

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

**Approved by local Board of Education on:** 13-JUN-16

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**Submitted to NC Department of Public Instruction on:** JUNE 28, 2016, 15:55:01

Greene County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

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

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

**Greene County Schools Vision for local AIG program:** Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor; therefore, the Greene County School System is committed to being a model 21st Century school system focused on student achievement in order for all students to graduate prepared for college, the workforce, and life as global citizens. This commitment includes identifying and meeting the needs of gifted students. These students require differentiated education services beyond those ordinarily provided by the regular education program. Giftedness is developed through appropriate opportunities and programs that stimulate, challenge, and nurture intellectual growth. By providing challenging opportunities for students who demonstrate high intellectual aptitude and/or specific academic abilities, Greene County Schools are encouraging gifted students to become life-long learners who will make positive contributions to society. The purpose of the Greene County Academically/Intellectually Gifted program is to nurture, screen, place, and serve gifted students to provide for their specific, individual needs.

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$168385.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$102347.00</b>

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## **Standard 1: Student Identification**

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

### **Practice A**

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

### **District Response:**

AIG referral and identification procedures are disseminated in the following ways:

- AIG teachers and/or AIG Coordinator share AIG screening, referral, and Identification process with school personnel at the beginning of each school year and other times as needed.
- Information about the screening, referral, and identification process is in teacher handbooks and on school and district websites for parent and community access.
- AIG teachers share AIG program information with parents during Open House at the beginning of the school year and during the school year, such as at parent conferences or family nights.
- Identification criteria and service delivery options are shared with parents when an AIG referral is made.
- Counselors at each school have AIG program handouts to share with parents, especially those new to Greene County Schools.

Identification is a multi-step process that includes screening, referral, assessment, and placement procedures that lead to appropriate service options for identified students.

### **SCREENING**

The screening process will be ongoing throughout the year in all school settings. Screening includes all activities designed to review the general population of students to see which students need differentiated services. Particular attention is given to potentially gifted students from culturally diverse, economically disadvantaged, or disabled populations. AIG teachers at all levels will conduct professional development sessions on the characteristics of gifted learners and provide checklists and other observation tools to help teachers determine which students exhibit potential giftedness.

Each school will review available data and observation information with input from teachers, parents, and others to develop a pool of potentially gifted students. From this pool, students will be referred for further consideration for differentiated services and for possible formal identification for AIG programming. In addition, school counselors will review all new student records for indications of potential giftedness.

K-3 teachers will teach whole class and small group higher-level thinking skills lessons throughout the year. Teachers will observe students and use checklists with behavioral characteristics that are indicators of potential talent to help in identifying students to consider for nurturing/enrichment classes with the AIG teacher. These checklists will be given to the AIG teacher to keep as a resource for identifying potentially talented students.

For students that have shown potential for the need for differentiated services at the K-3 level, the Enrichment Committee, Needs Determination Team or other school personnel will review the following:

- Observational/rating scale data
  - TRC Level and other DIBELS data
  - SRI Lexile levels (gr. 2-3)
  - Math data (iReady, BOG, benchmarks, etc.)
  - Report card grades
  - Work samples
  - Cognitive Abilities Test results (gr. 3)

The Enrichment Committee or Needs Determination Team may recommend enrichment services after this process. Referrals for possible AIG consideration will be made as needed and appropriate.

For grades 4-12, teachers will continue to observe students for indicators of potential using checklists and observation tools that include characteristics of gifted culturally diverse students and make referrals for AIG consideration as needed. Data that should be considered when making referrals include:

- NC EOG, EOC, and other summative assessments
- SRI Lexile data
- Math screenings/benchmarks (iReady, Schoolnet, etc.)
- Grades, portfolios, work samples
- Interest inventories and surveys
- Awards and competitions
- Rating scale data
- Other indicators of well above average potential

## REFERRALS

As a result of the nurturing and screening processes, teachers, parents, students, or other support personnel should refer students who show the need for further differentiation for formal AIG eligibility consideration. During the second semester of third grade, there is an emphasis on mass screening and referrals from teachers and parents; however, referrals can be made at any time during the school year by any of the above parties at any grade level.

Each school will have a Needs Determination Team that will be responsible for seeking out potential candidates for differentiated services and for the screening, identification, and placement of such students. The team should be made up of members who are knowledgeable of the characteristics of gifted students or who have worked with gifted students, such as AIG teachers, counselors, regular education teachers, ESL teachers, special education teachers, and school administrators. The membership of the team may vary according to the specific needs of each case.

## PROCEDURES FOR MAKING AIG REFERRALS

See the Appendix for all referral forms. Forms represented are updated for 2016-19. Modifications may be necessary to accommodate changing curricula, service options, or course availability.

## TEACHER REFERRAL

- The referring teacher notifies the AIG teacher that they have a referral(s). The AIG teacher gives the referring teacher an AIG 1 referral form that includes demographics, test data, grades, strengths, interests, and activities information and a school rating scale to complete and return to the AIG teacher.
  - The AIG teacher sends the AIG 2 Permission to Test, Due Process notice, and a home rating scale to parent.
  - When the AIG 2 is received from the parent, the AIG teacher will forward the AIG 1 Referral and AIG 2 Permission to Test, along with the home and school rating scales to the AIG Coordinator.

- The AIG Coordinator will review all forms/data and schedule assessments as needed.

#### PARENT REFERRAL

- When a parent requests to refer their child for AIG consideration, the AIG teacher gives the parent the AIG 1 Referral, AIG 2 Permission to Test, Due Process notice and a home rating scale.
- The parent completes the demographic, strengths, interests, and activities sections, and checks Parent Nomination at the top of the AIG 1.
- The parent returns the completed AIG 1, AIG 2 and rating scale to the AIG or regular teacher.
- The regular education teacher completes the test data and grade sections on the AIG 1 Referral after receiving it from the parent.
- The AIG teacher gives the teacher a school rating scale to complete and return.
- The AIG teacher forwards the AIG 1, AIG 2, and all rating scales to the AIG Coordinator.
- The AIG Coordinator will review all forms/data and schedule assessments as needed.

#### STUDENT SELF-NOMINATION

- When a student expresses his or her desire to be considered for AIG services, the student completes the Self-Nomination form. (Grades 6-12)
- The student provides information on AIG 1 Referral form for demographics, strengths, interests, and activities and checks Student Nomination at the top with the assistance of the AIG teacher.
- The AIG teacher sends the AIG 2 Permission to Test form with the due process notice to the parents.
- The AIG teacher interviews the student and fills in the interview form, or provides written documentation of their own interview with the students.
- A school rating scale is given to the classroom teacher(s) and a parent rating scale is sent to parent.
- The AIG teacher completes the AIG 1 form sections for test data and grades and forwards the AIG 1, AIG 2, Student Self-Nomination form, interview form or documentation, and rating scales to the AIG Coordinator.
- The AIG Coordinator reviews all forms/data and schedules assessments as needed.

#### ASSESSMENT

Once permission for evaluation is obtained, the AIG Coordinator, school psychologist, and the AIG teacher will be responsible for obtaining the needed information for AIG eligibility consideration, which might include more specific rating scale/observation data, aptitude, and achievement data, and/or evidence of interest and motivation. In the case of culturally diverse, disabled, twice-exceptional, and/or economically disadvantaged students, special sensitivity for appropriate evaluation procedures and instruments will be needed and used. During the evaluation process, the school psychologist will use professional, clinical judgment and discretion as to the need for alternative testing procedures and/or tests, such as specialized nonverbal aptitude tests. (See Appendix - Ways to Document Specific Indicators of Giftedness)

After the needed data are obtained, the AIG 3 - AIG Test Data Profile is completed. Information that is within the past two years will be given priority consideration, unless there are extenuating circumstances that the Needs Determination Team believes makes other data more valid. These ability and achievement pairings would be expected to be the most valid for eligibility determinations for advanced course decisions: verbal or composite ability with reading achievement and nonverbal or composite ability with math achievement. The Needs Determination Team will review the data to determine if the student meets criteria for AIG identification and to make recommendations for specific service options for the student. If additional data are needed, the Needs Determination Team

will specify what is needed and the AIG Coordinator and AIG teacher will coordinate obtaining this data. This could include such information as:

- Product reviews
- Interviews
- Off level testing
- Student surveys
- Student-led conferences
- Award or competition data
- Community service experience
- Parent and/or student documentation
- Other evidence of superior performance

If additional data has been requested, the Needs Determination Team will meet to review this additional information to make eligibility decisions and differentiated programming recommendations on the AIG 4 Eligibility form.

The Needs Determination Team will ensure that students who are referred for AIG consideration will be assessed and a decision for eligibility and services will be made in a timely manner, unless the parent refuses to give consent for evaluation or placement.

## PLACEMENT

Once the Needs Determination Team has made recommendations as to the differentiated needs of the student, the parents will be invited to a conference with the AIG teacher, classroom teacher, AIG Coordinator, and other appropriate personnel, such as counselors, administrators, etc., to review the data and recommendations. For those students meeting criteria for AIG identification, the AIG 5 Parent Permission for Services will be completed and a Differentiated Education Plan (DEP) or Individualized Differentiated Plan (IDEP) will be developed for the student. A copy of all referral, evaluation, eligibility, and placement forms and reports are provided for the parents, including the DEP or IDEP. The AIG teacher will also provide a copy of the DEP or IDEP to the student's teacher(s) and parents each time a DEP or IDEP is developed or revised. Classroom teachers of students not meeting eligibility criteria (Tier I) and whose data falls within the 84th-88th percentiles will be provided suggested differentiation strategies for the regular classroom specific to the student. The AIG teacher will serve as a resource consultant and will collaborate with the classroom teacher(s) as they plan for and offer differentiation in the classroom.

