

Alamance-Burlington Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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For 2013-2016, Alamance-Burlington Schools local AIG plan is as follows:

The Alamance-Burlington School System has developed this local AIG plan based on the NC AIG Program Standards (adopted by State Board Education, 2009, 2012). These standards serve as a statewide framework and guide local education agencies (LEAs) to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The North Carolina AIG Program Standards were approved as State Board of Education Policy in December 2012 with technical corrections as the official guidelines for the development of local AIG plans. 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 North Carolina'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, every LEA participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process helped guide school systems in their development of this local AIG plan for 2013-2016. After this local AIG plan has been approved by the LEA's Board of Education, it will be sent to NC DPI for comment.

Alamance-Burlington Schools Vision for local AIG program:

The mission of the Alamance-Burlington School System's academically or intellectually gifted program coincides with that of the system: "To educate all students to meet high academic standards, and to prepare all students to be responsible citizens in a complex, changing world."

North Carolina Definition of Giftedness:

Academically and/or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated education services beyond those ordinarily provided by the regular education program. Outstanding abilities are present in students from all cultural groups and across all economic strata. (From Article 9B)

As required by Article 9B, Alamance-Burlington School System has developed a plan for the provision of services to academically and intellectually gifted students. The purposes of this plan are as follows:

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

State Funding	Local Funding	Grant Funding	Other Funding
\$1123456.00	\$144601.00	\$0.00	\$0.00

Table of Contents

Standard 1: Student Identification	4
Standard 2: Differentiated Curriculum and Instruction	14
Standard 3: Personnel and Professional Development	27
Standard 4: Comprehensive Programming within a Total School Community	36
Standard 5: Partnerships	47
Standard 6: Program Accountability	52

Standard 1: Student Identification

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale:

Alamance-Burlington (ABSS) recognizes the unique needs of the gifted population. The AIG plan is concise and offers screening, regardless of race, gender or economic issues. Alamance-Burlington School System communicates with stakeholders in various ways and will continue to seek effective ways of sharing AIG information.

Goals:

To clearly communicate and promote the procedures and processes that are involved with the implementation of the AIG plan through posting the plan on the system website in English and in Spanish.

Description:

Students who have been identified for gifted education, their parents, teachers, school administrators, and other stakeholders have participated in the development of the Alamance-Burlington 2013- 2016 AIG Plan. The second comprehensive survey for the AIG program was sent to stakeholders during the winter of 2013. The comments and responses were used in program evaluation and development.

Information is disseminated in the following ways:

- The AIG Plan is posted on the ABSS District website in English.

- The AIG Plan will be posted on the ABSS district website in Spanish.

- A link for the AIG Plan will be posted on individual AIG teachers' websites.

- AIG forms and letters are available in both English and Spanish.

- In elementary and middle schools, the AIG specialists present information to their school staffs during school-wide faculty meetings.

- Yearly meetings are held with parents in elementary, middle and high schools to present information about procedures and program services.

- Informative parent meetings for rising 6th grade students will be held annually at the middle schools.

- Informative parent meetings for rising 9th grade students will be held annually at the high schools.

- Information regarding high school Advanced Placement/Honors classes will be distributed at the annual College and Career Expo.

Planned Sources of Evidence:

- AIG Plan on ABSS Website
- AIG Plan--Parent Letter
- Pamphlet—"A Parent's Guide to the AIG Program"
- AIG Quarterly Newsletters
- AIG Specialists' Web Pages
- AP/Honors Brochure

Other Comments:

According to the 2012-2013 AIG surveys, about 85% of parents indicated that they understood the criteria used for AIG identification. This shows a slight increase from the 2010 parent surveys. About half of the teachers who responded actually taught gifted learners and a third of those teachers hold AIG licensure. Parents, teachers, or administrators may refer a student for screening to determine if formal testing is an option.

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale:

Alamance-Burlington recognizes the importance of discovering and documenting academic/intellectual giftedness in diverse populations. A variety of instruments and criteria are used to identify and nurture potential AIG students.

Goals:

ABSS will continue to seek standardized instruments and criteria that are equitable with respect to ethnicity and socioeconomic status.

Description:

Students in kindergarten through twelfth grade may be referred for evaluation by a teacher, parent/guardian or a school administrator. Multiple indicators of academic/intellectual giftedness are considered.

Children in kindergarten through second grade should be referred for evaluation only if there is a clear need for instruction that is consistently two or more grade levels above the current grade or requested admission grade.

The AIG Committee will consider all the above indicators, in addition to the social, emotional, and developmental needs of the student and will determine if the student needs further assessment.

District -wide screening for third grade children occurs during the fall/winter of each school year. Currently, ABSS uses the Cognitive Abilities Tests. AIG specialists at each elementary school analyze

the results in reading and/or mathematics. In fourth grade and above, students who scored 85% or higher on End-of-Grade (EOG) tests from the previous school year are screened to determine if they qualify for formal gifted services.

The following may be considered in the AIG Identification Process:

- Characteristics of Giftedness research based Inventories
- Standardized achievement tests
- Standardized aptitude tests
- Classroom performance
- End-of-Grade Tests
- AIG Identification from another school system
- Portfolio Assessment
- Testing information received from a licensed psychologist or psychiatrist.

Cognitive Abilities Test (CogAT), including verbal, quantitative and nonverbal scores, will continue to be administered. The Iowa Test of Basic Skills (ITBS) may also be administered. This nationally recognized test is administered one grade level above the student's current grade level. AIG specialists are also given data on students who scored 85% or higher on EOG tests in the areas of reading and/or math. These scores are from the previous school year, beginning in grade 4. This enables screening for possible testing for those students who may not have been referred by their parents/ guardians, teachers or administrators.

