those needing continued development are the inclusion of Global Awareness in our Social Studies, particularly, and across the curriculum generally.

Character education, the heart of the needed personal skills (adaptability, self-direction, social skills, productivity, leadership, responsibility) will be taught to school and district leadership as well as faculties using the performance assessment materials developed by Marzano at McREL.

Learning and innovation skills (creative and complex thinking, communication and collaboration) will be developed in the same way. Information, technology and media skills will be developed and shared through Media Specialists and the Technology Specialists each school. Those will then become driving forces in AIG classrooms.

In-school training in applying technology in the classroom is currently underway across the district. Skills learned are applied in the classroom as part of the course requirements. AIG students are beginning to take over managing the technology for student productivity in such venues as televised announcements and digital presentation in classes. Communicating digitally using the social networking capability of CampusPack allows students from different locations to discourse about matters that matter. These trends will continue to grow as AIG teachers become more facile with the possibilities.

Research is taking a more prominent role in the district, as advanced classes are beginning to require it of all students. Media Specialists in the schools are leading this movement, and emphasize the student as producer of knowledge rather than consumer. While fledgling, this approach is expected to deliver growth.

**Planned Sources of Evidence:** Student portfolios and products

DEPs/IDEPs

Teacher CEUs

Lesson plans and presentations

**Other Comments:**

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

## **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 F**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Transylvania County Schools uses both formative and summative on-going assessments to differentiate classroom curriculum and instruction.

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

**Description:** Transylvania County Schools has used locally developed quarterly benchmark tests to determine progress for several years. AIG teachers are involved in the analysis of benchmark results and subsequent prescription, if needed.

EVAAS has been used to analyze data from State testing (EOG, EOC) for three years in order to identify AIG students are not making growth. Using EVAAS we identified three years ago that over 50% of our AIG students did not make growth. We were able to ratchet up expectations and two years later less than a year's growth has become almost non-existent in the AIG population.

We also use the state writing tests at 4th, 7th and 10th grades as the motivation to ask students to assess their growth through portfolio development. These writing samples are integrated across the curriculum, and AIG Specialists maintain those for AIG students.

Other formative assessments in routine use include AIMSWEB, Star Reading tests, Accelerated Reading reading goals, ClassScape and Curriculum Based Measures developed by the non-EOG/EOC classes.

**Planned Sources of Evidence:** Disaggregated test scores  
DEPs/IDEPs  
Report cards  
Collections of CBM assessments  
Pre/post assessments

**Other Comments:**

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

### **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 G**

Creates affective curricular and instructional practices which support the social and emotional needs

of AIG students.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Supporting the social and emotional needs of gifted students was noted as a relative weakness in the LEA Self-Assessment Tool for Local LEA AIG Programs. Despite that, the framework for meeting these needs of gifted learners is in place across the district, but examination of the surveys reveals that the resources are inconsistently applied around the district.

While continuing to develop consistency is essential, content and literature selections in advanced classes and routine counseling practices are in place for AIG students. Emphasis over the plan life is to unify Best Practices across the district.

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

**Description:** The Transylvania County Student Services program has pulled together counseling programs around the district for a uniform approach to providing services. In addition to providing personal counseling, we begin developing four year plans in conjunction with career counseling in the middle grades so that students can strive towards their full potential. AIG personnel and school counselors visit each classroom to guide research of career options, preparation for college applications, acquiring financial aid and scholarship opportunities.

A number of initiatives exist to support the emotional and social needs of all children through affective curriculum. These are based on close working relationships between AIG personnel and both teachers and students, allowing AIG specialists to impact selection of literature, to design projects and activities for gifted learners, and to differentiate study skills, time management, organizational strategies, relevant books and materials, and personal and social coping skills. Among topics addressed through curriculum are: perfectionism, stress, social skill and responsibility; self esteem; criticism, self and other (bullying); achievement; and, asynchronous development.

**Planned Sources of Evidence:** Lesson plans

Portfolios

Journals

Counseling logs

**Other Comments:**

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

**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 H**



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 2010-2013.**

**Rationale:** Because the AIG specialists have been in kindergarten through third grade classes weekly for whole class instruction as well as flexible group instruction, the specialists develop knowledge of individual student needs, capabilities and talents. A pool of potential AIG students in grades K-3 are identified by both the AIG specialist and homeroom teachers, and are screened at the end of third.

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

**Description:** Elementary AIG specialists meet with each class in order to assist teachers in meeting the needs of potentially gifted learners, and to provide both whole class and flexible group instruction. The intent is to cultivate and develop the potential of young (K-3) students through purposeful and intentional activities and differentiated curriculum and instruction.

The AIG specialist provides depth within the curriculum while assisting the core curriculum teachers. Each serves as the coordinator for students' individual interest studies.

AIMSWeb is currently used in grades 1-5 to chart progress and identify any children who need a more challenging curriculum. Enrichment activities are integrated into core classes to allow observation of children's potential. Children in the primary grades may elect to participate in School Math and Science Fairs, and can qualify for the District Fair. We seek a reliable source of funding to support attending the Green River Preserve, a camp for AIG children, and use both academic and non-academic activities to nurture potential gifted learners.

**Planned Sources of Evidence:** Lesson/unit plans  
AIG evaluation records  
Individual interest studies  
AIMSWeb

**Other Comments:**

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

**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 I**

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 Focused Practice for 2010-2013.**

**Rationale:** Regular and routine collaboration between AIG personnel and other professional staff will optimize the potential for providing each AIG student with an appropriately differentiated educational experience.

At this point, collaboration between AIG staff and classroom teachers, administrators and counselors is episodic, making this practice a focused practice for the coming planning cycle.

**Goals:** -To have AIG/TAG provide staff development on the characteristics, identification and needs of gifted learners;

-To provide classroom teachers with techniques of differentiation and extended thinking in the context of each discipline;

-For AIG/TAG staff to lead the continued development of advanced courses at the middle and high school level;

-For AIG staff to identify appropriately differentiated materials for use in regular classes and in counseling programs.