## **Practice B**

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

## **District Response:**

### AIG IDENTIFICATION

Multiple criteria and indicators are used in determining eligibility for AIG identification. These include both quantitative and qualitative indicators for ability/aptitude, achievement, academic performance, observations and ratings for motivation and work ethic by teachers and parents, and indications of student interests. While multiple factors are considered, at least one standardized test criterion under the quantitative area must be met for AIG identification. All information is considered

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when decisions are made regarding eligibility and placement in differentiated services. Recommendations are made to meet the individual needs of the student on a case-by-case basis. Although K-3 operates on an enrichment/nurturing model, all students, K-12, are eligible for referral for AIG identification.

Criteria for Academically and/or Intellectually Gifted Identification:

**QUANTITATIVE DATA:** At least one Quantitative area (ability or achievement) with standardized test data must be met.

**Ability** - Group or individual aptitude/ability composite, verbal, quantitative, or nonverbal standard score at the 89th percentile or higher. Verbal and/or composite scores are used with consideration for reading services and quantitative, nonverbal, and/or composite scores are used for consideration of math services.

**Achievement** - Group or individual nationally normed achievement test standard scores in reading or math at the 89th percentile or higher (either age or grade norms).

**ACADEMIC PERFORMANCE:**

Grades of 3s and 4s on standards-based report card for grades K-5 and grades of 85 or higher in Math and/or ELA classes for grades 6-12 for AIG identification.

Grades for individual subject areas will be considered for determining AIG service options for all grade levels. Grades of mostly 4's or 90 or higher for Math and/or English Language Arts (ELA) are needed for separate class differentiation.

**QUALITATIVE INDICATORS:**

Observations/Rating Scales - Evidence of superior level motivation, work ethic, strengths, and/or gifted behavioral characteristics gathered from teacher(s) and parents.

**OTHER DATA CONSIDERED:**

Evidence of superior student products, awards, special interests, etc.

### Overview of Service Delivery Options for Tiers I, II, and III

Greene County offers a three-tier service option plan for nurturing/talent development students and eligible academically or intellectually gifted students who demonstrate potential and need for differentiated instruction beyond the regular curriculum. The Needs Determination Team is responsible for making recommendations for services based on individual student need. In addition to serving any identified Tier II and Tier III AIG students, grades K-3 operate under a nurturing/enrichment model and offer regularly scheduled general enrichment classes with an AIG teacher for eligible students (see Standard 2, Practice G for K-3 enrichment criteria).

AIG identified students are those who have ability and/or achievement scores at the 89th percentile or higher and need a Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP), if appropriate, to meet individual student needs. The learning environment, modifications, and special program offerings are outlined on the DEP or IDEP plans based on the Needs Determination Team recommendations.

**Tier I** - Students do not meet criteria for AIG identification, and their academic needs can be met through regular classroom instruction. Regular education teachers will nurture the potential for

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giftedness in Tier I students through such options as in class flexible grouping, learning centers, and/or differentiated curriculum activities that offer nurturing and enriching experiences. Tier I students with standardized test data at the 84th-88th percentile and above average data in other areas show a moderate need for more differentiation in the regular classroom setting than other Tier I students. These students will participate in regularly scheduled enrichment activities to be provided by their regular education teachers with consultation with the AIG teacher(s) based on their differentiation needs. The AIG teacher may provide resources and strategies to help teachers meet these needs. All Tier I students will also participate in school-wide enrichment and nurturing activities and programs.

Tier II - AIG identified students who have either an ability OR achievement score at the 89th percentile or higher. Tier II students show clear need for enrichment and differentiation beyond the regular classroom curriculum because of superior intellectual or academic levels. Tier II AIG students are served in the regular classroom with collaboration between the regular teacher and AIG teacher to meet their differentiation needs. Identified students in grades K-8 are cluster grouped. Tier II students will be cluster grouped with other AIG students in the regular classroom with possible differentiation strategies including:

- in-class flexible grouping
- tiered assignments/lessons/product options
- technology based instruction
- small group instruction
- differentiated units for all subject areas as needed
- advanced content
- cooperative learning
- interest based units
- independent study options
- learning centers

The specific differentiation strategies will be indicated on the student's DEP and used as needed in all areas to meet individual student needs. All Tier II students are eligible to participate in special programs, such as the math fair, science fair, AIG field trips, contests and competitions, etc. Tier II students in grades K-5 also participate in regularly scheduled enrichment classes with an AIG licensed teacher.

At the middle school level, students are offered differentiation to meet their instructional needs through the regular classroom options listed above as well as through regularly scheduled enrichment or acceleration lessons with school personnel based on student data. AIG students at the middle school level may also apply to the STEM program that offers a challenging curriculum within their core academic classes. STEM students will be clustered in STEM classrooms with STEM teachers providing the service options listed on their differentiated education plans (DEP)

High school students have expanded course offerings and may choose honors, AP, dual enrollment, virtual public high school classes, and a variety of career/technical education (CTE) classes. AIG students may also participate in the high school STEM program that includes honors class options and opportunities for competitions and other activities to meet their academic needs. An AIG licensed teacher advises high school AIG students and meets with them to register for classes each semester and help them plan their high school career.

Tier III - AIG identified students who have both ability AND achievement scores at the 89th percentile or higher. Tier III students show a more intense need for enrichment and differentiation beyond the regular classroom setting because of their superior intellectual AND academic levels. Service options

for Tier III include those noted for Tier II and could also include a separate class for reading or math in grades 4-5, cross age grouping, accelerated content, and curriculum compacting. In addition, Tier III students who have both ability AND achievement at the 98th percentile or higher show extreme need for differentiation because of their unique and very superior intellectual and academic levels. These Tier III students may require an individualized plan with a variety of service options to address their learning needs in addition to other options noted for Tier III. These options may include individualized instruction, accelerated placement, and/or specific IDEP modifications to address the student's specific needs.

After reviewing the data for each student, AIG service options are recommended by the Needs Determination Team. In addition to the AIG identification data, universal screening scores for reading and math, EOG data, and other available student data will be used to make recommendations for appropriate service options for all AIG identified students. (See Appendix for current DEP/IDEP forms)

### **Practice C**

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

### **District Response:**

AIG, EC, and ESL teachers, the LEA Test Coordinator, school and district administrators, and AIG Coordinator monitor and analyze subgroup data to identify potential talent in under-represented populations.

The AIG Coordinator maintains referral data to determine if referrals are responsive to the district's demographics and that traditionally under-represented populations have been appropriately screened and considered for referral.

An enrichment/nurturing program is in place to nurture and develop the potential in all K-3 students and to help teachers recognize potential talent in students from under-represented populations.

### **Practice D**

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

### **District Response:**

Screening, referral, and identification processes are applied consistently across the district.

Forms used in the AIG identification and placement process are consistent from school to school.

The AIG Coordinator receives all referrals and reviews all AIG documentation to ensure consistency across the district.

Inactive files with AIG documentation for students who are referred, but not identified, are kept at the schools and at Central Office. AIG teachers, regular education teachers, administrators, and other appropriate personnel can use the AIG documentation data to help meet the students' needs in the regular class setting.

### **Practice E**

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

### **District Response:**

Parents are included in the initial referral, evaluation, and placement process through the opportunity for parent referrals, parental rating scales, and their inclusion on the Needs Determination Team that makes decisions regarding individual student's differentiation needs.

Parents are given copies of all AIG identification documentation and may call for a team review of their child's needs at any time by contacting their child's regular or AIG teacher or school administrator.

DEPs that show the student's identification and service options including AIG tier, area of strength(s), learning environments, differentiation modifications, and special programs are created and reviewed annually at the beginning of each school year with parents and teachers. Copies of the DEP are given to the parent, regular education teacher(s), and kept in the school and Central Office AIG individual student files.

### **Ideas for Strengthen the Standard:**

Provide professional development for all staff members for understanding of all tier levels and available service options within each tier.

As the district works to fully implement MTSS, ensure that gifted instruction is included within the framework. Seek ways to further individualize instructional plans for all gifted students.

Develop electronic files to maintain individual student AIG documentation.

Use the Program Services and Identification Evidences sections for AIG in PowerSchool to develop DEPs and maintain student AIG documentation.

### **Sources of Evidence:**

Teacher and Parent Handbook  
Open House / DEP meetings documentation  
District/School webpages with AIG links  
AIG Program handouts and publications  
Student AIG folders - active and inactive  
Invitation to Conference, Eligibility, and Placement forms  
Referral and AIG headcount data

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School and Home rating scales

K-3 Enrichment referral data

Student DEPs / IDEPs

AIG 1 Referral form

AIG 1a Re-evaluation Referral form

AIG 2 Permission to Test

AIG 3 Student Test Profile

AIG 4 Eligibility form

AIG 5 Permission to Place form

Student Self-Nomination forms

Due Process form

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

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

### **Practice A**

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

### **District Response:**

During the 2013-16 AIG plan cycle, AIG specialists differentiated the core curriculum maps to provide enrichment, extension, and acceleration as needed to meet the needs of AIG students. This will continue to be an on-going process as curriculum maps continue to be designed and revised.

At the high school level, Greene County Schools has developed policies for Credit by Demonstrated Mastery, as well as implementing the Honors Level Course Rubric and Revised Honors Implementation Guide for grades 9-12. Greene County Schools submitted honors portfolios to the NC Department of Public Instruction in May 2015 and received feedback in the fall of 2015. Teachers who teach honors classes have developed honors portfolios that have been approved by the district.

### **Practice B**

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

### **District Response:**

Procedures are in place to ensure that all teachers who teach gifted students use differentiated instruction to accommodate the strengths and needs of gifted students as identified by assessment and evaluation.

Regular classroom teachers are provided with a list of differentiation strategies based on each student's enrichment needs or Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP).

Professional development will be offered to all teachers on strategies for differentiation and meeting student instructional needs at all grade levels. Professional development for strengthening high school honors class instructional practices to help ensure rigor and challenge will be developed.

AIG teachers will collaborate with regular classroom teachers to differentiate curriculum maps.

### **Practice C**

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

**District Response:**

The Greene County School district implements research-based practices in the classrooms at all grade levels. All teachers have access to curriculum support staff (Literacy Coordinators and Instructional Technologists) that are charged with providing resources, support, and training opportunities for obtaining and using research-based supplemental resources and instructional practices.