Grade K-12 Identification

Pathway 1 AIG Resource Services

Students must meet both of the following criteria:

Aptitude Test	Minimum score of 93%
Achievement Test	(Administered one grade level above the student's current grade level) Minimum score of 93%

Pathway 2 AIG Resource Services

Students in kindergarten through grade 12 must meet three of these eligibility criteria for placement in reading and/or math, which will include one standardized test score

- Percentile score of 90 or higher on a standardized aptitude test (verbal, quantitative, and/or nonverbal)
- Percentile score of 90 or higher on a standardized achievement test (administered one year above current grade level)
- Minimum report card grades of "B" in specific subject, or beginning in fourth grade, 90% or higher on the EOG in reading and/or math from the previous year
- Observation Inventory in the resource range - 50-65 (adapted from the work of Dr. Paul Slocumb and Dr. Ruby Payne)
- Assessment portfolio

Evidence of identification for services in a different school district
Support for identification presented by a licensed psychologist or psychiatrist, demonstrating nationally normed scores at or above 90th percentile in reading or math.

Grades K-12 Identification Criteria for Accelerated Services

Pathway 1

The criteria for accelerated services in reading and/or math include:

- Aptitude scores minimum of 98%

- Achievement scores of 98-99% (Administered one grade level above the students' current grade level and normed on the next grade level)

Pathway 2

The criteria for accelerated services in reading and/or math include:

- Achievement test score of 98% in reading/math, administered one grade level above the students' current grade level and normed on the next grade level

Along with the achievement test score, at least two of the following criteria are required:

- Observation Inventory score in the acceleration range (66 - 76)

- Minimum report card grads of "A" in eligible area, or EOG score in math and/or reading 98% or higher from the previous year (beginning in fourth grade)

- Evidence of acceleration services in a different school district

AIG Committee Members

Elementary School

The AIG Committee at the elementary school level is composed of:

- School administrator

- Chairperson (AIG licensed teacher)

- One AIG licensed teacher for grades K-2

- One AIG licensed teacher for grades 3-5

- AIG Nurturing Teacher, if available

- School Counselor, if available

- The teacher of the student who is being screened

- AIG Specialist

Middle School

The AIG Committee at the middle school level is composed of:

- School administrator

- Chairperson (AIG licensed teacher)

- One AIG licensed teacher from each grade level

- School Counselor, if available

- The teacher of the student who is being screened

- AIG Specialist

High School

The AIG Committee at the high school level is composed of:

School administrator
Chairperson (AIG contact teacher)
School Counselor, if available
The teacher of the student who is being screened

Criteria for Honors and Advanced Placement

Students currently identified as AIG are encouraged to enroll in Honors and AP classes
Students not identified as AIG may select Honors and AP classes.

Planned Sources of Evidence:

Advisory Board
AIG Plan available on ABSS website
AIG Plan Parent letter
AIG Pamphlet
AIG Surveys
AIG Teacher web pages
Test data
Student Observation Inventory
Report card grades
End -of-grade scores from the previous year, beginning with fourth grade
Student AIG Files
AIG Committee meeting minutes

Other Comments: Identified students will not be “un-gifted.” They will participate in the gifted program unless their parents/guardians send a written request for their removal from the program. Re-evaluations will be used if a change in services is indicated by multiple sources of data.

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale:

ABSS will continue to explore avenues to identify under represented populations including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice exceptional.

Goals: To ensure equitable access to services for Academically/Intellectually Gifted students

Description:

Students who meet two of the following criteria could be administered an alternate test:
Scores within three points of the criteria on an aptitude test

Scores within three points of the criteria on an achievement test (administered one grade level above the current grade level)

Current report card grades no lower than a "B" or minimum EOG scores of 90% from the previous year, beginning in grade 4 (Current report card grades will be used for third grade students.)

Minimum score on the Observation Inventory.

Alternate tests include:

Form 6 of the Cognitive Abilities test

Comprehensive Test of Nonverbal Intelligence

Form A of the Iowa Test of Basic Skills (administered one grade level above the student's current grade level).

Planned Sources of Evidence:

AIG child count data

Test data

Observation Inventory

Agendas from staff meetings in which AIG specialists presented information about gifted education including characteristics of giftedness, the Observation Inventory, and other related topics

Report card grades or EOG scores from the previous year in reading and/or math

Data from the Comprehensive Test of Nonverbal Intelligence

Data from the Woodcock Johnson III

Completed student Observation Inventories

Minutes from the AIG Committee meetings at each school

Other Comments: Report card grades will be used for third grade students. Beginning in grade four, either report card grades or EOG scores may be used.

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

AIG contact teachers at each elementary and middle school will continue to share AIG identification information in faculty meetings a minimum of two times throughout the school year. The AIG Coordinator and/or Program Specialist of Secondary E/LA/AIG will attend elementary, middle, and/or high school principals' meetings frequently and will share AIG identification information. They will assist principals and counselors in the identification of students who have the potential to succeed in Honors/AP courses, using PSAT, SAT, ACT, EOC data.

Description:

Regular meetings will be held for AIG specialists in elementary and middle schools. Implementation of the AIG plan will be the focus and identification procedures will be emphasized.

Planned Sources of Evidence:

Meeting agendas/minutes
2013-2016 AIG Plan available on district website

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The current plan verifies that this practice is evident. The self-assessment results indicate that the AIG program has established written policies in place to protect the rights of AIG students and their parents/families.

Description:

Parents/guardians of students in kindergarten through eighth grade receive a letter at the first parent-teacher conference or in the first report card. Permission to test forms are sent to parents/guardians before formal assessments for possible AIG identification are administered. Parents/guardians grant permission for the child to participate in the AIG program and sign and date the student profile form. Parents/guardians of students who are tested for possible AIG identification are also given a copy of the Due Process Procedures.

Due Process Procedures

Parents/guardians who disagree with the decision of the AIG Committee regarding student identification have the right to follow certain steps to resolve the disagreement.

These include:

Step I: School-based AIG Committee

A parent/guardian may make a written request for a conference with the AIG Committee to discuss concerns within five business days of notification of the AIG Committee's recommendation. The AIG Committee reviews the student's record and may gather additional information as needed. The Individual Student Profile will be updated as needed. The AIG Committee grants the conference as soon as possible.

If the grievance is not resolved at the AIG Committee conference, proceed to Step II.

Step II: Principal Conference

(If the Principal attended the AIG Committee conference, proceed to Step III.)