**Description:** AIG staff have discussed and plan on completing a Moodle class to address the characteristics, identification, and needs of gifted learners, including those who are twice-exceptional and under-represented. Transylvania County School will offer 1 CEU for completion of the unit, which will total 10 hours and involve face time with AIG specialists, on-line study, and documented applications. AIG specialists will also take an active role in presenting building-level staff developments on differentiated learning and 21st Century skills. These topics are currently scheduled for particular emphasis in the coming years, and will be natural venues for their active leadership.

AIG specialists will also set up opportunities within their own schools, in conjunction with their TAGS, to visit AIG classrooms to support the implementation of those skills within the class. As participants in academic departments and school improvement teams, they will take an active role in developing accelerated and rigorous courses and curriculums.

At the end of each academic year AIG specialists will meet with AIG teachers, counselors and administrators to establish a working budget for the following year. Identify needed materials and resources, particularly relevant literature, both within AIG classes and the larger support systems will be the focus of those meetings.

**Planned Sources of Evidence:** Moodle and awarded CEUs

Agenda for building-level staff developments

Department/grade-level meeting minutes

TAG minutes

Materials ordered

**Other Comments:**

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

**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 J**

Develops and documents a plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students. The document is reviewed annually to ensure effective programming, a continuum of services, and school transitions.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Transylvania County Schools has a comprehensive and articulated plan that explains the differentiated curriculum and instruction services offered for AIG students and the forms for documenting each student's differentiated education plan.

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

**Description:** The Transylvania County Schools' plan for AIG includes mission and vision statements, the identification process with a range of screening tools, service delivery options (all/many/some/few), guidelines for differentiating instruction, due process guidelines, a monthly calendar of activities and events for AIG staff, linkages to other district initiatives, and the most recent evaluation of the plan.

While the document has not received review each year in the past, the district's AIG coordinator has initiated that schedule for the future.

**Planned Sources of Evidence:** Review record and assessment  
Survey forms from the schools' stakeholders  
Minutes of review meetings

**Other Comments:**

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

**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(s) to guide, plan, develop, implement, revise, and monitor the local AIG program.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** A part time AIG licensed educator is employed to guide plan, develop, implement, revise and monitor the local AIG Plan.

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

**Description:** As a small county, a full time director for AIG education can not be justified. At present, the Director of Federal Programs also assumes responsibility for the AIG Plan and is fully certified as in AIG education.

**Planned Sources of Evidence:** A complete job description and teacher credentials are on file at the central LEA office.

**Other Comments:**

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

### **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 B**

Ensures that AIG 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 2010-2013.**

**Rationale:** AIG specialists are engaged in tasks that explicitly address the academic, intellectual, social and emotional needs of AIG students.

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

**Description:** AIG specialists at each school are employed to deliver AIG services to identified or potential AIG students.

**Planned Sources of Evidence:** Sources of evidence include teaching schedules, NCWise SAR reports, and master schedules at each school.

### **Other Comments:**

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

### **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 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 2010-2013.**

**Rationale:** Although professional development activities and requirements are in place, the LEA Self-Assessment Tool for local AIG Programs indicates a desire for additional training for all personnel who work with AIG children, including teachers, AIG staff, counselors and administrators. Classroom teachers have expressed a need for more training on the unique learning needs of these children. Among the most commonly cited issues are differentiation, identifying students from underrepresented populations and serving dually identified students, all of which concerns will be addressed during the term of this plan.

**Goals:**

1. AIG specialists will create an on-line professional development workshop utilizing CampusPack, as well as after-school work sessions for teachers of AIG children. This professional development will be open to all, including classroom teachers, counselors and administrators, who wish to learn more about AIG services and programs.
2. District and building-level administration will provide professional development to faculties, counselors, and administrators on using the Project Bright Horizons tool to identify children from traditionally underrepresented populations.
3. District and building-level administration will provide professional development to faculties on differentiating instruction to classes with a wide range of aptitudes and abilities.

**Description:**

1. During the calendar year 2011 AIG specialists will develop a Moodle that focuses on the traits of the gifted, identification procedures, including recognizing giftedness in minority students, as well as their social and emotional issues. The course will meet all Federal requirements for acceptance as High Quality staff development.
2. Though included in the above-referenced Moodle, the Project Bright Horizons tools will be shared with faculties in an in-service format so that all can have at least a rudimentary understanding of the ways in which current practices disadvantage children of color and poverty, with the intent of expanding the inclusion of underrepresented populations.
3. District and building-level administrators will continue a current and on-going program of staff development on differentiating instruction and using assessments to guide instruction. This staff development centers around Marzano's "Classroom Instruction that Works".

**Planned Sources of Evidence:** Moodle course; training agendas; CEUs awarded

**Other Comments:**

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

### **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 D**

Places AIG students in 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 Maintained Practice for 2010-2013.**

**Rationale:** AIG students are placed with teachers who have met the LEA's professional development requirements or are fully certified in AIG education.

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

**Description:** Schools utilize trained AIG specialist and AP trained instructors to instruct AIG students.

**Planned Sources of Evidence:** The LEA maintains and distributes to each school a list of AIG certified personnel and AP trained instructors.

**Other Comments:**

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

### **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 E**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Professionals from every level, teachers from both Exceptional Children and Regular Education, counselors, and administration, must be knowledgeable in best practices for instruction,

unit planning, curriculum and materials development, and gifted identification in order to appropriately serve AIG students.

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

**Description:** Transylvania County Schools has had on-going programs of staff development and professional growth for the last two years, which practice will be maintained. AIG Specialists will collaborate with Lead Teachers, District Leadership, and school-level administrators to identify and develop programs of professional development. "North Carolina's 21st Century Standards", "Math Partners", Marzano's "Classroom Instruction That Works", EVAAS, "Identifying Underrepresented Populations", and "Closing the Gap" are all relevant to AIG program standards, that have been initiated and will be continued.