During the past few years, AIG funds have been used to increase the classroom resources and materials for AIG specialists based on the latest research. A bibliography of resource books in the district AIG professional library is given to AIG teachers at each school. These resources are available to be checked out as needed. Many books on AIG topics have also been purchased for the professional library in each school's media center to be checked out by all staff members as needed. Efforts to expand these resources will continue.

Specialists use these materials in their direct instruction with students and also provide consultation to the other teachers using these resources. These include materials and teaching resources emphasizing challenge and rigor in technology, critical thinking skills, problem solving, literacy competencies (reading comprehension, writing), math reasoning and applications, science, social studies, and creativity.

The literacy and technology specialists are available to aid regular classroom teachers and the AIG staff in obtaining research-based resources to augment instruction. Each school provides research-based professional development based on their strategic instructional plans and goals.

**Practice D**

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

**District Response:**

Greene County considers twenty-first century issues as a priority and is currently involved in teaching and developing advanced curricula in twenty-first century skills and content areas. There is an emphasis on real world contexts, critical thinking, problem solving, and the incorporation of technology and its applications to students' daily lives.

AIG teachers collaborate with other professional staff to design curriculum maps with 21st century content and differentiate these maps for gifted learners to ensure rigor.

AIG teachers work with faculty and staff at each school to teach 21st century skills at an advanced level and plan for real world learning in local, regional, and global contexts.

AIG teachers have participated in professional development to incorporate applied information and media literacy, including concepts, systems, and operations in challenging research contexts in lessons for gifted learners.

Instructional practices emphasize critical thinking and problem solving; high-level communication and collaboration; and creativity and innovation. Leadership skills, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility are infused in lessons in all content areas.

### **Practice E**

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

### **District Response:**

The system employs a variety of continuous assessment activities that are tracked and discussed at regular intervals.

All teachers of gifted students are expected to effectively use multiple assessment and evaluation tools for monitoring student understanding and achievement.

Regular classroom teachers and AIG teachers utilize formative and summative assessments including benchmark tests, universal screenings in math and reading, and performance event assessment data in evaluating student growth and progress.

Teachers are required to assess their students through benchmark assessments as a part of the system's continuous monitoring expectations. The assessment results are used to develop specific lesson plans to meet individual student needs.

Teacher and student made rubrics are used for individual assignments and projects. Students self assess and peer assess projects and assignments.

The development of teacher data notebooks also provides monitoring and assessment data that teachers use to develop flexible groups for differentiated instruction.

Progress reports are provided at the mid-point in the grading period in each school. This information serves as a way to inform students, parents, and teachers about the student's status and any academic needs before the end of the grading period.

AIG teachers conduct mid-year reviews on all identified AIG students K-12, in addition to the annual review of the DEP. The mid-year review allows for adjustments to the DEP or IDEP regarding service options, class schedules, and/or curriculum needs.

At all levels, building and Central Office administrators are actively involved in the monitoring process through regularly scheduled administrative meetings.

### **Practice F**

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

**District Response:**

The Greene County School District addresses counseling issues for students through the Comprehensive Counseling Plan that was developed by the student services staff. The AIG department collaborated with student services staff in revising the Comprehensive Counseling Plan and addressing AIG issues in the plan.

Gifted services are integrated into appropriate parts of the Comprehensive Counseling Plan in order to ensure K-12 counseling services are outlined including: differentiated guidance services, peer support groups, mentors, after school programs and/or summer enrichment programs, etc.

AIG teachers, regular classroom teachers, school counselors, and administrators are committed to work together to support the social and emotional needs of gifted learners. Collaborations towards this goal occur in formal and informal ways. School counselors and AIG staff plan jointly for addressing specific needs of students.

Elementary counselors visit enrichment classes for planned lessons on topics such as perfectionism and student anxiety.

Resource materials addressing the social-emotional development of AIG students, such as *The Social and Emotional Development of Gifted Children: What Do We Know?* (Niehart, Reis, Robinson, & Moon, 2002) and *When Gifted Kids Don't Have All the Answers – How to Meet Their Social and Emotional Needs* (Delisle & Galbraith, 2002), have been provided for each school's counseling department in order to help delineate their plans and collaboration efforts with parents, students, and regular, special, and gifted education teachers.

There is a Differentiated Education Counseling Action Plan form to use as an addition to a DEP or IDEP as needed (See Appendix for AIG Counseling Action Plan form).

Counselors, who are already involved in the enrollment and record transfers for students, are also responsible for alerting the AIG Coordinator of newly enrolled AIG students, obtaining records for review, and transferring records to the new system of an identified student.

Greene County school counselors are also represented on the schools' Enrichment Committees and Needs Determination Teams, as appropriate, to help make decisions for differentiated services for children.

Greene County uses the Iowa Acceleration Scale (2nd ed.) for in-depth student assessment to help make acceleration decisions.

The school counselors and AIG teachers also provide K-12 students with well-defined college and career planning. Starting post secondary and career planning in early grades is an important aspect of preparing gifted students to start making goals and exploring options for optimizing their future decision-making.

Examples of specific differentiated guidance or counseling services are provided to AIG teachers, counselors, and administrators at each school. These services include:

- Social and emotional guidance

- Addressing the needs of underachieving gifted students, gifted students from diverse populations, and twice-exceptional students
  - Guidance and counseling for acceleration options (i.e. grade skipping, subject acceleration, early entrance to kindergarten, and concurrent enrollment)
  - Career counseling services with information related to changing career paradigms, academic planning and personal/social awareness

### **Practice G**

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

### **District Response:**

An AIG licensed teacher teaches small group and whole class enrichment at Snow Hill Primary (K-1) and West Greene (2-3), as well as serving any AIG identified students at the K-3 level.

Enrichment classes emphasize critical thinking and problem solving, language arts, science, technology, research skills, global awareness, and twenty-first century skills. These lessons serve as opportunities for challenging instruction for students, models for regular teachers, and as a means of observing and nurturing students who may need more challenge.

The AIG/Enrichment teacher is always available for consultation and collaboration with classroom teachers to assist in differentiating instruction in the regular classroom as needed.

There are resources available in the AIG/Enrichment room for teachers to use in their classrooms to offer differentiation.

There is a well-defined process for observing and selecting students for enrichment. Any data collected on a student will be recorded on the K-3 Enrichment Referral form and decisions for services will be made by the School Enrichment Committee. (See Appendix - K-3 Enrichment Referral form) Data criteria may change as universal screening tools or other assessment tools change.

All students will have the opportunity to participate in any planned school wide enrichment opportunities such as special performances, math fair, science fair, etc.

Specific enrichment services and indicators of possible need for direct enrichment services from the AIG/Enrichment teacher are as follows:

#### Kindergarten Enrichment

Kindergarten teachers will use the Kindergarten P.E.T.S. program to teach all students higher level thinking skills lessons on a regular basis. Teachers will use observational checklists to note indicators of potential talent observed in students.

At mid-year, kindergarten teachers will provide to the AIG/Enrichment teacher a list of students reading on TRC level D and above and/or who have a level 5 on the iReady math assessment. The AIG/Enrichment teacher will then work with these students in a reading or math enrichment group

once or twice a week.

To expand on interests that students show in certain subject areas, the kindergarten teacher will share interests/needs with the AIG/Enrichment teacher, who will then teach enrichment lessons on that subject.

The need for any other specific services for kindergarten students will be determined on a case-by-case basis by the classroom teacher, School Enrichment Committee, and the AIG/Enrichment teacher.

#### First Grade Enrichment

First grade teachers will use the Primary Education Thinking Skills 1 (P.E.T.S.) program to teach all students higher level thinking skills lessons on a regular basis. Teachers will use observational checklists to note indicators of potential talent observed in students.

#### General Enrichment - Indicators of Possible Need for Enrichment:

- Observation Information
- TRC BOY Level G or MOY Level J
- iReady Math Level 5
- Report Card grades – 3's and 4's
- Work samples/portfolios at above average levels
- Specific interests

#### Second and Third Grade Enrichment

Second and third grade teachers will use the Primary Education Thinking Skills 2 or Primary Education Thinking Skills 3 (P.E.T.S.) program to teach all students higher level thinking skills lessons on a regular basis. Teachers will use observational checklists to note indicators of potential talent observed in students.

#### General Enrichment - Indicators of Possible Need for Enrichment:

- Observation Information
- 2nd grade – SRI Lexile level 575 and above / TRC – BOY Level L or MOY Level M
- 3rd grade – SRI Lexile level 740 and above / TRC – BOY Level O or MOY Level P
- 3rd grade BOG – Level 5 in Reading or Math
- iReady Math Level 5
- Report Card grades – 3's and 4's
- Work samples/portfolios at above average levels
- Specific interests

#### **Practice H**

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

#### **District Response:**

AIG teachers are members of Professional Learning Communities/Teams (PLC/PLT) at each school site and collaborate with other teachers to develop curriculum maps, plan instruction, analyze data, implement school programs, etc. They also participate in regularly scheduled professional development/planning sessions with all school personnel.

Each school has an Enrichment Committee that helps oversee the AIG program at the school level. This committee includes regular education teachers, AIG teachers, EC teachers (if needed), counselors, and administrators, and conducts at least one meeting with parent representatives.

AIG teachers and teachers of gifted students in the regular classroom have scheduled planning times during the school day, on staff development days, and during planned summer professional development to develop high quality differentiated curricula. There will also be scheduled times for AIG teachers to present differentiation strategies to faculty and staff throughout the year.

### **Practice I**

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

### **District Response:**

There is a process in place to document differentiated curriculum and instruction and offer varied service options. DEPs or IDEPs are developed for each identified student based on student needs.

New DEPs or IDEPs are developed at the beginning of the school year for each student on the AIG roster.

Teachers and/or parents may request a review at any time there is a need, but at least mid-year and annual reviews will be conducted.

There are regular performance reviews to assess AIG student growth and achievement and to monitor the appropriateness of their differentiated service(s).

The AIG teacher and regular classroom teachers will review mid-grade progress reports, periodic benchmark assessment data, report cards, and any other available, pertinent data to monitor student progress.