The parent/guardian may make a written request for a conference with the Principal within five business days of notification of the AIG Committee's decision.

The Principal reviews the recommendation with the AIG Committee chair.

The Principal grants the conference as soon as possible.

If the grievance is not resolved at the Principal's conference, proceed to Step III.

Step III: Appeal to System AIG Coordinator

The parent/guardian may appeal the Principal's decision (or the AIG Committee's response, if appropriate) in writing to the AIG Coordinator within five business days of notification of the Principal's decision (or the AIG committee's response if appropriate).

The system AIG Coordinator reviews the grievance after receiving the appeal.

The system AIG Coordinator responds in writing to the parent/guardian and the Principal concerning the outcome of the review.

If the grievance is not resolved by the appeal to the system AIG Coordinator, proceed to Step IV.

Step IV: Executive Director of Curriculum and Professional Development

The parent/guardian may appeal the system AIG Coordinator's decision in writing to the Executive Director of Curriculum and Professional Development within five business days of notification of the system AIG Coordinator's decision.

The Executive Director reviews the grievance.

The Executive Director responds in writing to the parent/guardian, the principal, and the system AIG Coordinator concerning the outcome of the review.

If the grievance is not resolved by the appeal to the Executive Director, proceed to Step V.

Step V: Appeal to Assistant Superintendent

The parent/guardian may appeal the decision of the Executive Director of Curriculum and Professional Development in writing to the Assistant Superintendent of Curriculum and Instruction within five business days of notification of the Executive Director's decision.

The Assistant Superintendent reviews the grievance.

The Assistant Superintendent for Curriculum and Instruction responds in writing to the parent/guardian, the Principal, the system AIG Lead Teachers, and the AIG Director concerning the outcome of the review.

If the grievance is not resolved by the appeal to the Assistant Superintendent of Curriculum and Instruction, proceed to Step VI.

Step VI: Appeal to ABSS Superintendent

The parent/guardian may appeal the decision of the Assistant Superintendent for Curriculum and Instruction in writing to the ABSS Superintendent within five business days of notification of the Assistant Superintendent's decision.

The Superintendent reviews the grievance.

The Superintendent responds in writing to the parent/guardian, the principal, the AIG Coordinator, the AIG Director and the Assistant Superintendent concerning the outcome of the review.

If the grievance is not resolved by the appeal to the Superintendent, proceed to Step VII.

Step VII: Appeal to the Alamance-Burlington Board of Education

The parent/guardian may appeal the decision of the Superintendent in writing to the

Alamance-Burlington Board of Education within five business days of receiving the Superintendent's response.

The Board of Education within five business days of receiving the Superintendent's response. The Board of Education makes a final decision within thirty calendar days of receipt of the appeal. In the event that the local grievance procedure fails to resolve the disagreement, the state-level grievance procedure is implemented. Proceed to Step VIII.

Step VIII: State-level Grievance Procedure

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

*whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student

*whether the local plan has been implemented appropriately in regard to the child

The decision contains findings of facts and conclusions of law. Notwithstanding the provisions of Chapter 1450B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

The criteria for AIG resource services or AIG accelerated services remain the same and have been previously stated in Standard I, Practice B.

Transfer Students

Students who transfer to the Alamance-Burlington School System with documentation that shows that they were in a gifted education program at their previous school, will automatically be enrolled in the Alamance-Burlington AIG program.

Planned Sources of Evidence:

Transfer Information/Student Data
Due Process Procedures Pamphlet

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The self-assessment indicated that this practice is mostly evident. Therefore, the documentation procedures will continue to be maintained and reviewed annually with parents/guardians through Differentiated Education Plan (DEP) meetings and Individual Differentiated Education Plan (IDEP) parent/guardian conferences.

Description:

The DEP and IDEP meetings are held at the beginning of each school year. They provide an opportunity for the AIG specialists and classroom teachers to explain to parents/guardians the service options that are available to AIG students. It is also a time for the classroom teacher to explain how the curriculum will be differentiated for identified students. Classroom teachers present the strategies, units and special projects that may be used in meeting the needs of the gifted child. Conferences may be scheduled in order for individual concerns to be addressed.

The date of the DEP/IDEP meetings, an agenda, and a sign-in roster for parents/guardians, is sent to the AIG Coordinator and/or Program Specialist of Secondary ELA/AIG. Files that contain all documentation of any referrals and the screening and identification process for identified students are kept in the AIG specialists' file cabinets. These file cabinets should be locked for security reasons. AIG files and documentation will be kept for at least five years after high school graduation.

Planned Sources of Evidence:

- *Student records
- *Differentiated Education Plans
- *Individual Differentiated Education Plans
- *Annual Parent meeting agenda/rosters/minutes
- *Classroom Teachers' Differentiation Plan Options
- *AIG Plan

Other Comments: AIG specialists and AIG contact teachers in elementary and middle schools present information about AIG screening, testing, and parent/guardian meetings at least two times each school year to their faculties. Avenues for positive communication with parents/guardians, teachers, and the community are encouraged.

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

AIG teachers follow the North Carolina Standard Course of Study (SCOS); however the curriculum is enriched and extended. The kindergarten – third grade program employs higher level thinking skills and utilizes the Primary Education Thinking Skills lessons that are aligned with the Common Core State Standards, as well as teacher created lessons. In elementary schools, the curriculum is enriched and extended in many ways, including student projects/products, seminars, and teacher created higher level lessons. The curriculum is taught at a faster pace: curriculum compacting, for example, in middle schools. At the high school level, AIG identified students are encouraged to enroll in Honors and Advanced Placement (AP) classes in their area of identification.

Meaningful work on the students' ability levels is the purpose of adapting the NC Standard Course of Study to fulfill student needs. ABSS will provide opportunities for teachers to collaborate and share lessons to increase the rigor and create consistency across the district.