**Planned Sources of Evidence:** Syllabi; documentation of attendance; CEUs

**Other Comments:**

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

### **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 F**

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

### **This practice is a Maintained Practice for 2010-2013.**

**Rationale:** In this time of rapid changes in education, it is imperative that professional staffs maintain a high level of professional agility and understanding in order to stay abreast of changing demands in the profession. North Carolina's emphasis on 21st Century Skills is comprehensive, and will continue to drive curricular and instructional practices for the foreseeable future. The state's Professional Teacher Standards assess every teacher's leadership, ability to create a positive learning environment for a diverse population of students, demonstrated knowledge of the content they teach, and facilitated learning for all their children. These standards drive our conduct, as well as on-going staff development.

Transylvania County Schools' on-going professional development supports both vertical and horizontal alignment and articulation of all curricular areas, and provides staff with a wide range of tools and techniques for differentiated instruction, formative assessments, and 21st Century Skills, including those that are technological, intellectual and interpersonal. In all sessions teachers are encouraged to identify links with the state and local improvement priorities, the Standard Course of Study and 21st Century Skills.

The professional development of AIG staff and classroom teachers will continue to focus on intellectual attainment through seminar, support for AP, Pre-AP and advanced level courses, support for transdisciplinary units and projects, and deep study. Technology staff development has centered on creating paperless classrooms, digital communication, and digital networking as an instructional tool.

As we move forward, they will focus on 21st Century Skills, self-directed learning, collaborative working, community contributing, quality production and complex thinking. District-wide workshops and building level PLCs will support technology as both a medium for learning and as a tool, with student as producer of knowledge, not consumer. "A Rocky Road We Trod..." will be presented to the district as we begin to address the achievement gap and barriers to minority success.

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

**Description:** 1. Workshops and PLCs organized around differentiated instruction and 21st Century Skills will be

- attended and led by AIG specialists.
2. AIG specialists will participate in the district-level curriculum alignment teams, and will articulate the needs of the gifted learner in the development of articulated alignments.
3. Though the economic times are exceedingly difficult, and unlikely to get much better soon, the district will attempt to keep every advanced level teacher current in the best practices in his or her curricular area.
4. Identifying and working with minority populations, ethnic and socio-economic, will unfold as a major focus over the course of the next calendar year. AIG specialists will be at the forefront of the study groups and workshops pertaining to that, and will serve as school-based leaders and experts in that. This will be supported by a Moodle program available to all faculty.
5. Technology is assuming a larger and larger role in instruction. AIG specialists will acquire the requisite knowledge through school-based workshops, and will take a leadership role in assisting teachers to incorporate technology into their instructional repertoire.

Goals:

1. AIG specialists will continue to participate in workshops and PLCs at their schools.
2. AIG specialists will play an active role in the district-level curriculum alignment teams.
3. AIG and advanced and honors level teachers will participate in relevant state-wide institutes.
4. AIG specialists will become trainers and PLC leaders in identifying and working with gifted learners from underrepresented populations.
5. AIG specialists will participate in technology workshops at their respective schools.

**Planned Sources of Evidence:** 1. Syllabi; agenda; attendance records; CEUs

2. Rolls of those in attendance
3. RAs and CEUs awarded
4. Attendance sign-in sheets
5. Attendance sign-in sheets



**Other Comments:**

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

**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 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 2010-2013.**

**Rationale:** The Transylvania County School System is committed to developing the knowledge and teaching skills of all certified personnel in the area of academically/intellectually gifted learners.

AIG teachers are expected to become and be teacher leaders for innovation, best practices, development of intellect, life-long learning, collaboration, citizenship and complex thinking. To that end, Transylvania County Schools will hold regular meetings for the AIG staff during which that knowledge base and leadership can be developed.

**Goals:** Build into school schedules opportunities for all educational personnel involved in AIG education mutual times for planning and staff development.

**Description:** Regularly scheduled meetings will be scheduled and led by the AIG Program Director. An agenda will be sent out before the meeting to all AIG specialists and principals. Every meeting will provide opportunities for comments, questions or concerns.

**Planned Sources of Evidence:** District AIG Plan and School Improvement Plans, agendas and minutes from School Improvement Team meetings. Individual school schedules.

**Other Comments:**

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

**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 2010-2013.**

**Rationale:** The Academically or Intellectually Gifted (AIG) Program of the Transylvania County School System strives to identify and meet the unique educational needs of gifted students who come from all ethnic, cultural, and socio-economic groups. We provide a consistent, viable, differentiated academic program for academically gifted students at all grade levels. We recognize the need to provide nurturing opportunities that encourage and develop potential strengths and interests of highly motivated, high achieving students who may not be currently identified through the gifted program and students from under-represented populations who might not be identified by traditional methods.

The AIG staff is committed to using the following resources to address nurturing needs:

AIG Specialist  
School Counselor  
Student Performance  
Portfolios  
Interviews and Teacher Recommendations

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

**Description:** Students in grades K-3 will have enrichment classes taught to the whole group on a rotational basis by the AIG specialist to observe students for gifted characteristics. Students in grades 4 and 5 will participate in unit long enrichment groups throughout the year based on interests or strengths in conjunction with the NCSCOS. At the Middle School level accelerated grade and course options exist. Advanced courses in language arts and mathematics are taught to both identified and nurtured students on a daily basis. The language arts classes in eighth grade are taught by an AIG certified teacher. Honors and AP classes at the High School level consist of both identified and nurtured students. We also have dual enrollment in college classes at the high school level which provides these students with additional intellectual stimulation opportunities.

**Planned Sources of Evidence:** Student Schedules

School County Calendars  
Monthly Logs  
Local AIG Plan  
Documentation of invitations sent  
Enrollment records for events and activities

**Other Comments:**

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

**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 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 2010-2013.**

**Rationale:** Transylvania County Schools has clearly defined goals for its AIG Program and utilizes its resources and personnel to maximize benefits for its students in the areas of identification and services offered.

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

#### **Description:** Program goals

Define a process for student nomination, procedures for identification and nurturing opportunities that ensure all students needing differentiation are served.