Performance, academic, and/or social-emotional needs will impact decisions about the program service options.

If the Needs Determination Team feels changes are needed to the DEP or IDEP, the parent(s) will be invited to discuss any concerns and appropriate service options will be developed. If the decision is to return the student to a general education option, an IDEP will be developed so that support can be provided to help the student re-enter other service options at a later time, as appropriate.

The DEP/IDEP will indicate instructional modifications and/or counseling that may be needed to offer

support for the student as an identified gifted student in general education classes, especially for twice-exceptional, 504, LEP, and CLED students.

Grades will not be used to exclude a student from eligibility once identified, but they will be used as a means of providing information about needed academic and/or social emotional support and in determining appropriate service options.

For students who have very superior intellectual ability, but who do not meet other required eligibility components for a DEP, an IDEP will be developed in order to meet their specific needs as deemed appropriate.

A confidential folder containing all forms and evaluation data is maintained for each student referred and for AIG students that move into the system. These records are filed as either active or inactive with a file kept at the school and at the Central Office. The AIG teacher is responsible for the maintenance of the folders at the school level, and the AIG Coordinator maintains folders at the Central Office.

As students transition from school to school, AIG teachers and the AIG Coordinator will collaborate to transfer AIG students' individual school files from school to school, as well as the inactive folders of students who have been previously assessed for AIG consideration.

AIG teachers will send current AIG rosters to the AIG Coordinator at the end of each school year. The AIG Coordinator will verify the rosters using the AIG student reports in PowerSchool and will create the rosters for each school for the next school year to give to AIG teachers and administrators at each school.

**Ideas for Strengthen the Standard:**

Share SENG (Serving the Emotional Needs of Gifted) Organization website information ([sengifted.org](http://sengifted.org)) with all AIG and Counseling staff, with access to the regular SENG organization's online updates and online professional development modules. Also, share SENG link with parents of AIG students.

Explore adding a pre-AP program, such as College Board's Springboard program, to the service options offered for grades 6-8 to better prepare middle school students to take AP and other challenging courses in high school.

Continue to research the best ways to serve students who are identified Intellectually Gifted (IG) to meet their needs and to strengthen their academic achievement as well.

**Sources of Evidence:**

Student AIG folders  
DEPs and IDEPs  
Differentiated curriculum maps  
District/school professional development documentation  
District policies for Credit by Demonstrated Mastery  
Honors level course rubrics and teachers' honors portfolios

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Student products  
AIG Curriculum resources/materials at each school  
AIG professional library  
Benchmark testing results  
Data notebooks  
Progress reports/report cards  
Mid-year review forms  
Comprehensive Counseling Plan  
K-3 AIG teacher's lesson plans and schedule  
K-3 Enrichment Referral/Eligibility form  
Student enrichment folders  
AIG Program Handout  
PLC/PLT notes and meeting agendas  
School Improvement Plans  
Staff meeting agendas  
Enrichment Committee agendas  
Documentation of parent meetings

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

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

#### **Practice A**

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

#### **District Response:**

The AIG Coordinator is AIG licensed and collaborates with administrators, AIG teachers, and other personnel to guide, plan, develop, implement, revise, and monitor the AIG program and plan for Greene County Schools.

Greene County Schools AIG Coordinator Job Description:

- Coordination of AIG Program system wide
- Coordinating and/or evaluating AIG referrals to include: scheduling testing, testing students as needed and appropriate, completing referral paperwork, and attending Needs Determination Team meetings
- Member of Needs Determination Team at each school
- Chair Gifted Education Advisory Committee and schedule/conduct meetings
- Manage the AIG budget and AIG purchasing
- Review/analyze AIG student and program data and disseminate to stakeholders
- Conduct and/or schedule staff development as needed
- Schedule and conduct AIG staff meetings
- Monitor AIG plan and conduct AIG program evaluation
- Maintain active and inactive AIG student files at Central Office
- Perform any other responsibilities as designated in the GCS AIG Plan

#### **Practice B**

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

#### **District Response:**

There are processes already in place in each school and from a central level that monitor AIG specialists' instructional practices through regularly scheduled data reviews and instructional monitoring activities.

AIG Specialists participate in each school's data review process where their students' progress and their instructional practices are monitored. Each teacher is required to keep a data notebook which guides instructional practice.

AIG Specialists are observed using the NC Teacher Evaluation process.

School administrators monitor lesson plans and schedules of AIG teachers.

DEP and IDEP forms designate responsible parties for carrying out the education plan for AIG students. (Example: Regular Education teacher, Gifted Education teacher)

AIG Specialists are members of school leadership committees that monitor these topics for all learners at their site.

AIG Specialists are members of school Professional Learning Community groups (PLCs) that discuss these issues.

The AIG Coordinator schedules regular staff meetings with the lead AIG specialists in each school where the academic/instructional, intellectual, and social-emotional needs of students are discussed.

The roles and responsibilities of personnel responsible for the delivery of gifted education program services:

**K-3 AIG/Enrichment Teacher:**

- Plan and facilitate a differentiated program of instruction for identified K-3 gifted students at Snow Hill Primary (SHP) and West Greene (WG) and all enrichment students K-3
- Serve as a resource specialist in gifted education to help regular education teachers differentiate for AIG students in the regular classroom
- Member of Gifted Education Advisory Committee
- Serve as School Enrichment Committee chairperson and schedule/conduct meetings
- Chair Needs Determination Team at Snow Hill Primary (K-1) and West Greene (2-3)
- Inform all staff members K-3 about the AIG program/plan, especially the screening, referral, and identification processes for enrichment classes and AIG identification K-3 and differentiation of instruction
- Participate in Open Houses, Parent Nights, and other school functions to inform parents and community about the GCS AIG program
- Coordinate AIG referrals at SHP and WG
- Screen available data for potential referrals
- Develop DEPs/IDEPs for K-3 AIG students and schedule DEP meetings
- Monitor AIG student achievement and conduct midyear reviews
- Conduct and/or attend staff development as needed
- Assist school administration with scheduling for AIG students
- Coordinate AIG budget requests for SHP and WG
- Maintain AIG student folders and rosters for K-3 and enrichment rosters/data
- Perform any other responsibilities as designated in the GCS AIG Plan

**4th-5th AIG/Enrichment Teacher(s):**

- Plan and facilitate a differentiated program of instruction for identified 4th and 5th grade gifted students at Greene County Intermediate School (GCIS)
- Teach 4th/5th grade AIG math and/or reading classes and enrichment classes as assigned
- Serve as a resource specialist in gifted education to help regular education teachers differentiate for AIG students in the regular classroom
- Member of Gifted Education Advisory Committee

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- Serve as School Enrichment Committee chairperson and schedule/conduct meetings
- Chair Needs Determination Team at Greene County Intermediate School (4-5)
- Inform all staff members at GCIS about the AIG program/plan, especially the screening, referral and identification processes for AIG identification and differentiation of instruction
- Participate in Open Houses, Parent Nights, and other school functions to inform parents and community about the GCS AIG program
- Coordinate AIG referrals at Greene County Intermediate School
- Screen available data for potential AIG referrals
- Develop DEPs/IDEPs for 4th/5th AIG students and schedule DEP meetings
- Monitor AIG student achievement and conduct midyear reviews
- Conduct and/or attend staff development as needed
- Assist school administration with scheduling for AIG students
- Coordinate AIG budget requests for GCIS
- Maintain AIG student folders and rosters for 4th and 5th grades
- Perform any other responsibilities as designated in the GCS AIG Plan

#### 6th-8th AIG Teacher(s):

- Plan and facilitate a differentiated program of instruction for identified 6th-8th grade gifted students at Greene County Middle School (GCMS)
- Teach 6th-8th grade classes with AIG clusters as assigned using enrichment, extension, or acceleration activities in differentiated curriculum maps as needed
- Serve as a resource specialist in gifted education to help regular education teachers differentiate for AIG students in the regular classroom
- Member of Gifted Education Advisory Committee
- Serve as School Enrichment Committee chairperson and schedule/conduct meetings (Lead AIG Teacher)
- Chair Needs Determination Team at GCMS (Lead AIG Teacher)
- Inform all staff members at GCMS about the AIG program/plan, especially the screening, referral and identification processes for AIG identification and differentiation of instruction
- Participate in Open Houses, Parent Nights, and other school functions to inform parents and community about the GCS AIG program
- Coordinate AIG referrals at Greene County Middle School (Lead AIG Teacher)
- Screen available data for potential AIG referrals
- Develop DEPs/IDEPs for 6th-8th grade AIG students and schedule DEP meetings
- Monitor AIG student achievement and conduct midyear reviews
- Conduct and/or attend staff development as needed
- Assist school administration with scheduling for AIG students
- Coordinate AIG budget requests for GCMS (Lead AIG Teacher)
- Maintain AIG student folders and rosters for 6th-8th grades (Lead AIG Teacher)
- Perform any other responsibilities as designated in the GCS AIG Plan

#### 9th-12th AIG Teacher:

- Serve as an advisor to all high school AIG students and assist with scheduling
- Teach high school honors and/or AP classes as assigned by administration
- Present information to AIG students and parents as related to AIG, college planning, scholarships, extracurricular opportunities, etc.
- Represent AIG students on the Scholarship Committee
- Serve as a resource specialist in gifted education to help regular education teachers differentiate for

AIG students in the regular classroom

- Member of Gifted Education Advisory Committee
- Serve as School Enrichment Committee chairperson and schedule/conduct meetings
- Chair Needs Determination Team at Greene Central High School (GCHS)
- Inform all staff members at GCHS about the AIG program/plan, especially the screening, referral and identification processes for AIG identification and differentiation of instruction
- Participate in Open Houses, Parent Nights, and other school functions to inform parents and community about the GCS AIG program
- Coordinate AIG referrals at GCHS
- Screen available data for potential AIG referrals
- Develop DEPs/IDEPs for high school AIG students and schedule DEP meetings
- Monitor AIG student achievement and conduct midyear reviews
- Conduct and/or attend staff development as needed
- Coordinate AIG budget requests for GCHS
- Maintain AIG student folders and rosters for 9th-12th grades
- Coordinate with GCMS counselors and administrations to plan transition meetings for 8th grade AIG students and assist with scheduling their 9th grade classes
- Perform any other responsibilities as designated in the GCS AIG Plan

School Principals and/or Assistant Principals:

- Collaborates with the AIG Coordinator, AIG teachers, regular education teachers, counselors, etc. to meet the needs of AIG students through scheduling, grouping, differentiated instruction, staff development, etc.
- Gifted Education Advisory Committee member
- School Enrichment Committee member
- Needs Determination team member
- Performs any other responsibilities as designated in the GCS AIG Plan

School Counselors:

- Collaborates with AIG teachers and regular education teachers to provide social/emotion guidance and counseling to AIG students as needed and appropriate
- Gifted Education Advisory Committee member (one per school as assigned)
- School Enrichment Committee member
- Needs Determination Committee member as needed for specific student needs
- High school counselors collaborate with AIG teacher to register students for classes, provide college planning, and inform students of scholarship and extracurricular opportunities

### **Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

### **District Response:**

Greene County Schools has been focused on providing research based professional development to all teachers in the last few years for total school improvement and implementation of Common Core and Essential Standards. There is a need to ensure that all stakeholders within the school setting are

provided with specific and appropriate professional development experiences related to the needs of gifted students.