Description: Identified AIG students receive instruction from an AIG specialist in their area of identification a minimum of two times each week in elementary schools. In middle and high schools, opportunities exist daily for advanced instruction. Recognizing the unique educational needs of gifted students and striving to cultivate their potential, research-based strategies are implemented. In order to accommodate the range of ability levels in the regular classroom or team, principals are requested to cluster group AIG students who demonstrate a need for instructional differentiation.

The implemented curriculum is evaluated both formally and informally. Formal evaluation involves analysis of student growth through EOG/EOC scores. Informal evaluation is also helpful. Appropriate questioning, student explanations, student applications of knowledge, student projects, etc. are some indicators of informal evaluations. AIG elementary and middle school specialists meet monthly to share instructional strategies, demonstrate higher level lessons, and discuss successes and challenges.

Planned Sources of Evidence:

AIG resource teacher lesson plan notebook in reading and math--SCOS objectives listed
Essential Questions and Learning Targets listed for each lesson

Nurturing teacher lesson plan notebooks--SCOS objectives listed on teacher created lessons
Student interest inventories
Student work/projects
DEP's/IDEP's, grades K-12
Honors Framework Portfolio for Secondary Courses
Curriculum Guides/Maps for gifted learners
Online collaboration tools (Gaggle, Wiki, etc.)

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

AIG specialists follow the North Carolina Standard Course of Study and extend, enrich and accelerate the curriculum. Lessons will continue to be created that are based on student interest, readiness, and/or learning profiles. Technology will be incorporated in classrooms to enhance the learning experience.

Description:

The AIG Department is in the process of developing a walk-through tool for observations looking for specific evidence of differentiation. Trends in data will be collected and reviewed for individual teachers and appropriate and differentiated instructional strategies can be monitored

According to the AIG winter survey, 54% of parents agreed that their children were appropriately challenged in the regular classroom, while 84% agreed that their children were being appropriately challenged when participating in AIG enrichment. This indicates a need for collaboration between the AIG specialists and the regular education teacher.

Elementary AIG specialists work with identified students in small groups, individually, co-teach with the regular education teacher, or teach students daily in either math or English language arts. They often consult with the classroom teacher and are a resource to them in meeting the needs of the identified students. Some of the activities or lessons that they utilize may include:

- Accelerated Content
- Junior Great Books
- Novel Studies/Literature Circles
- Reading Conferences/Journaling
- Research/Technology
- School Newspaper/Newscasts
- Advanced Problem Solving
- Advanced Math Centers
- Hands-On Equations
- Math Quest
- Real world Math Simulations/Projects
- Independent Projects

Problem Based Learning

In middle school, AIG teachers also follow the North Carolina Standard Course of Study and enrich and accelerate the curriculum. Some of the strategies that they employ may include:

- Accelerated Content
- Computer-Based Instruction
- Curriculum Compacting
- Differentiated Units
- Learning Centers
- Literature Circles
- Seminar Teaching
- Tiered Assignments
- Problem-Based Learning
- Real World Math Projects
- Telecommunications
- North Carolina Virtual Public Schools

In high schools, there remains a need to differentiate curriculum as a means of addressing student interest, career pursuits, strengths and weaknesses. AIG identified students have several opportunities for enrichment and acceleration. These may include:

- Honors/Advanced Classes
- Advance Placement Courses
- Dual Enrollment
- NC Virtual Public School
- Independent Studies
- Governor's School
- NC School of Science and Mathematics
- ABSS Capstone Project

Research-based strategies will also be used in accelerated classes and may include:

- Problem-based learning
- Project-based learning
- ABSS Capstone Project
- Discussion Seminars
- Literature Circles
- Tiered Assignments

Planned Sources of Evidence:

K-2 classes receive instruction from an AIG specialist in all elementary Title I schools. This may be expanded to all elementary schools as funds allow.

All third grade classes receive enrichment instruction from an AIG specialist.

In all grade levels, the following sources of evidence may be utilized:

- Sample lesson plans
- Student projects
- Portfolios
- Pacing Guides
- NC Standard Course of Study/Common Core Information

Middle School

Identified students in the regular AIG resource classes in math and/or reading receive instruction at a faster pace. Teachers continue to follow the NC SCOS and extend and enrich the curriculum. For example, AIG math students may learn the concepts on their grade level and also part of the concepts on the next grade level. Teaching for mastery is the focus.

Students who meet the criteria for accelerated services in middle school have the opportunity to enroll in the next grade level math/English classes.

- Student Products
- Teacher Lesson Plans
- NC Standard Course of Study
- Portfolios
- End-of-Grade data

High School

- NC Standard Course of Study
- Student Products
- Teacher Lesson Plans
- Portfolios
- End-of-Course data

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale:

This is a focus in order to meet the diverse learning needs of our population. Differentiation is a necessary ingredient to challenge our students, to ensure success and for students to demonstrate continued academic growth.

Goals:

ABSS will continue to focus on this practice. An emphasis on rigor and relevance continues to be a goal to help ensure academic growth. More training is required so that all teachers know how to differentiate instruction. A variety of learning needs including multiple intelligences, learning styles, student interests, and accelerated ability levels must be addressed. Local mandatory training will be required for teachers of AIG students and Honors/Advanced Placement courses. This is a focused change and will take time to complete. However, teachers and students will benefit from exposure to the characteristics and needs of the gifted population.

Training on using available technology will continue.

Elementary AIG specialists are provided with lesson plans and resources to use with their students. A district Honors Framework, which will include pacing guides, differentiated lesson plans, and other resources, will be available for all honors teachers to increase rigor in our honors courses and create more consistency within the district. This is a goal for middle school AIG classes and high school AP courses as well.

Description:

The following can be used to address differentiated practices in the classroom:

- Student interest surveys
- Differentiated instruction workshops
- Learning styles/Multiple Intelligences workshops
- Technology workshops
- Curriculum professional development
- AIG/AP Conferences

Planned Sources of Evidence:

- Primary Education Thinking Skills (PETS) – aligned with Common Core IDEPs/DEPs
- Smartboards/Technology
- Honors/AP classes and syllabi
- EOG/EOC data
- Honors Framework Portfolio

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Students in Alamance-Burlington School System are taught critical thinking and problem solving, creativity and innovation, real-world learning, ethics, and applied leadership skills. To prepare students for a productive life in the 21st century, more technological skills will be needed and provided as resources become available. AIG specialists and teachers of AIG students and honors/AP courses have been trained in several research-based resources. They are encouraged to use an array of resources in a manner that best fits the overall needs of the gifted population in their school(s)

Description:

Elementary AIG Specialists, middle school AIG teachers, and high school Honors/AP teachers have access to Smart Boards, projectors, digital cameras, and iPads. Laptop computers have been purchased for all teachers in ABSS.