- Create a pool of students through mass screening (All 3rd graders and rescreen in 6th grade)
- Use multiple indicators to establish and apply identification guidelines
- Provide nurturing opportunities that focus on meeting the needs of under-represented populations

Provide an array of services that meet the needs of gifted students.

- Develop a Differentiated Education Plan (DEP) for each identified student which matches his/her needs and abilities with appropriate AIG services.
- Develop an Individual Differentiated Education Plan (IDEP) for students with specific individual needs such as twice identified, underachieving, LEP.
- Ensure that the curriculum for gifted students is aligned with and extends the NCSCOS.
- Develop and implement high-quality curriculum that is supported by research-based models appropriate for gifted students.

Support the social-emotional development of gifted students

- Provide training in specific social/emotional needs of the gifted.
- Develop scope and sequence for affective curriculum.
- Provide support for parents

Facilitate communication, cooperation, and collaboration among educators, parents, students, and community

- Integrate system wide professional development on extending and refining thinking skills and differentiation to help all teachers meet the needs of the gifted.
- Provide professional learning opportunities.
- Maintain regular communication with parents and community through websites, newsletters, email, and conferences.

Provide adequate and appropriate resources for implementation of the gifted education program plan.

- Promote adequate staff for individual schools.
- Provide AIG licensure and AP training for classroom teachers.
- Provide research based instructional resources and materials

Evaluate the various components of the AIG program to facilitate continuous improvement.

- Invite all stakeholders to participate in surveys to evaluate AIG services.
- Compile data from surveys for the AIG county committee and teachers to use in improving services.
- Schedule monthly meetings with the AIG Director and teachers to focus on current research and evaluate and improve services.

**Planned Sources of Evidence:** Logs of Service Providers

Local AIG Plan

Surveys

Student Portfolios

**Other Comments:**

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

#### **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 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 2010-2013.**

**Rationale:** As the self-assessment indicates, the AIG program integrates LEA's instructional practices and policies into the AIG Program and services. Linking system-wide efforts in Staff and Curriculum Development is vital to the effort to increase student achievement and meet the social and emotional needs of gifted students. Those involved in the AIG Program strive to coordinate the education of gifted students with other system initiatives at the school and district level. The AIG program and services are adapted to the learner's area of AIG identification through the DEP and various service options. As we continue to serve AIG students, the resources of the LEA will continue to be utilized in innovative ways.

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

**Description:** The focus of both system-wide goals and the AIG Program goals is on meeting student academic needs, expanding technological skills, emphasizing the student as producer, not consumer of knowledge, and increasing performance so that students can become productive citizens and life-long learners. Differentiation to foster this is part of the school improvement process.

The North Carolina Standard Course of Study is implemented throughout the system. The gifted program provides differentiation and enrichment to the prescribed curriculum.

AIG Advisory Boards are comprised of representatives (staff and parents) from all school departments and disciplines, not only those targeted for AIG service delivery.

AIG Coordinators at each school and the AIG specialists are working to strengthen ties with the School Guidance departments in order to meet the social and emotional needs of students and to focus more attention on underachieving gifted students. One of the goals of the AIG Department is to provide opportunities for joint staff development.

Efforts are in place to try to reach students from under-served populations through nurturing and screening processes.

AIG specialists are given opportunities to update their personal technology skills as well as techniques and tools for teaching children in the use of technology for the 21st Century.

TCS has instituted the following system-wide initiatives for improving gifted education and the total quality of public education in Transylvania County:

- Continuous School Improvement Process and Plans
- Stakeholder Satisfaction Surveys
- Local Technology Plans
- Regular County-Wide AIG meetings
- Instructional Best Practices
- Staff Development Plans
- Character Education Programs

**Planned Sources of Evidence:** Staff Development Records  
Meeting Minutes  
Stakeholder Satisfaction Survey Results  
DEPs and IDEPs  
K-12 Service Options

**Other Comments:**

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

**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 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 2010-2013.**

**Rationale:** It is important that all school personnel understand the local AIG program plan so that the academically gifted students can be appropriately served throughout the year.

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

**Description:** At the beginning of each school year, AIG specialists will meet with faculty and support staff to inform them of the regulations related to gifted education, the local AIG program and AIG Plan and explain the delivery of differentiated services at the particular school.

Each AIG specialist in Transylvania County serves one to two schools. The assignment of staff allows availability of specialists to faculty, support staff, and identified students and enables them to build on-going relationships with their schools. The planned Moodle is expected to bring the diverse parts of the community together around common understandings of the gifted learner and the role of the schools. Both hard copies and on-line copies of the AIG Plan are available at all schools. AIG specialists participate in grade level meetings on an as needed basis, and AIG specialists also have various working roles in the school.

**Planned Sources of Evidence:** • Dates of informational meetings

- Lists of school assignments for AIG specialists
- Notes or Power points from presentations made to school staff
- CEUs offered through the Moodle

**Other Comments:** Goals:

Transylvania County AIG specialists will meet with all faculty at their respective schools to ensure that everyone understands the screening, referral and identification procedures. Special emphasis will be placed on reviewing traits, aptitudes and behaviors of gifted students with a focus on traditionally under represented populations.

Develop an on-line course through Moodle to communicate AIG processes and procedures. Special emphasis will be placed on reviewing traits, aptitudes and behaviors of gifted students with a focus on traditionally under-represented populations.

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

**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 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 2010-2013.**

**Rationale:** Communication among elementary and middle school AIG specialists as well as middle and high school AIG specialists is key to making a successful transition process for AIG students. The program's expectations may become more challenging at each level therefore the communication between the AIG specialists is crucial to ensuring that the students social/emotional needs are met.

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

**Description:** Student portfolios will transfer with students as they transition from one level to the other.

AIG teachers will work together to provide at the receiving school, a student/parent night to inform stakeholders of the services that will be provided and answer questions about similarities and differences in the program delivery. Included in these presentations will be the service delivery options and also the emotional needs of the gifted student at each grade level and opportunities to meet these needs and concerns.