There is also a need to develop a system wide set of basic gifted education professional development requirements for all teachers who are assigned clusters of AIG students. With these needs in mind, a research based professional development plan has been developed to prepare teachers, counselors, and administrators to address the academic, social and emotional needs of the gifted, including special populations. The proposed plan for faculty and administrators utilizes study groups or Professional Learning Communities (PLCs), online professional development resources, and direct instruction on selected topics.

Professional development sessions are planned to be ongoing throughout the three-year plan cycle for 2016-19 and will be integrated with existing system and school initiatives as appropriate.

Feedback will be elicited from staff members as to their personal needs regarding gifted education topics through surveys, focus groups, and personal growth plans to plan for any additional staff development.

#### **Practice D**

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

#### **District Response:**

Identified gifted students are served by AIG licensed teachers for enrichment in grades K-5 and separate class instruction for reading and math areas in grades 4-5.

K-8 students are scheduled into regular classrooms with AIG licensed personnel when those teachers are available. However, the pool of available AIG licensed teachers is very limited at this time.

High school students are served by an AIG licensed teacher through both direct instruction with honors and AP classes and indirect activities that includes counseling for course selections, college planning, monitoring of grades, and help with specific independent/individualized courses based on student need.

Gifted education professional development requirements for personnel will be established for personnel teaching AIG students and training provided in order to place AIG students in general education classrooms with teachers trained in gifted education.

#### **Practice E**

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

**District Response:**

The AIG Coordinator and/or AIG teachers will meet with district and school administrators as professional development calendars are created for each year to plan for professional development needed for AIG program goals at each school and its alignment with other system initiatives.

AIG professional development will be planned to meet national and state teaching standards and best practices for gifted education including 21st Century skills and content at advanced levels. The alignment of the professional development to standards and best practices will be documented.

The AIG coordinator will collaborate with district and school administrators and other personnel, such as literacy facilitators, to plan and provide AIG professional development.

**Practice F**

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

**District Response:**

Schools have worked to establish common planning time for AIG teachers and regular classroom teachers of AIG students and to include AIG teachers in the development of grade level curriculum maps and other grade level planning.

Teachers of AIG students have common schedules to allow for common planning and collaboration. AIG teachers also have common planning times with other classroom teachers who have clusters of AIG students.

AIG teachers participate in grade level and PLC meetings to collaborate and plan with other classroom teachers. These planning times allow opportunities for discussing the needs of the AIG students they teach and the differentiation needed in both the regular classroom and the AIG classrooms.

At the middle school level, AIG students are clustered on teams of teachers who have common planning time.

The high school AIG teacher also participates in PLCs and other planning meetings with teachers who teach in the same content area.

**Ideas for Strengthen the Standard:**

Develop a set of gifted education professional development requirements for all personnel involved with AIG students, services, and programming in Greene County Schools.

Consider paying tuition for teachers to take university courses leading to AIG licensure as funding allows.

Explore using IGNITE to provide online gifted education modules.

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**Sources of Evidence:**

Job description for AIG Coordinator and AIG personnel

Data review spreadsheets for AIG classes

Teacher schedules

Staff meeting and PLC agendas and notes

DEP and/or IDEP forms

Committee agendas and minutes

Documentation of participation in specified professional development activities

Feedback from school level stakeholders

Schedules showing common planning time

Joint staff development agendas, notes, and products

AIG and district/school professional development plans

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

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

### **Practice A**

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

### **District Response:**

Greene County Schools AIG Service Delivery Model

#### Grades K-3

AIG services in kindergarten through third grade are primarily nurturing and enrichment opportunities, with Differentiated Education Plans (DEP), and, as needed, Individual Differentiated Education Plans (IDEP) offered for any student who is referred at this level and meets AIG criteria. Services include scheduled small group enrichment sessions, whole class enrichment instruction, resource support with AIG specialist, advanced content/coursework, consultation with teachers per specific student needs, and subject or whole grade acceleration as needed. Differentiation for all AIG identified students will be provided in the regular classroom for all academic areas as listed on each student's DEP/IDEP and as needed. Counseling services for AIG students are available for targeted group and individual needs.

#### Grades 4-5

AIG services for students in fourth and fifth grades consist of cluster grouping, general enrichment classes, resource support with AIG specialist, advanced content/coursework within the regular classroom, advanced content pullout classes for reading and/or math based on student needs, and subject or whole grade acceleration as needed. AIG identified students with ability or achievement area at or above the 89<sup>th</sup>ile qualify for Tier II services (cluster grouping, general enrichment sessions, advanced content/coursework in the regular classroom, and consultation with teachers per specific student needs). AIG identified students with ability and achievement area at or above the 89<sup>th</sup>ile qualify for Tier III services in addition to Tier II services (Advanced Reading and/or Mathematics pullout classes, subject or whole grade acceleration). Differentiation for all AIG identified students will be provided in the regular classroom for all academic areas as listed on each student's DEP/IDEP and as needed. Consultation with regular classroom teachers for advice and resource materials is also offered. Counseling services for AIG students are available for targeted group and individual needs.

#### Middle School

AIG service delivery at the middle school level consists of cluster grouping with advanced subject content and enrichment opportunities. One goal of middle school programming is to help transition students to high school. In order to encourage and nurture all high performing students and provide the opportunity for those students to take honors, AP, and other college level courses in high school, the middle school offers Math I and English I in 8th grade. Placement in these classes is based on a

rubric that considers academic performance through the previous two years' EOG percentiles, grades in the specified subject, teacher recommendations, EVAAS data and Lexile measure (for English).

The middle school also offers a STEM program. Students who enter the STEM program are offered rigorous STEM classes and can continue in the STEM program into high school. The middle school has a designated time daily for enrichment and/or remediation classes where students receive differentiated instruction in reading and/or math based upon classroom performance, grades, universal screenings in reading and math, benchmark assessments and other data. AIG students participate in these differentiated classes based upon individual student needs.

Once the standards for core class(s) have been met by an identified AIG student, the teacher(s) provide further enrichment through opportunities to explore advanced content topics through research and work on projects that will enhance the AIG student's content strengths, interests, and advanced critical thinking skills. An advanced CTE class and a Latin class will be offered. Another opportunity includes a creative writing class through the NC Virtual Public School.

Individual Differentiated Education Plans will be developed for any students that require services beyond the current service format. Independent study options can be provided in content as well as fine arts areas, as needed. Counseling services are available for planning for high school and beyond for AIG students, starting in 6th grade. This provides a middle school plan that will help transition students into the high school four year planning process. Other counseling services for AIG students are available for targeted group and individual needs.

### High School

Service delivery for AIG students at the 9-12 level includes individual scheduling advice (starting in the eighth grade) and counseling sessions for high school and post high school planning, honors and AP courses, and college credit through online, dual enrollment, and early college course offerings. High school AIG students are encouraged to take higher- level classes. The high school also offers a STEM program with honors STEM classes available. Consultation with regular and honors class teachers is provided per specific student needs. Extracurricular activities, such as Quiz Bowl, Mock Trial, the Ethical Leadership Conference, and vocational and technical competitions, are available for AIG students. Other counseling services for AIG students are available for targeted group and individual needs.

### **Practice B**

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

### **District Response:**

There are procedures in place that align identification, service options, and system resources for AIG students. When students are identified as academically or intellectually gifted, their identification/strength area is listed on the eligibility form and the DEP.

For Tier II students, their identification/strength area could be verbal, quantitative, nonverbal, or composite ability OR math or reading achievement. Students who have a strength area based on an ability score only are identified as IG (intellectually gifted), while those whose strength is reading or math achievement are identified AR (reading) or AM (math) or AG (both reading and math).

When students are identified as Tier III, their area of identification is AR (reading) if they have a

qualifying composite or verbal ability score paired with a reading achievement score, AM (math) if they have a quantitative, nonverbal or composite ability score paired with a math achievement score, or AG if they have both reading and math achievement scores along with a composite ability or the matching verbal, quantitative, or nonverbal aptitude/ability score.

Grades K-3 service options include AIG enrichment classes with the AIG teacher who plans instruction to meet the identified needs of the students as well as cluster grouping and differentiation in their regular classes.

Grades 4-5 AIG students are cluster-grouped and receive differentiation in their regular classroom based upon their individual needs and have regularly scheduled enrichment classes with an AIG licensed teacher. In addition, Tier III students are eligible to be placed in a separate AIG reading and/or AIG math class.

Grades 6-8 AIG students are cluster-grouped and receive differentiation in their regular classroom based upon their individual needs. Enrichment opportunities are available depending on student strengths and interests.

High school AIG students choose the classes they will take which could include honors, advanced placement, dual enrollment, virtual classes, etc.