Educators strive to include 21st century content and skills; however, they need to be addressed in a more consistent and comprehensive manner. As the AIG plan is implemented using the practices and standards, a natural progression of more 21st century skills should be evidenced. The new Career and Technical Education Center (CTEC) opened in 2012, offering additional classes for high school students, including several advanced courses that focus on career development and technological skills. High school students have the opportunity to attend CTEC to take career-centered courses as well as advanced courses, such as Project Lead the Way and AP Computer Science courses that are not offered at the traditional high schools.

Elementary, middle, and high school students are encouraged to participate in programs such as Odyssey of the Mind in order to apply learning in real life contexts.

ABSS recognizes the unique educational needs of gifted students and strives to cultivate their potential. Research-based resources are used to supplement instruction. AIG specialists utilize the resources and incorporate strategies that they consider a best fit for their students. Middle and high school teachers incorporate higher level thinking and engaging tasks to increase the rigor in the classroom. Various research-based supplemental resource materials are available and are based on individual school choice/need. These are not limited to but may include the following:

- Jacob's Ladder -- William and Mary
- Great Books -- The Great Books Foundation
- Classroom Instruction That Works -- Marzano
- Primary Education Thinking Skills, updated -- Wolfe, Thomson, Merritt, Nichols
- Thinking Maps
- Alamance-Burlington Literacy Process
- Math Expressions
- The New Bloom's Taxonomy
- Technology/Smart Board Training
- Odyssey of the Mind
- Project-Based Learning Tasks
- Problem-Based Learning Tasks
- Common Core and Essential Standards
- AIG and the Common Core Resources

Planned Sources of Evidence:

- Lessons from Primary Education Thinking Skills
- Portfolios for K-2 students who show potential for giftedness
- North Carolina Standard Course of Study Objectives
- EOG Scores
- EOC Results
- CTEC Course Offerings

Lessons utilizing Common Core and Essential Standards

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale:

The Alamance-Burlington School System recognizes the importance of using formative, diagnostic, and summative assessments to inform instructional decisions. Creating Data Teams that use Common Formative Assessments will allow teachers to make better decisions about which practices to replicate, improve, and change. AIG specialists will use data on a more consistent basis to drive instruction for AIG students.

Goals:

Training for Data Teams for the Decision Making Process will take place for all teachers. AIG specialists will create Data Teams to use data from classroom benchmarks, the Literacy Process, Common Formative Assessments and other classroom assessments to address goals of differentiation and collaborate with regular education teachers. Middle school AIG teachers and high school honors/AP teachers will participate in Data Teams, creating Common Formative Assessments in order to examine the data and improve teaching, student learning, and leadership.

Description:

Regardless of ability level, students should make academic gains if the curriculum and instruction are differentiated to meet their needs. By utilizing the data from on-going assessments, teachers can take advantage of this information to guide differentiation in the classroom environment as well as the pullout/resource AIG classroom. AIG students should make academic gains if the curriculum and instruction is differentiated to meet their needs. As data becomes available, there should be a direct correlation between assessment results and classroom differentiation and instruction. In order for growth to occur in gifted students, the Alamance-Burlington AIG Program recognizes the importance of differentiated instruction that is driven by data.

Planned Sources of Evidence:

- Data from system-wide assessments; formative and summative data
- Differentiated instruction/lesson plans
- EOG data
- EOC data
- Data Teams analysis
- Common Formative Assessments

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale:

Throughout the district, the social and emotional needs of the gifted population are addressed in varying ways and degrees. This results in inconsistencies concerning instructional practices that support social and emotional needs of these students. There is a correlation between the social and emotional issues that AIG students encounter and their academic needs.

Guidance counselors in ABSS work diligently to cover many aspects of students' needs. They are responsible for multiple areas. Some are testing coordinators or work closely with the testing coordinator at their school(s). Some are responsible for creating students' class schedules. These tasks are in addition to their regular duties. The AIG Department recognizes that school guidance counselors already have many responsibilities. Their assistance in dealing with the special concerns and issues of the gifted population is also a need. Training for guidance counselors in this area must be provided.

Goals:

To bridge initial relationships with school counselors about the social and emotional needs of the gifted population.

To increase awareness of the social and emotional needs of AIG identified students with their parents and other stakeholders.

Description:

Increasing awareness of these needs and making resources available will enable school guidance counselors to help AIG students understand their social and emotional needs and become better prepared in dealing with these issues.

Workshops regarding these issues need to be planned. Access to a workshop on the social and emotional issues of the gifted population should be available to all concerned stakeholders, including parents, principals, assistant principals, the AIG Advisory Board members, and teachers.

Planned Sources of Evidence:

- Workshop agenda and roster
- Minutes from the elementary/middle AIG teachers' meetings
- Conferences

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Alamance-Burlington provides nurturing and enrichment services that enhance the opportunity for potential identification in the AIG program.

Description:

Higher level thinking skills are taught regularly in 1st – 3rd grade classrooms by AIG specialists. Additional sessions with small groups of 1st – 3rd grade students who show potential are essential. Lessons will be taught to kindergarten students periodically. This will depend on flexibility in schedules at the elementary schools. ABSS has begun the process of having one AIG teacher at each elementary school. They will consult with regular education teachers, model lessons, and work with students who show potential.