**Planned Sources of Evidence:** Monthly AIG meetings lead by the AIG coordinator  
Spring meetings will be the time to discuss students transitioning from elementary schools to middle schools and from middle school to high school  
Dates of student/parent information nights along with presentations (agendas, power points or other artifacts)

### **Other Comments:**

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

### **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 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 Focused Practice for 2010-2013.**

**Rationale:** The AIG specialists and the classroom teachers collaborate on an on-going basis in order to provide continuous and challenging instruction for the AIG student. Vertical team planning through monthly AIG meetings will ensure effective collaboration and involvement with all of Transylvania County's AIG specialists. The AIG team will address better collaboration and involvement with parents/families and administrators.

**Goals:** Collaboration and involvement in creating and providing differentiated programming and services through several avenues such as grade level and vertical team planning occurs at least monthly. The DEP/IDEP is a collaborative effort between the AIG specialist and the Identification and Placement Team. DEP meetings should be held during the first quarter of school and should be completed by Nov. 10th.

At the DEP meetings parents are giving the opportunity to ask questions , make comments, and /or volunteer. Also there is an open invitation on the school's AIG website for opportunities to become involved in the student's education.

**Description:**

**Planned Sources of Evidence:** District AIG website  
District AIG brochure  
AIG specialists websites

**Other Comments:**

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

**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 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 Focused Practice for 2010-2013.**

**Rationale:** The LEA Self-Assessment Tool for Local AIG Program indicated this was an area of concern. Academic needs appear to be well addressed, but social and emotional needs are not as well addressed.

**Goals:** Staff development activities for counselors will be offered by AIG personnel and delivered



through Support Staff monthly meetings and CARE Team training.

**Description:** Social-Emotional Support

In order to develop the academic and intellectual potential of the gifted learner, the social emotional development must be highly operable and well integrated. Some generalizations may be made but are seldom applicable to any one gifted learner. Generalizations of the gifted learner include:

- Perception of greater personal freedom
  - Value cooperative and democratic forms in interactions though less willing to compromise
  - Tend to be more independent and less conforming
  - Often show leadership abilities in community projects and concerns
  - Generally aware of morality and justice at an earlier age
  - Prefer intellectual peers to chronological age peers
- (Source: Growing Up Gifted, Barbara Clark)

These children require help in learning to accept themselves as they are and to appreciate the ways in which they are both similar to and different from others. In response to that need the AIG program offers support to foster their development in this area through the following:

- Required staff development for all teachers in the system includes an overview of the local plan, characteristics/behaviors of the gifted learner and strategies for differentiation with the regular classroom.
- Each school's TAG presents an information review annually to the school staff during a faculty meeting.
- AIG specialists focus on creative problem solving, leadership opportunities, independent projects, goal setting, teamwork and decision-making strategies.
- Time is scheduled by the AIG specialists to meet with gifted learners for counseling, portfolio/homework/project support, academic advisement and general support for student success.
- AIG specialists, counselors, administrators and teachers schedule time for parent meetings, where questions regarding student expectations, special programs, career exploration, 4-year career development plan, scholarship options and recommendations, dual enrollment opportunities, college selection, and special opportunities are explained.
- The system also publishes a parent handbook and a brochure. The system level focus group also addresses social-emotional needs of the gifted learner through discussion as well as student, parent and teacher surveys.

**Planned Sources of Evidence:** Specialized training for counselors and other people working directly with AIG students will be offered. Agendas and attendance rosters will verify CEUs.

**Other Comments:**

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

#### **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 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 2010-2013.**

**Rationale:** Acceleration practices have been in place, but the procedures have not been clearly defined or communicated. When a student gives evidence of exceptional ability in one or several areas of curriculum, special programming may be needed.

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

**Description:** When acceleration procedures are deemed in order it will be a team decision involving all stakeholders involved--AIG Specialist, Regular Education Teacher, School Counselor, Parent, Student (when applicable) and Principal. All options will be discussed and decided upon as what will be in the best interest of the student for that school year as well as in the future. A written plan will be developed for the student.

**Planned Sources of Evidence:** The written procedure for acceleration  
Minutes and agands from related meetings  
Documentation of counslor/student support

#### **Other Comments:** GOALS:

To create system-wide procedures and guidelines for acceleration practices.

To provide clear step- by -step procedure for acceleration to meet the needs of individual learners and to provide the appropriate educational environment for gifted learners.

The AIG specialists and the AIG coordinator will work to implement clear guidelines for acceleration practices. Principals in the school district will also be involved in determining practices that will be meet the needs of the AIG students. Acceleration will be reviewed on a case by case basis during the current 2011-2014 AIG plan.

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

#### **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 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 2010-2013.**

**Rationale:** Services are provided to all AIG students regardless of or without regard to ethnicity, educational label, gender, or race. The Transylvania County School System and the AIG program are actively seeking to align efforts with state initiatives to close the student performance gap achievement gap between diverse populations.

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

**Description:** The AIG program provides services to any k-12 student who shows the need for academic differentiation. The AIG plan will be followed in determining those students who demonstrate the need for such services. Instruments that may be used include the following :

- The Bright Horizons Gifted Scale
- Cognitive Abilities Test or other standardized aptitude tests
- Naglieri Nonverbal Assessment Test
- North Carolina End-of Grade Tests or other standardized achievement tests
- Teacher observation and recommendation for primary students

Whole class groups are observed using teacher observation for primary informal identification. The AIG specialists will complete a checklist on potential primary students. This procedure reflects sensitivity to equal opportunity for all. In grades 4-8, all students' standardized test scores are reviewed both by the AIG specialist at each school and by the AIG Coordinator in an effort to ensure that equal opportunity for consideration is provided to all.

**Planned Sources of Evidence:** DEPS/IDEPS

Data relating to under served populations  
Non verbal Naglieri assessment test  
Bright Horizons gifted checklist

**Other Comments:**

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

**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 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 2010-2013.**

**Rationale:** The AIG program makes available to students extracurricular activities that are available on the county or state levels.