### **Practice C**

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

### **District Response:**

AIG teachers and their instructional plans and services are a part of their school's instructional plans and school improvement plans. Ultimately, these plans are incorporated into the district's overall instructional plan and monitoring systems. School-based AIG instructional services align with school, district, and state mandated instructional standards through established instructional plans developed at each school and at system levels.

AIG teachers participate in grade, team, and school-wide instructional training, discussions, and planning pertinent to the school, system, and state goals and standard course of study.

### **Practice D**

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

### **District Response:**

AIG program information is in teacher/staff handbooks including procedures for referral and identification, explanations of differentiated services, regulations, plan, etc.

AIG teachers/AIG Coordinator present AIG information at staff meetings and/or grade/team meetings early in the year.

Online resources are used to communicate about AIG program information to all staff members at school and district levels - webpages etc.

The AIG Director and/or AIG Coordinator present information about the AIG program to district and school level administrations at the beginning of school during administrative team meetings.

AIG teachers at each school have an AIG notebook with copies of the AIG plan, AIG forms, policies, rosters, budget information, etc.

### **Practice E**

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

### **District Response:**

The AIG Coordinator meets regularly with lead AIG teachers from each school for AIG staff meetings to discuss overall program and school issues. The AIG Coordinator also meets with central office and school administrative staff for issues relating to the AIG program as needed.

The AIG Coordinator maintains and distributes roster/student information to each school's administrators and AIG lead teachers.

AIG teachers communicate at the end of each year with the transition school's teachers to share information about specific student needs for the upcoming year.

AIG teachers between schools communicate about curriculum and resource information especially dealing with specific student needs.

The high school lead AIG teacher, in collaboration with middle school counselors and teachers, conducts transition meetings for 8th grade students and their parents in the spring to inform them about high school offerings such as honors, AP, dual enrollment, NC Virtual Public School courses, etc. and to assist them in registering for their high school classes.

The AIG Coordinator and/or AIG teachers are responsible for transferring AIG confidential records/folders to the next school for transitioning students at the end of each year.

### **Practice F**

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

### **District Response:**

Counseling initiatives include gifted students and AIG staff in activities such as:

- PSAT/SAT/ACT preparation and interpretation
- College tours
- Scholarship opportunities
- Scholarship committees
- Counseling sessions for social, emotional, and academic areas
- Inclusion of gifted education issues in the Comprehensive Counseling Plan
- Gifted teachers and counselors jointly offering staff development to faculty on gifted issues

Methods to expand the collaboration between school personnel and parents/families and other support personnel in the delivery of services for social and emotional needs of AIG students could include:

- Needs assessment on social-emotional issues among stakeholders
- Parent information sessions or seminars
- Resource lists on school and district web sites
- Inclusion of parents on school planning sessions on social-emotional issues

### **Practice G**

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

### **District Response:**

A wide range of acceleration options are readily available for gifted students and are considered on an individual basis:

- Early admission to kindergarten (See Appendix for Early Admission to Kindergarten Policy)
- Subject acceleration
- Full grade acceleration
- In-class grouping by skill levels
- Curriculum compacting and advanced learning opportunities
- Pull out classes
- In grades K-1 and 2-3, vertical multi-age groupings
- High-level summer classes, including opportunities locally and at colleges
- Advanced Placement courses
- Online courses / NC Virtual Public High School
- Concurrent or dual enrollment in high school and college
- Greene Early College High School
- Credit for Demonstrated Mastery for grades 9-12

Greene County Schools has developed local policies and procedures that include state criteria for the Credit by Demonstrated Mastery policy passed by the State Board of Education in December 2012 and has established a district committee to oversee Credit by Demonstrated Mastery for grades 9-12. The AIG coordinator is a member of this committee. The AIG coordinator and/or AIG teachers will be involved in the process for AIG students and will collaborate with other district and school personnel in the implementation of this policy. AIG handouts will inform parents and students of this acceleration option.

Greene County Schools will continue to use the established acceleration procedures for K-8 using the Iowa Acceleration Scale, 2nd ed. for whole grade acceleration considerations. The Iowa Acceleration Scale involves an in-depth case study of the student's current performance levels, ability, and social-emotional status and needs, and provides objective data and a systematic way to determine recommendations for grade acceleration.

Greene County Schools will continue the established system-wide Needs Determination Team deliberation process that holds meetings that include professional staff, parents and the student, as appropriate. This team discusses student needs and makes decisions regarding service delivery options based on those needs. Decisions about programming options are made on a case-by-case basis based on academic, social, and emotional factors. Acceleration needs within regular and AIG classroom settings would be a part of these discussions when the DEP and/or IDEP plans are developed or modified.

AIG specialists will use appropriate instructional practices within classrooms that promote student acceleration in various curricula areas, such as compacting, tiered assignments, differentiated units, and independent study opportunities.

#### **Practice H**

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

#### **District Response:**

There are identification procedures and service options currently in place that have been developed to identify, nurture and develop talents and gifts of under-represented populations.

There has been an emphasis on developing programming to better meet the needs of traditionally under-represented AIG populations.

Enrichment/nurturing classes are designed to offer talent development opportunities to maximize student strengths that may not be typically included in traditional academic classes, such as nonverbal reasoning abilities for English language learners or under-served/minority population students.

Resources for AIG teachers' classrooms include a variety of materials and instructional supplies to help meet wide ranging student needs, including a wide variety of technology resources. Efforts to expand these resources will continue.

DEPs/IDEPs delineate the specific services needed for highly gifted students and twice-exceptional students.

#### **Practice I**

Encourages extra-curricular programs and events that enhance and further develop the needs and

interests of AIG students.

**District Response:**

Extra-curricular activities are available for AIG students, but offerings need to be expanded to allow for more student participation at all grade levels.

High School students participate in activities such as quiz bowl, district and state History Day competitions, Mock Trial, HOSA competitions, etc. The high school also offers many clubs and athletic programs for students to participate in and encourages all students to participate in at least one club or activity.

Middle school students (grades 6-8) participate in Science Olympiad, Battle of the Books, Science Fair, etc. Students in grades 6-8 also have clubs to participate in including science, engineering, and math clubs.

Students in grades 4-5 have the opportunity to participate in Battle of the Books, Math Fair, and Science Fair.

AIG funds some extra-curricular activities to encourage student participation in extra-curricular activities as the AIG budget allows. This is determined on a yearly basis.

Schools provide information to students about extra-curricular opportunities offered in the community, such as through the county 4H program, the local recreation department, boys and girls club and any other community organizations that offer activities for students. AIG teachers also give AIG students information about contests, competitions or summer camp opportunities that may interest them.

**Practice J**

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

**District Response:**

The AIG coordinator meets with administrators at each school at the end of the year to provide them with AIG student rosters for the next school year and provide information concerning the AIG programming to assist them when planning for grouping the students the following school year.

AIG students in grades K-8 are cluster grouped in regular education classes. When determining cluster groups, administrators consider the Identification level of the student and their strength areas (Tiers II or III and IG, AR, AM, AG) when placing them in regular education classes.

Teachers use AIG test data, universal screenings, and classroom performance to determine the differentiation strategies to use. These may include flexible, small groups for reading and math instruction, tiered assignments for all subjects, etc. Differentiation strategies and flexible groupings within the regular classroom may change throughout the year as teachers analyze current data, such as mid-year screenings and end of grading period benchmark assessments.

**Ideas for Strengthen the Standard:**

Inform new counselors of the AIG goals related to social and emotional issues of gifted students.

Establish cooperative planning/training opportunities for AIG social-emotional professional development for teachers of AIG students and other support personnel.

Develop methods of collaboration among all stakeholders that especially include parents/families and other support personnel for the delivery of services to meet social and emotional needs of AIG students.

Compile information about the available extra-curricular programs available at all grade levels including a list of extra-curricular programs offered through community organizations, such as 4H, and distribute list to students to make them aware of opportunities outside of school.

Recruit parents and others from the community to serve as volunteers for extra-curricular programs.

Search out and expand academic competition opportunities. Possible source could be the North Carolina Association for Scholastic Activities (NCASA) which offers Quiz Bowl, Art Showcase, Show Choir, The Quill (writing competition), Twelve (academic competition), and which also provides information about other scholastic competitions. Explore expanding Science Olympiad to the Intermediate School and search for other activities such as math competitions for grades K-5.

Communicate with community businesses/organizations to elicit support for extra-curricular activities for AIG students.

**Sources of Evidence:**

Agendas and notes from cooperative professional development sessions on social-emotional issues  
DEPs, IDEPs, Counseling Action Plans

Documentation of AIG teacher participation in instructional professional development

Documentation of AIG teacher participation on school leadership teams and committees

Teacher/staff handbook

Presentations to staff and administrators

Website information - school and district

Monthly staff meeting agenda/notes

AIG teacher records per communications about transitions

AIG plan procedures about record transfer and transitions

AIG Coordinator roster information

Agenda/meeting notes with central office and/or school administrators

Documentation of professional development sessions

Documentation of parent information sessions

Individual student review meeting notes and records

Needs assessment results

DEPs and IDEPs for delineating acceleration plans for individual students

Needs Determination Team meeting notes

Credit by Demonstrated Mastery policies and procedures

AIG Handouts

Classroom resource inventories

Identification and service option descriptions and procedures  
Information sheets listing extra-curricular opportunities  
List of volunteers  
Letters or other communications with businesses and organizations

## **Standard 5: Partnerships**

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

### **Practice A**

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

- academic and intellectual
- social and emotional.

### **District Response:**

AIG teachers are invited to meetings concerning AIG students.

Parents and families are invited to meet with AIG teachers during parent conferences and at other times when parents are participating in school sponsored activities.

Sessions related to the AIG program will be held during family nights and other specified times in the schools where parents and/or community are invited to attend.

AIG teachers develop partnerships with guidance counselors, regular education teachers, parents and any involved community agencies to support AIG students' social and emotional needs.

AIG teachers make counseling referrals as appropriate.