K-2 Nurturing

The ABSS nurturing program utilizes AIG certified teachers and regular education classroom teachers to promote higher level thinking skills in students who demonstrate the potential to benefit from more in-depth instruction. Through the use of classroom teacher observation checklists, portfolios and anecdotal records maintained by the AIG nurturing specialists, students may be selected for screening for participation in the AIG program. Lessons focus on developing each child's gifts and providing immediate, positive feedback during class participation. AIG nurturing specialists will work with small groups of students who show high potential regularly. In order for this to occur, more funding and schedule changes are necessary. ABSS is working towards one AIG specialist per elementary school. As this happens, the AIG specialist's role will be more consultative, providing the classroom teacher with resources to help with teaching higher level thinking skills.

Emphasis is placed on recognizing and nurturing students from traditionally under-represented populations in kindergarten through third grade. Nurturing instruction builds on existing strengths and abilities. The instruction in higher order problem solving and information processing enhances the development of academic coping strategies that can improve students' self-esteem as problem solvers as well as their academic performance (Hansford, 1987; Reis, McGuire, & Neu, 2000).

In targeted elementary schools, the nurturing program begins in kindergarten and continues through grade three. When possible, the constant in the nurturing program is accomplished through looping (a strategy in which the teacher moves from one grade level to the next with the same group of students) of the nurturing teachers. Through use of teachers' checklists of students' performances, portfolios and anecdotal records throughout the four years of nurturing lessons, data will be maintained. Student confidence is built as students become successful learners in the nurturing environment.

Kindergarten

During second semester, lessons are taught in kindergarten classes in Title I schools by an AIG specialist (nurturing teacher) who is assigned to the school. An emphasis is placed on convergent and deductive thinking.

Lessons are aligned with the North Carolina Standard Course of Study (NCSCOS) and integrate all subject areas with an emphasis on language arts and math.

Lessons are created by nurturing teachers at their professional development sessions. Also, lessons from Primary Education Thinking Skills: A Curriculum for Higher Level Thinking, published by Pieces of Learning, are utilized.

The nurturing teacher delivers the nurturing lesson while the classroom teacher observes and notes student responses.

An AIG portfolio is created and maintained by the AIG nurturing specialist for children showing characteristics of a gifted learner. The classroom teacher will add products/anecdotal comments/student work samples. This portfolio will follow the student through third grade and will provide documentation for possible AIG screening.

First Grade

Weekly lessons are taught in first grade classes in Title I schools for the entire school year by a nurturing teacher assigned to the school.

Lessons are aligned with NCSCOS and integrate all subject areas with an emphasis on language arts and math.

Lessons are created by nurturing teachers at their staff development sessions.

The AIG nurturing teacher delivers the lesson while the classroom teacher observes and notes student responses.

An AIG portfolio is created and maintained by the AIG nurturing specialist for children showing characteristics of a gifted learner. The classroom teacher will add products/anecdotal comments/student work samples.

Second Grade

Weekly lessons are taught in second grade classes in Title I schools for the entire school year by nurturing teacher assigned to the school.

AIG teachers will use Primary Education Thinking Skills: A Curriculum for Higher Level Thinking published by Pieces of Learning for class instruction in addition to lessons created from nurturing teachers' staff development sessions. Emphasis is placed on a variety of higher order thinking skills:

Convergent/deductive thinking

Divergent/inventive thinking

Convergent/analytical thinking

Divergent/creative thinking

Visual/spatial perception

Evaluative thinking

The AIG nurturing specialists deliver the lesson while the classroom teacher observes and notes student responses.

AIG portfolio is created and maintained by the AIG nurturing specialist for children showing characteristics of a gifted learner. The classroom teacher can add products/anecdotal comments/student work samples.

Based on observations during whole class lessons, AIG specialists and classroom teachers select students to participate in small groups. Groups may vary from week to week based on the skills being taught.

Third Grade Enrichment

- Beginning the first nine weeks and continuing throughout the majority of the school year, AIG nurturing teachers or AIG resource teachers will teach thirty to forty-minutes in each third grade classroom in all elementary schools. For these lessons, teachers will use the 2012 updated Primary Education Thinking Skills: A Curriculum for Higher Level Thinking published by Pieces of Learning. Emphasis is placed on a variety of higher order thinking skills:

Convergent/deductive thinking

Divergent/inventive thinking
Convergent/analytical thinking
Divergent/creative thinking
Visual/spatial perception
Evaluative thinking

Using the Primary Education Thinking Skills student checklist, the classroom teacher observes and notes student responses.

An AIG portfolio is created and maintained by the AIG specialist for children showing characteristics of a gifted learner.

Based on observations during whole class lessons, AIG specialist teacher and classroom teacher select students to participate in small groups. Groups may vary from week to week based on the skill being taught.

Planned Sources of Evidence:

AIG Nurturing specialists' teaching schedules and lesson plans at Title I schools
AIG specialists' teaching schedules and lesson plans for third grade enrichment classes
Primary Education Thinking Skills lessons, updated version
Student Products
Student Observation Inventory
Student Portfolios
Data on students identified for the AIG program

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale:

Most elementary AIG Specialists serve students at more than one school; however, ABSS is in the process of staffing one AIG teacher at each elementary school. This will help foster more effective communication with specialists and classroom teachers. Teachers of AIG students in the middle and high schools also need more effective communication and collaboration. There are few teachers in our district who have AIG licensure; therefore, ABSS will provide training for our teachers to better understand the social, emotional, and academic needs of gifted children. The Data Team Process will also be incorporated in our current Professional Learning Communities model.

Goals:

To provide local AIG teacher training at all levels
To develop AIG Professional Learning Communities for AP/Honors teachers for collaboration
To develop Data Teams at all levels to ensure appropriate instruction based on current data

Description:

Collaboration among all stakeholders will help ensure a differentiated curriculum is implemented. AIG specialists at all levels need to be included in district curriculum initiatives in order to maximize differentiation in content and skills. AIG students will be informed regarding enrichment opportunities.