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

**Description:** Extra-curricular activity information is provided to students to explore their creative, academic, and social potential. Skills and talents that might otherwise go untapped have much potential in being developed through extra-curricular challenges they would not encounter in the school environment.

Activities provided and suggested for students include but are not limited to the following:

- Elementary Battle of the Books Competition
- School Clubs such as gardening, painting, origami
- Super Saturdays at UNC-Asheville
- Science Fair
- Governor's School
- Duke University Talent Identification Program
- Gifted Camp at Western Carolina University
- Quiz Bowls
- High School Senior Projects

Activities such as these mentioned encourage teamwork and leadership skills as well as responsibility and discipline. In addition to helping teach real world skills that encourage life-long interests, extra curricular activities allow kids to boost their self-esteem as they learn

**Planned Sources of Evidence:** Provide pictures, video, newspaper coverage, brochures and notices provided to students for extra-curricular activities

**Other Comments:**

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

### **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**

Partners and communicates with parents/families and the community to ensure that the most appropriate services for the academic, intellectual, social, and emotional needs of AIG students are provided.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** There is regular communication through Differentiated Education Plan (DEP) meetings, parent conferences, letters, and the district AIG web page

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

**Description:** School and home share some common goals for the emotional, social, and academic growth of our AIG students. Both want students to develop their gifts, talents, and creativity; to attain social skills, a good self-concept, and a lifelong love of learning while acquiring knowledge, thinking and problem-solving skills that extend beyond the basic level. To achieve these goals, it is imperative for parents and educators to become partners and for the AIG program to be not only consistent in communication but also persistent. Throughout the year, AIG specialists communicate with parents to discuss DEPS and other issues that are relevant to student needs. Specialists work at their school sites to ensure that all personnel understand how AIG students can be best served. Specialists also serve on many school committees such as School Improvement Team as representatives of gifted services so that the needs of gifted students are included when schools plan schedules, professional development, etc. Each school has a Team for the Academically Gifted (TAG) to facilitate the identification of students and to keep members of the school communities informed of proper procedures. At the high school level, the AIG specialist works with the guidance counselors to communicate with parents through e-mails, phone calls, and parent meetings. Parent partnerships are formed through volunteering in various capacities such as field trips, Battle of the Books, and other events. In addition, parents and community leaders serve as guest speakers and, at times, allow students to serve internships with them. The AIG Department encourages participation in these events, sponsors and conducts parent meetings at the school level, and provides news articles to inform the community about AIG activities. Upon request, the AIG Coordinator speaks at community events about the AIG program. Our LEA website and the websites of the AIG specialists communicate AIG program information. Also, our AIG Parent Handbook is available.

**Planned Sources of Evidence:** LEA Website, agendas and minutes from parent meetings, list of guest speakers, parent contacts in NC Wise, CFNC information meetings for high school juniors and seniors, AIG training sessions, Local AIG Plan, 2010-2013.

**Other Comments:**

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

### **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 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 2010-2013.**

**Rationale:** Communication concerning the AIG program and plan and its policies is necessary for the needs of the AIG students to be met. Communication with stakeholders takes place on a consistent basis. Information concerning the AIG program, the AIG plan and its implementation, and the policies relating to gifted education are concise, clear, and shared with stakeholders.

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

**Description:** The AIG Plan and Program description is available in a variety of formats and easily accessible. The AIG plan will be posted on the district AIG web page. Parent meetings and conferences are held every year to discuss the Differentiated Education Plans. Parents and students have the opportunity to receive clarification on procedures and policies and to ask questions. Each school has an open door policy, and parents may arrange a conference at any point during the year with the AIG specialist of the AIG Coordinator. Parents may find additional information that is specific to their child's school by viewing the website of the AIG Specialist.

**Planned Sources of Evidence:** AIG Plan

Parent Handbook

LEA website

Websites of AIG specialists

Local AIG Plan, 2010-2013.

**Other Comments:**

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

### **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 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 2010-2013.**

**Rationale:** The Transylvania County Schools' AIG program is committed to promoting and increasing parent and community involvement in the local AIG program.

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

**Description:** Parents, students, teachers, and administrators, assisted in developing and evaluating the AIG program through meetings at each school. In addition, each elementary, middle, and high school has a Team for the Academically Gifted (TAG). Students and/or parents participate in DEP and IDEP meetings annually or more often as needed. Community members and parents volunteer in various capacities such as with field trips and Battle of the Books. The feedback from a survey concerning the AIG plan assisted in developing and making necessary revisions to the existing plan.

**Planned Sources of Evidence:** Survey results  
Minutes from stakeholders' meetings for plan revision  
Suggestions from Stakeholders' Satisfaction Survey

**Other Comments:**

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

#### **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 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 2010-2013.**

**Rationale:** Communication has been mostly in English. Efforts are made to communicate with all parents/families.

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

**Description:** The Transylvania County Schools' AIG Program informs parents, families, and the community of opportunities available to the AIG student. The Transylvania County Schools' AIG Program recognizes that open communication among these groups is critical for the success of all students. Every effort is made to communicate with parents and families about possible opportunities for their AIG child.

**Planned Sources of Evidence:** District website, AIG specialists' websites, AIG Plan 2010-2013  
Page . . .

**Other Comments:**

**Ideas of Strengthening:** This section does not need to be completed based on the chosen category

of the practice.

### **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 E**

Implements initiatives to intentionally involve parents/families and the community in meaningful ways to support gifted education.

#### **This practice is a Maintained Practice for 2010-2013.**

**Rationale:** The AIG Program has several initiatives for intentional community and parent involvement. Presently, some AIG specialists throughout the county have guest speakers, and some of them utilize the expertise of parents and community members to help support gifted education. Our high school AIG students have the opportunity to enroll in internships. Our high school students can participate in year-long scientific research through the T.I.M.E. Program sponsored by Burroughs Welcome. Our Rotary Club district sponsors a week-long summer program for high school students in the summer, Rotary Youth Leadership Awards (RYLA). In addition, the Pisgah Astronomical Research Institute (PARI) offers academically advanced high school students a free week-long summer program. AIG students are invited to apply for Governor's School and Summer Ventures. They also have the opportunity to compete in Quiz Bowl. The AIG specialists and guidance counselors notify AIG students of these opportunities. Companies and businesses provide opportunities for students to "shadow" an employee in a chosen field of interest, usually in a career field the student wishes to pursue.