AIG teachers recruit parents and community persons as resource speakers and individual mentors, and parents are requested to chaperone field trips, etc.

AIG students showcase projects during various times, such as STEM nights, Open House nights, parent conference nights, etc., when families and the community are invited to attend.

### **Practice B**

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

### **District Response:**

The Greene County Schools AIG Plan is shared on the district and school websites and copies are available at each school.

The AIG Program Handout is shared with parents when referrals are made, during AIG eligibility meetings, and is given to parents during AIG information sessions held at schools during times such as Open House, parent conferences, family nights, etc.

The AIG Program Handout has contact information including names, emails, and phone numbers for the AIG Director, AIG Coordinator and lead AIG teachers at each school so that parents and others can contact them with questions or concerns involving any aspect of the AIG program and plan.

Guidance counselors at each school have the AIG Program Handouts to share with families who are transferring in to Greene County Schools during the year. They also work with the AIG Coordinator and lead AIG teachers when AIG students transfer into the district to inform parents about the district AIG plan and policies.

Parents are provided copies of all forms used during eligibility meetings.

### **Practice C**

Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

### **District Response:**

An AIG district advisory group is developed and meets to monitor the AIG program and plan. This group monitors the implementation of the Greene County Gifted Education Plan and makes recommendations for needed revisions.

The district group is composed of parents, teachers (including counselors, AIG, LEP, EC, regular classroom, etc.), and administrators representing each school in the district, as well as district administrators.

School-based AIG Enrichment Committees include parent representatives in the process of monitoring each school's differentiated programming and services at specified meeting times throughout the year.

District and school advisory groups members are representative of the diverse populations of the district.

The needs assessment process also affords parents and community members the opportunity to be involved through surveys, web-based contacts, and various media sources, such as newsletters, teacher, school and district websites, and newspaper articles.

### **Practice D**

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

### **District Response:**

Parents and students are informed about opportunities through communications from AIG teachers and AIG Coordinator, as well as other communications from the school through weekly folders sent

home to parents and through postings on the district and school websites.

Communications concerning the gifted program and students are provided in English and Spanish, when needed, for parents and community groups within the school district.

AIG forms, including Permission to Test, referral forms, and rating scales, are available in Spanish and used as needed.

Translators are available for parent meetings as needed.

### **Practice E**

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

### **District Response:**

There is a strong collaboration with higher learning institutions offering dual enrollment for students. Lenoir Community College has a satellite campus in Greene County adjacent to the high school campus. Dual enrollment students can attend classes there and at the high school during the day. Also, Greene Early College students are housed on the LCC campus. Students can also attend East Carolina University and Pitt Community College on part-day schedules, as appropriate.

The AIG program goals are shared with businesses, industries and other stakeholders in the community through the district website, brochures, and other forms of communication to elicit support for the AIG program. The AIG program seeks support from all parents/families, institutions of higher learning, local businesses and industries and other stakeholders within the community to accomplish specific program goals, such as recruiting volunteers for extra-curricular opportunities for AIG students.

In addition to active parental involvement, other activities and organizations that involve Greene County Schools and the community in reciprocal relationships include: The Greene County Boys and Girls Club, Arts Council, Suzuki Foundation, Greene County Museum, local newspapers, Greene County Chamber of Commerce, The Golden Leaf Foundation, Special Olympics, Greene County Senior Citizens Center, Friends of the Library, and 4H programs / Agricultural Extension Agency

### **Ideas for Strengthen the Standard:**

Create an AIG Parent Handbook.

Seek ways to improve communication with the community at-large and students' parents and families in efforts to provide appropriate services for the social-emotional, academic and intellectual needs for AIG students.

Plan parent/family/community sessions on topics related to gifted education that will help them support the academic, intellectual, social, and emotional needs of AIG students.

Coordinate communication efforts with other parent involvement initiatives provided by the schools, such as sessions during open houses, parent conferences, and parent nights.

Improve the representation and involvement of parents/families and community members from the diverse demographic make-up of Greene County on committees that help develop, implement, and monitor AIG plans and programs.

Initiate outreach to diverse populations within their own community, such as at cultural events and community-based organizations.

Strengthen partnerships with parents/families and institutions of higher education and form partnerships with local businesses and industries and other stakeholders within the community to support the AIG program.

**Sources of Evidence:**

Committee membership rosters indicating community and parent/family participation

Needs assessment results from parents and community sources

Brochures, fact sheets, website communications

DEP and/or IDEP parent meetings (DEP/IDEP forms in student folders)

Community partnership links

Agenda/notes from parent and community information sessions, seminars, outreach efforts, etc.

Documentation of outreach events and publications

Translated documents and forms in the various modes used to communicate to parents/families and the community

AIG Plan shared through the district website, brochures, and other forms of communication

Communications showing stakeholder support of the AIG program

## **Standard 6: Program Accountability**

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

### **Practice A**

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]), which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

### **District Response:**

Greene County Schools has a written AIG plan that has been approved by the Greene County School Board. The local plan has been submitted to NCDPI each three-year cycle for review and comment. Schools in the district follow the local AIG Plan when planning for AIG programming at each school.

The AIG Coordinator attends regional meetings for AIG Coordinators to discuss AIG concerns and learn about AIG resources that support plan development and improvement, such as the NC AIG wiki (<http://ncaig.ncdpi.wikispaces.net/>). The AIG Coordinator also attends any webinars or other information sessions held by NC DPI for technical assistance or AIG program improvement.

The AIG Director, AIG Coordinator, and AIG teachers collaborate as a team to lead the development of the AIG plan. This team elicits AIG program feedback from parents, students, teachers, and administrators through surveys, school enrichment committee meetings, district meetings, parent conferences, and other meetings that include AIG program evaluation.

The team members review feedback from all sources and work together to complete the AIG program self-assessment for the district. While completing the self-assessment, team members review all AIG standards and practices and discuss any improvements needed for each practice and how those improvements can be implemented.

The Gifted Education Advisory Committee is composed of regular and gifted education school personnel, parent, community, and Central Office and school administrative members that represent the population diversity of the district. A Gifted Education Advisory meeting is held to present the AIG self-assessment and any proposed AIG plan changes. The advisory committee reviews the presented plan and approves any plan changes or makes further suggestions for plan revision. After completion of any further revisions, a final draft of the proposed AIG plan is given to the advisory committee members to review and approve. The AIG Director and/or AIG Coordinator then present the Greene County Schools AIG Plan to the local school board for approval. If the Greene County School Board requests any further changes before approval, the AIG Director, AIG Coordinator and AIG teachers work together to make any revisions before resubmitting the plan to the school board.

After the Greene County School Board approves the AIG Plan, the AIG Coordinator submits the Greene County Schools AIG Plan to the State Board of Education and the NC Department of Public Instruction for review and comment.

### **Practice B**

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

### **District Response:**

Greene County Schools has an AIG Coordinator to oversee the implementation of the plan throughout the district and to ensure fidelity of implementation of all AIG program components.

All AIG referrals are sent to the AIG Coordinator who coordinates the screening, referral, and identification process.

The AIG Coordinator is a member of the Needs Determination Team for each school and attends all initial identification meetings to review student data, determine eligibility, and place students in the AIG program.

The AIG Coordinator reviews all DEPs and is responsible for maintaining individual student files at the Central Office.

### **Practice C**

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

### **District Response:**

Greene County Schools utilizes a program budgeting format. Program directors meet with faculty and administrators in each school and budget needs and priorities are discussed. Budget requests are then forwarded to a central level subcommittee, who then finalizes requests to the superintendent and board of education. The AIG Coordinator and Director manage the state AIG allotment and create a yearly AIG budget with procedures in place for spending AIG funds.

Greene County has had strong support of and commitment to gifted education through the years. It has been a priority to have an AIG teacher at each school and additional personnel as needed to meet the needs of gifted students. Greene County Schools has committed to supplement and enhance AIG programming needs as appropriate through teachers' salaries, technology expenditures, staff development and additional supplies and materials. These resources will be funded through state and federal funds.

The following represent AIG budgeting expectations for this plan cycle:

- Teacher salaries
- Substitute pay
- Instructional supplies for each school program
- Field trip expenses
- Workshop expenses / staff development for each school and for central office staff
- Contracted psychological evaluations, as appropriate
- Computer equipment and software

Greene County Schools  
PROCEDURES FOR AIG BUDGETING

1. Budget allotments and codes

- Each school will receive allotments and codes to be used ONLY for instructional supplies and/or staff development
- Lead AIG teachers should consult with other teachers teaching AIG separate classes for any instructional supply needs they may have.
- All AIG funds allocated to the schools for instructional supplies should be spent by \_\_\_\_\_.
- Staff development monies should be spent by \_\_\_\_\_.
- All unspent funds will return to a centralized account.
- Contact the EC/AIG Director or the AIG Coordinator if any unusual circumstances arise.
- SEND PURCHASE ORDERS AND REQUESTS TO THE AIG COORDINATOR.

2. Purchase Orders

- All purchase orders with AIG codes should be done on Greene County Schools Purchase Orders, NOT SCHOOL P.O. FORMS. If correct P.O. is not used, the order will not be processed and will be returned.
- All POs must be accompanied by a REQUEST FORM (See attached).
- Correct mailing address along with FAX and PHONE numbers of vendors should be included. Website information should also be included if available.
- All Purchase Orders should be coded with the appropriate code before sending to the Central Office. POs will be returned if they are not coded correctly.
- Orders received will be processed through the Finance Dept.
- All materials ordered with AIG funds will be shipped directly to the AIG Coordinator and then will be sent to the person placing the order in the schools.

3. Staff Development

- Be sure to complete a Request for Professional Leave form for staff development activities paid for through AIG monies (such as travel, substitute, registration, etc.) and send it with the request form for payment for staff development to the AIG Coordinator.
- The principal should approve the leave at the school level before sending it to the Central Office for funding approval.
- A copy will be kept at the Central Office and the other copies will be sent to the payroll person at the school.

**Practice D**

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

**District Response:**

AIG student data for achievement and growth is maintained through the Greene County Schools Instructional Accountability Supervisor who shares data with the AIG Coordinator.