The following will also be incorporated:

- Consultations between AIG specialist and classroom teacher regarding curriculum needs
- Communications with media and technology specialists to assist with instruction
- Web page announcements, newsletters, fliers, etc. to inform students regarding academic competitions, summer programs for the gifted, or interest-based activities
- Lead AIG Teachers will conduct observations to ensure differentiation is taking place in the elementary, middle, and high schools

Planned Sources of Evidence:

- Student projects
- Guest speakers
- AIG teacher web pages
- Attendance of AIG specialists at district meetings and other district initiatives
- Observation data
- Data Team Meeting agendas
- AIG Training Rosters
- AIG Professional Development Plans

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The AIG plan ensures that professional learning communities, parents/guardians, and other stakeholders are informed regarding services for gifted children and ensures consistency of student identification and services throughout the school district. Documentation of differentiated curriculum instruction is maintained for identified students.

Description:

Annual meetings are held and documented at the beginning of each school year. The purpose is to explain the differentiated curriculum for each identified student. AIG licensed specialists are available to share AIG plan information with school personnel. Specialists

collaborate with school administrators to schedule parent sessions which will be held during the first nine weeks of each school year.

Planned Sources of Evidence:

Differentiated Education Plan

Individualized Differentiated Education Plan

Meeting Agendas (filed in AIG committee meeting notebooks)

Classroom differentiated plans

AIG specialists' notebooks

AIG Committee minutes

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Alamance-Burlington employs an AIG Coordinator and a Program Specialists of Secondary ELA/AIG. These teachers oversee the development and implementation of the AIG Program. Both have a state license in gifted education and have taught gifted students. They provide leadership in planning, developing, guiding, and revising the AIG program.

Roles and responsibilities:

- Chairs AIG Advisory Board
- Organizes implementation of AIG plan
- Oversees delivery of services
- Supervises screening and identification activities
- Works with the Executive Director in managing the AIG budget
- Provides leadership for AIG teachers in elementary, middle, and high schools
- Maintains accurate and appropriate records of AIG program
- Communicates with schools and others regarding AIG policies and issues
- Initiates staff development activities for AIG teachers
- Consults with parents, teachers and administrators
- Chairs the district NC Governor's School Committee
- Orders AIG Test materials
- Administers AIG tests as needed
- Scores AIG tests as needed
- Provides research based strategies for teaching the gifted population
- Creates and disburses a quarterly AIG newsletter

Description:

The AIG Coordinator and the Program Specialist of Secondary ELA/AIG facilitate monthly meetings with elementary AIG specialists and middle school AIG contact teachers. Quarterly meetings are planned for high school AIG contact teachers. These planning sessions with teachers of AIG students (K-12) deal with best practices in teaching, research based strategies, information on identification and placement, and the development of meaningful, effective lesson plans. Both of these teachers explain

the AIG plan to parents, administrators, teachers and other interested stakeholders. Effective communication and record keeping are an integral part of the position.

These two teachers are responsible for all aspects of the district's involvement concerning Governor's School. This includes meeting with high school counselors, creating and chairing the Governor's School Selection Committee, scheduling parent informational meetings, and submitting the selected applications to the Department of Public Instruction, as well as contacting students who are selected to audition and those who are selected to attend. Another part of this involves sending accurate information to the Executive Director of Community Relations in order for these students to be recognized in a Board of Education meeting and also in the local newspaper.

The AIG Coordinator and the Program Specialist of Secondary ELA/AIG share information about AIG related conferences, student contests and other opportunities for student growth and development. Attendance at regional AIG Coordinators' meetings and meetings with the Executive Director are also implemented. Conferencing with parents, administering tests to students for possible AIG identification, interpreting data, and sharing information with principals at all levels is another segment of the position.

It is always the desire of these two professionals to visit classrooms in each school multiple times throughout the school year to support AIG students and their teachers.

Administrative assistance would be of tremendous value in helping to implement the duties listed above. It is hoped that funding will support this.

Planned Sources of Evidence:

- AIG Coordinator's and Program Specialist's AIG License
- Documentation of AIG data
- Minutes from various meetings
- AIG Newsletter
- AIG Website

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale:

More opportunities for AIG specialists are needed in order for them to learn about up-to-date information on AIG student issues. This should include updated research in the field of the Academically and Intellectually Gifted. At their planning sessions, AIG specialists focus on lessons requiring higher-order thinking skills and critical thinking. These lessons incorporate the processes,

products, activities, strategies, and interventions necessary to meet the needs of the gifted population.

AIG specialists are challenged to find time to collaborate with regular education teachers regarding differentiated instruction.

Goals:

AIG specialists select activities which explicitly address the academic, intellectual, social, and emotional needs of the AIG identified students.

Opportunities for AIG specialists to attend the annual North Carolina Association for the Gifted and Talented Conference, and other workshops and seminars regarding the needs of gifted learners need to be provided.

District-wide staff development will be available for all teachers of AIG students and Honors/AP courses. This training will help teachers develop strategies and interventions for subgroups based on current research, best practices, and effective uses of technology.

Description:

Regular Planning Sessions

Differentiated Education Plans

Individual Differentiated Education Plans

Training on gifted characteristics, social and emotional needs, and differentiated curriculum

AIG Coordinator and Program Specialist of Secondary ELA/AIG will attend elementary, middle and high school principals' meetings. Relevant information will be shared at these meetings as needed

Analyzing data by subgroup

Designing differentiated curriculum and supportive learning activities for use by classroom teachers

Organizing and facilitating parent nights for transitioning students (5th graders and 8th graders)

Communicating with parents via AIG newsletters regarding information about giftedness, resources, and opportunities for students

AIG Nurturing Teachers

Plan and develop lessons for Grades K-3

Serve on the school AIG Committee

Participate in staff development and conferences

Administer appropriate tests to K-5 AIG candidates

Recommend students for AIG testing

Collaborate with regular education teachers regarding differentiated instruction

Communicate with school personnel regarding AIG issues and students

Update their websites

AIG Resource Teachers (Grades 3-8)

Provide differentiated instruction to clustered groups of students

Prepare DEPs and IDEPs

Communicate with parents and other appropriate personnel

Participate in professional development activities related to gifted education

Serve on the school AIG Committee

- Refer students for AIG testing
- Collaborate with regular education teachers regarding differentiated instruction
- Administer appropriate tests to AIG candidates
- Update their websites•