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

**Description:** Parents of gifted students often enjoy sharing their interests and talents and are excellent speakers for seminars and programs. Also, they frequently have contacts in the community who are valuable resources. AIG specialists invite parents and other community members to meet with students to enrich a lesson or unit.

**Planned Sources of Evidence:** Lesson plans, agendas

#### **Other Comments:**

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

### **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 F**

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 2010-2013.**

**Rationale:** The AIG student is better served when all possible resources are available to him/her. These resources include utilizing community support to enhance and enrich AIG services to the students.

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

**Description:** Many of our AIG students in elementary and middle school take advantage of Saturday School, a program of enrichment Saturday classes offered at University of North Carolina in Asheville. AIG specialists distribute information concerning these classes to our middle and elementary AIG students. Blue Ridge Community College (BRCC) is a strong local educational resource. High school students have the opportunity to participate in T.I.M.E., a scientific research program sponsored and financed through Burroughs Wellcome. The AIG department helps inform parents of the local opportunities available to students through the year such as our high school dual enrollment classes.

**Planned Sources of Evidence:** Event programs, brochures, Transylvania County Schools Course Description and Career Planning Guide

**Other Comments:**

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

**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 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 2010-2013.**

**Rationale:** A written AIG plan describing the local AIG program has been revised, completed, and implemented according to state legislation and policy.

(The local Board of Education reviewed and approved the original AIG Plan and it was sent to NCDPI

for review.)

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

**Description:** Over the course of the 2010 School Year, the local AIG plan has been revised to make Standards 1-6, "Evident" to meet the criteria stated from NCDPI. This followed suggestions from the NCDPI AIG program, stakeholders from each school and the Local AIG Committee.

**Planned Sources of Evidence:** AIG written plan

**Other Comments:**

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

### **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 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 2010-2013.**

**Rationale:** The effectiveness of the Academically/Intellectually Gifted Plan will be assessed through an ongoing evaluation process. Each aspect of the plan, including philosophy, goals, student identification procedures, service delivery, personnel preparation, and parent-community involvement, is subject to examination to determine strengths and needs based upon current school system data, individual student progress, and parent and community attitudes, as well as research in the field of gifted education. The process is designed to show change over a period of time and to link with various service delivery options, content differentiation, and/or other particular options, to justify specific curricular approaches, and to show integration of the strategic priorities as identified by the State of North Carolina.

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

**Description:** See attached "Strategic Priorities, Program Goals, Objectives and Indicators. These were selected, based in the rating and comments from the self-assessment.

**Planned Sources of Evidence:** The school psychologists, as part of record auditing, will audit AIG records once annually. Checkshets will be used for record compliance. EOG and EOC scores will be disaggregated yearly and examined for trends and patterns and for possible AIG identification. Parent, teacher and student surveys will be conducted yearly.

**Other Comments:**

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

**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 C**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** All PRC 034 allotted to the AIG Program are used exclusively for AIG Education.

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

**Description:** The PRC034 funds are monitored by the AIG Director, the Directors of Elementary, Middle and Secondary Education, and the Finance Officer.

**Planned Sources of Evidence:** Budget printouts and expenditure sheets.

**Other Comments:**

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

**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 D**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** In order to plan for needed interventions and expanded opportunities for gifted learners, it is necessary to collect, disaggregate and share data on their performance.

**Goals:** 1. Create and deploy an articulated and minimally intrusive system of maintaining needed records for AIG students.

2. Each school will organize and analyze data in order to report it to the AIG Director.
3. Expand the opportunities that AIG students have to take accelerated programs of study.
4. Eliminate AIG student drop-outs.

**Description:** 1. AIG specialists will collaborate to develop an instrument and system of monitoring AIG student

performance at regular intervals throughout the year.

2. TAGs will acquire the requested information, will examine individual student data, and will aggregate it before sending it on to the AIG director.
3. TAGs will examine individual student data in an effort to identify those students who may benefit from accelerated opportunities. It will also, identify and recommend those opportunities to the children and their families.
4. The AIG specialists will contact the Student Advocates in their buildings to identify potential AIG drop-outs and will work with district-level support staff to support completion of high school by AIG students.

- Planned Sources of Evidence:**
1. Articulated and deployed record keeping system
  2. Aggregated data as received by the AIG Director
  3. Rosters of students for whom advanced opportunities have been identified, whether accepted or not.
  4. Annual Drop-Out records

**Other Comments:**

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

**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 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 2010-2013.**

**Rationale:** Under-represented populations are tracked in the general data collected by the schools and LEAs. With the addition of several new screening instruments and the disaggregation of student data, more focus will be on this population. Additional training will also be available to AIG and regular education teachers.

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

**Description:** See attached "Environmental Opportunites Profile" and "Project Bright Horizon's Characteristics Checklist for Underrepresented Populations"

**Planned Sources of Evidence:** The LEA will annually review enrollment in upper level classes and actively seek to increase participation of underrepresented populations. AIG and regular education teachers will be trained in the use of the two screening instruments listed above. Performance and identification data will be disaggregated, including a subgroup of underrepresented populations within the AIG and non-AIG populations.

**Other Comments:**

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

### **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 F**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Current data regarding the credentials of personnel serving AIG students are maintained at the school and district level.

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

**Description:** Annual reports of licensure of all teachers, including AIG teachers, are sent out to the schools by the district. When new personnel are interviewed, licensure is reviewed for appropriate AIG credentials.

**Planned Sources of Evidence:** The PRC 034 funds are monitored by the finance officer of the LEA and the Director of AIG Education. All PRC 034 funds are used strictly for AIG education. Budget printouts are reviewed monthly or more frequently if necessary.