The AIG Coordinator and AIG lead teachers analyze student achievement and growth data to help determine program effectiveness and to make decisions for AIG programming. Annual dropout data is

also monitored.

Following are examples of the types of monitoring that are ongoing to ensure that the implemented curriculum is having the desired impact on student achievement and growth:

- Student performance on all K-2 assessments
- Student performance on state EOG tests in grades 3-8. End of grade test results are analyzed each year to determine whether or not gifted students are demonstrating growth.
- Student performance on EOC/Final Exams in grades 9-12.
- Enrollment and student scores in Advanced Placement, honors, online, and dual enrollment classes in grades 9-12.
- Student scores on universal screenings in reading and math
- Scholarship awards to seniors and post-high school plans

### **Practice E**

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

### **District Response:**

The AIG Coordinator keeps a record of all referrals and placements with gender and race/ethnic status and compiles a summary of referral data each year.

The AIG Coordinator analyzes all AIG reports available in the PowerSchool database including AIG headcount data and other available AIG student information.

The AIG Coordinator and the ELL Coordinator collaborate on students as needed.

The AIG Coordinator and the EC Director and EC Case Managers collaborate on students as needed.

The AIG Coordinator monitors system administered Cognitive Ability Test results with respect to target population data.

High School/Early College schedules are monitored and courses are reflected on the DEP or IDEP for each student.

AIG data is analyzed by looking at the group as a whole and by analyzing the data of each subgroup represented in the AIG data.

Representation of under-represented populations is monitored for AIG referrals and for those who are AIG identified. The AIG Coordinator and AIG teachers at each school examine available data to ensure students from under-represented populations who show potential talents are referred for AIG consideration.

Information about students who are classified as free or reduced lunch as a measure of economic disadvantage is confidential and thus not available to the AIG department for tracking students.

### **Practice F**

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

### **District Response:**

Information about persons serving AIG students with direct and indirect services is maintained by the Human Resources Department and the AIG Coordinator and updated as needed.

The AIG Coordinator keeps a roster of district employees who have AIG certification.

The AIG Coordinator works with district and school administrators to provide local professional development related to AIG to those personnel serving AIG students.

### **Practice G**

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

### **District Response:**

Greene County Schools has developed a continuous and consistent process for assessing the needs for gifted education from all relevant stakeholders. All information sources are based on two-way communication between the stakeholder and the school system, and referrals are made to the appropriate responsible party or parties for considerations of and responses to needs or concerns.

There are a variety of survey methods and information sources, such as student/parent/teacher surveys, focus group discussions, event feedback forms, open house sessions, individual parent/student conferences and meetings, weekly parent folders, school and teacher web page communications, progress reports and report cards, and midyear and annual reviews of student DEPs/IDEPs.

There are Enrichment Committees at each school composed of various stakeholders (teachers, parents, counselors, administrators, etc.) who give feedback at meetings during the year.

### **Practice H**

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

### **District Response:**

The AIG Coordinator reviews the AIG program and plan on a regular basis (at least annually) to ensure fidelity of implementation and communicates with school and district level administrators and AIG teachers any concerns regarding implementation of the plan.

The AIG Director and/or AIG Coordinator will present any revisions of the AIG plan to the Greene County Board of Education for approval and send approved revisions to NCDPI for review.

Feedback received from all sources is reviewed and considered when evaluating the program and plan.

Multiple sources of data are used to evaluate student achievement including all available student data from state and local assessments including EOG, EOC, EVAAS data, BOG, SRI, iReady, DIBELS, etc.

Service options are reviewed annually and needed changes made to support the needs of AIG students.

DEP forms are updated annually to reflect the learning environments, differentiation modifications, and programs offered at each school each year.

### **Practice I**

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

### **District Response:**

The AIG Coordinator and/or the AIG Director are responsible for maintaining and disseminating the data related to program evaluation. The following areas are monitored and shared with the appropriate parties:

- Referral, headcount and population demographics
- Survey or focus group responses from parents, students, teachers, administrators
- Implementation of and availability of service delivery options at all schools
- Staff development opportunities to offer consistency and continuity system wide
- Student outcomes on available formalized testing
- Annual and mid-year reviews of DEPs/IDEPs being in place for each student
- Parent and community outreach and involvement
- National and state program standards

The AIG Coordinator works with the district's Instructional Accountability Supervisor in the collection of student data. Resources to aid in the collection and analysis of student data include:

- Student performance data from state testing programs (reading and math assessments, End of Grade (EOG), End of Course (EOC), and Final Exams
- AP course grades
- Post-graduation data
- Dropout data

Information is shared with the Gifted Education Advisory Committee, the district wide Administrative Team, school faculties, the Board of Education, parents, and community agencies through regularly scheduled meetings, written correspondence, and website reports as appropriate.

### **Practice J**

Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

### **District Response:**

Written policies are in place to address all areas of the practice.

Written parent permission is obtained before any type of assessment is done that is not standard for the whole student population (Form AIG 2).

Due process information is provided at the point of permission to test and is reflected on the Permission to Test and Permission to Place forms (Due Process form, AIG 2 and AIG 5).

Due Process forms are also sent with Invitation to Conference letters and given to parents during annual DEP meetings and at any other time it is requested by the parent (Due Process Form).

Due Process and other forms are available in English and Spanish.

Identification procedures specify re-evaluation or re-assessment can be initiated by teachers, appropriate school personnel, and/or parents at any grade level or any time during the year.

Identification and placement procedures also include information about handling transfers in and out of the Greene County school system. Transfer student information is reviewed and appropriate service options in Greene County are recommended. Additional or updated information is obtained if needed to ensure appropriate services. For AIG identified students who transfer out of the system, copies of AIG documents are sent when there is a request for records from another school system.

Parents are provided copies of all forms and testing results when eligibility meetings are held. Parents are also given a copy of the DEP/IDEP each time it is developed. The due process form specifies that parents have the right to inspect and copy any educational records maintained by Greene County Schools relating to their child.

### **Ideas for Strengthen the Standard:**

Form a gifted student advisory group at each school to meet and give feedback or suggestions concerning the AIG program.

Publish meeting dates for all committees related to gifted education at the beginning of the school year (Gifted Education Advisory Committee, Enrichment Committee meetings at each school, AIG staff meetings) to ensure dates are put on calendars for committee members to access throughout the year.

Explore ways to involve more parental attendance at meetings designed to inform parents about the AIG program, student performance, plan evaluation, etc.

6/28/2016

**Sources of Evidence:**

AIG Plan

Board of Education approval letter for AIG Plan

Identification and Placement procedures

AIG forms for permission to test (AIG 2) and to place in the AIG program (AIG 5)

Feedback from all stakeholders obtained through surveys, focus groups, etc.

Individual student folder information

AIG student achievement data (EVAAS, dropout data, etc.)

AIG budget and related budget forms

Due Process Policy form

Due Process posted on website as part of the AIG plan

Parent notation of receipt of Due Process rights on the Permission to Test and Permission to Place

Invitation to Conference form

AIG data that is shared publicly

Written documentation of interim reviews by AIG Coordinator

School Board agendas/minutes related to AIG plan

Gifted Education Advisory Team agendas/minutes

AIG Referral and headcount data

Rosters showing personnel with AIG certification

Professional development on AIG topics

Needs Assessment chart

**Glossary (optional):**

**Appendix (optional):**

AIG 1 Referral Form 16-19.pdf (*Appendix - Standard 1*)  
AIG 1a Re-evaluation Referral Form 16-19.pdf (*Appendix - Standard 1*)  
AIG 2 Permission to Test 16-19.pdf (*Appendix - Standard 1*)  
AIG 3 Test Data Profile 16-19.pdf (*Appendix - Standard 1*)  
AIG 4 Eligibility Form 16-19.pdf (*Appendix - Standard 1*)  
AIG 5 Permission to Place 16-19.pdf (*Appendix - Standard 1*)  
Awards Documentation 16-19.pdf (*Appendix - Standard 1*)  
Disclaimer - Forms 16-19.pdf (*Appendix - Standard 1*)  
Product Review Form with Rubric 16-19.pdf (*Appendix - Standard 1*)  
Student Interview 16-19.pdf (*Appendix - Standard 1*)  
Student Self-Nomination Form 16-19.pdf (*Appendix - Standard 1*)  
Ways to Document Specific Indicators of Giftedness 16-19.pdf (*Appendix - Standard 1*)  
DEP GCHS 2016-17.pdf (*Appendix - Standard 1:2:3:4*)  
DEP GCIS 2016-17.pdf (*Appendix - Standard 1:2:3:4*)  
DEP GCMS 2016-17.pdf (*Appendix - Standard 1:2:3:4*)  
DEP GECHS 2016-17.pdf (*Appendix - Standard 1:2:3:4*)  
DEP SHP 2016-17.pdf (*Appendix - Standard 1:2:3:4*)  
DEP WG 2016-17.pdf (*Appendix - Standard 1:2:3:4*)  
IDEP 16-19.pdf (*Appendix - Standard 1:2:3:4*)  
ARTICLE 9B 16-19.pdf (*Appendix - Standard 1:2:3:4:5:6*)  
Due Process Form 16-19.pdf (*Appendix - Standard 1:6*)  
AIG Counseling Action Plan Form 16-19.pdf (*Appendix - Standard 2*)  
AIG Mid-Year Review Form 16-19.pdf (*Appendix - Standard 2*)  
Differentiation Strategies 16-19.pdf (*Appendix - Standard 2*)  
K-3 Enrichment Referral Form 16-19.pdf (*Appendix - Standard 2*)  
Early Admission to Kindergarten 16-19.pdf (*Appendix - Standard 4*)  
Enrichment Committee Form 16-19.pdf (*Appendix - Standard 4:5*)  
Budget Request for Supplies or Professional Development Form 16-19.pdf (*Appendix - Standard 6*)  
BOE Approval for AIG Plan.pdf (*Local Board Approval Document*)  
Information About Greene County Schools 16-19.pdf (*Other Forms*)