The Human Relations Department generated a complete list of certified personnel and their credentials annually or on demand.

Professional development credits are tracked by the HR Department.

**Other Comments:**

**Ideas of Strengthening:** This section does not need to be completed based on the chosen category

of the practice.

### **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 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 Focused Practice for 2010-2013.**

**Rationale:** Ad Hoc committees have been used in the past, but no regular advisory group has met that includes all stakeholders.

**Goals:** Establish an advisory committee 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.

**Description:** Each school will be asked to select appropriate representation that reflect the school's underrepresented populations. Potential participants will be invited to attend an initial meeting and set a plan of action for the first year. Goals would include examination of the screening and identification process, service delivery, and evaluation.

**Planned Sources of Evidence:** Invitations to participate, agendas, and minutes of meetings will be maintained by the Director of AIG Education. A survey will be conducted at the end of each school to assess the progress of the group and to development plans for the following year.

#### **Other Comments:**

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

### **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 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 2010-2013.**

**Rationale:** Regular feedback from students, parents, teachers and other stakeholders is regularly collected concerning the effectiveness and quality of the AIG program.

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

**Description:** Information is gathered from stakeholders specifically about the AIG program through surveys and informal meetings.

**Planned Sources of Evidence:** DEP meeting notes  
Data from surveys

**Other Comments:**

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

**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 I**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** The AIG Plan for 2010-13 needed additional input from interested stakeholders and revisions once the stakeholders had been consulted.

**Goals:** It is expected that the AIG Plan for Transylvania County will be reviewed early in the 2010-11 school year and revised as early as January, 2011. Revisions will be presented to the local Board of Education for approval and sent to NCDPI for review.

**Description:** Input from additional stakeholders, including underrepresented populations, students and regular education personnel is needed to complete the revisions to the AIG Plan.

**Planned Sources of Evidence:** The major sources of evidence will be further revisions to the AIG Plan. The revisions will be reviewed by the Local Board of Education and approved and sent to NCDPI for review.

**Other Comments:**

**Ideas of Strengthening:** This section does not need to be completed based on the chosen category

of the practice.

### **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 J**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** The community, both school and civic, is enriched by a frank and honest evaluation of the AIG program. In providing said information to the community, successes can be celebrated and areas of weakness can generate additional support. At this time in our country's history it is important that schools become transparent, and that includes understanding the full range of educational services and professional efforts to provide them.

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

**Description:** Evaluation of the local AIG program includes stakeholders in assessing the program's implementation of AIG Standards. The results of that assessment include comprehensive data on curriculum and instruction, staff development, stakeholder engagement and partnerships. Currently, Transylvania County Schools has data from stakeholder satisfaction surveys preserved on-line, and accessible from the district's web site, where it is used for school and program improvement planning. Target respondents are parents, teachers and students.

**Planned Sources of Evidence:** Annual report of evaluation will be posted on school and district web sites; newsletters and brochures will be developed and will be available at school and district offices.

**Other Comments:** Ideas of strengthening: The web-based data is embedded in a larger body of stakeholder satisfaction survey results. It would seem prudent to give that data its own link from the home page to make access easier.

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

### **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 K**

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

**This practice is a Maintained Practice for 2010-2013.**



**Rationale:** The rights of all AIG students and their parents are protected through policies, procedures, and practices.

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

**Description:** See Standard 1 F and attached Handbook for Parents.

**Planned Sources of Evidence:** Parent Handbook

Written AIG Plan, and verbal explanations to parents and students are given regarding student rights.

A file in the AIG Director's office is maintained of all complaints and disagreements.

**Other Comments:**

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

**Glossary (optional):**

Academic Advisement – Personalized student assistance is provided by Academically/ Intellectually Gifted staff during the high school years.

Advanced Placement Courses – The Advanced Placement program, sponsored by the College Board, offers capable high school students the opportunity to take college-level courses and to receive college credit or advanced placement through examination.

Advanced Enrichment Clusters – Advanced enrichment clusters are opportunities for students who have participated in an enrichment cluster to continue to work in more depth on the same topic or theme.

Cluster Grouping Across Teams – Each team identifies students performing at an advanced skill level. Such students are pulled together during an instructional period and taught by one teacher. The group usually stays together for a specific marking period or instructional unit. At the end of that time, the groups may be reconfigured, thus keeping the grouping flexible.

Cluster Grouping Within a Class – A cluster group of four to ten academically/intellectually gifted students are assigned to a regular heterogeneous class and receives appropriate differentiated curriculum. The group remains together only for a specific time, instructional unit, or academic subject.

Cluster Grouping Within Teams – Students are assigned to teams heterogeneously. The academically able students within each team are reassigned to one or more teachers for a specific block of instructional time. Placement within this group is flexible and based on student performance.

College Courses – College courses are taught by college personnel following that institution's syllabus. The classes may be held on the campus of the college, the high school, or at another site. Students may earn both high school and college credit.

Computer Applications, Telecommunications and Multimedia – These technological approaches are used to challenge thinking, problem solving and decision making. The use of computers, as well as other forms of technology, enables the student to access the body of digital information for instructional purposes.

Concurrent (Dual) Enrollment – This option allows students to be enrolled in two levels of schooling at the same time. Students remain at one level for much of their study and attend another level for a specific course or period of time. This is an appropriate option for secondary students who enroll in courses at post-secondary institutions. Through dual enrollment, students may receive college credit for courses taken while still in high school. For elementary and middle school students, enrollment is for specific classes only.

Continuous Progress Model – An individualized plan is designed to meet specific needs of a student, assessing strengths and needs, and evaluating growth over a period of time.

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

Cross Grade Grouping – Students of different grade levels are grouped according to skill level for specific instruction.

Curriculum Compacting – Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills (Reis and Renzulli, 1985). During compacted time, students

**Appendix (optional):**

AIG Parent Handbook.pdf (*Appendix*)

BOE Sig Page.pdf (*Local Board Approval Document*)

AIG Attachments.pdf (*Other Forms*)