Advanced Placement/Honors Teachers (9-12)

- Prepare and disseminate written progress reports to parents of AIG students each nine weeks
- Prepare DEPs and IDEPs
- Teach specialized courses for which they have appropriate training
- Provide AIG Coordinator/Program Specialist of Secondary ELA/AIG with class syllabi and names of students enrolled
 - AP teachers will provide their approved syllabus from College Board
 - AP teachers will have appropriate training through College Board AP workshops
 - Honors teachers will use the district Honors Framework as a guide
 - Communicate with parents concerning course requirements and student performance
 - Maintain accurate student records
 - Serve as liaison with counselors and data managers at each school to ensure that lists of AIG students are current and accurate
 - Update the high school component of the system's AIG website. This will include pertinent news and opportunities
 - Encourage participation in enrichment opportunities in collaboration with the guidance department at each school
 - Update their website

Planned Sources of Evidence:

- AIG Teachers' schedules
- Lesson plans
- Agendas from monthly meetings
- Summaries from district-wide meetings
- Honors Portfolio
- AIG Website
- AIG Newsletter

Other Comments:

As funding becomes available, a full-time AIG specialist at each elementary school would be beneficial to the gifted population. This would allow the identified students to receive services each day, instead of two times each week, in their area(s) of identification. As this becomes a reality, it is reasonable to project that students would show increased growth on benchmark and EOG assessments.

An AIG facilitator at each middle school and high school would also benefit students. These positions could include research on gifted education, development of 21 century lesson plans, real world problem-solving lessons, modeling lessons in classrooms that have cluster groups of AIG students, maintaining accurate records, leading staff development on AIG issues, and working with parents and the community regarding AIG opportunities and concerns.

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale:

The Alamance-Burlington Schools' AIG program recognizes the importance of having well-trained personnel and needs every teacher who works with AIG students to be highly qualified. AIG teachers need staff development to promote AIG differentiation in all classrooms, K-12. ABSS needs effective and research based collaboration and professional development to establish fidelity and support among the counselors, teachers, and administrators. District-wide staff development will be provided regarding AIG issues and concerns. All teachers of AIG students and Honors/AP courses will be required to have appropriate training regarding AIG standards. Options include NC Licensure, Master's Degree in Gifted Education, or ABSS local AIG professional endorsement. Informational sessions for school administrators and counselors will be provided during their monthly meetings to ensure appropriate understanding of the needs of gifted children.

Goals:

All teachers who teach AIG students will have AIG certification or local AIG endorsement within the next three years. Training, including the NC AIG standards, will be provided for teachers to better understand the characteristics of gifted children, their social and emotional needs, and research-based strategies and best practices for a differentiated curriculum. Information will be disseminated to school administrators and counselors during their monthly meetings throughout the school year.

Description:

The AIG Coordinator and the Program Specialist of Secondary ELA/AIG will decide on appropriate requirements for an AIG local endorsement. They will work with the professional development department to create a series of workshops, both face-to-face and online, that all personnel (who do not have AIG certification) who work with gifted students will be required to complete. Teachers and other personnel that complete these requirements will receive a certificate of completion from the Alamance-Burlington School System. This local endorsement will not be transferrable to other school systems and is not AIG licensure/certification.

In order to better serve our gifted population, teachers will be trained based on the teacher preparation, research-supported knowledge standards of the National Association for Gifted Children. The following topics will be addressed:

- Gifted Characteristics
- Gifted Curriculum and Differentiation
- Teaching and Learning Strategies for Gifted
- Trends and Issues in Gifted Education
- Social and Emotional Needs of Gifted Children

Information on Masters in Education programs for gifted education and AIG licensure courses will be sent to all interested stakeholders.

Planned Sources of Evidence:

- Professional Development Plan
- Staff Development rosters
- Session Evaluations
- Documentation of certified or locally trained personnel
- Examples of completed work from sessions
- Agendas of principal and counselor meetings

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale:

Alamance-Burlington needs to ensure that every AIG student is placed in a classroom setting with a teacher who is highly qualified. In order to be considered highly qualified to teach gifted students, teachers should have AIG licensure, a degree in Gifted Education, or an endorsement that shows completion of local AIG training requirements.

Goals:

All academic teachers of AIG students and teachers of Honors/Advanced Placement courses will be AIG certified, working towards certification, or participating in local AIG training. All AIG students will be appropriately placed in classes pertaining to their area of identification with teachers who have been properly trained. All high school AIG students will be expected to select honors or AP level courses that are influenced by their level of identification.

Description:

Professional development training will be required for all academic teachers of AIG students and teachers of honors/AP courses regarding the characteristics of giftedness, differentiation strategies, and social and emotional issues of the gifted population. This would assist teachers who do not have AIG licensure to be able to work more effectively with gifted students. Information regarding licensure programs and Masters in Gifted Education programs will be distributed to teachers to give them other options for training.

The importance of placing AIG students in cluster groups in classrooms must be stressed to administrators. Administrators, teachers, parents, members of the ABSS Board of Education, AIG Advisory Board, and other interested stakeholders will be encouraged to attend conferences/workshops on gifted education. Teachers of Advanced Placement courses will be provided opportunities to attend AP training through the College Board Institutes and Workshops.

Regular Classroom Teachers (K-12) will:

- Support emerging gifted characteristics in students
- Refer and recommend students who may need differentiated services
- Collaborate with other teachers to deliver an aligned curriculum
- Participate in AIG committee meetings
- Participate in program evaluation
- Work with the AIG consultant/teacher to offer appropriate differentiation to students

Planned Sources of Evidence:

Certification Rosters
Professional Development Plan
AIG Newsletters
AIG Websites

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Professional development has been provided and will continue for AIG specialists, AIG contact teachers, or certified AIG classroom teachers in the area of the standards and 21st Century Skills. The AIG program recognizes the importance of being a part of district decision making and will continue to participate in strategic meetings.

Description:

Decisions need to continually be made to determine which district initiatives align with the AIG program. We will continue to work with the district Curriculum and Student Services departments in making purposeful decisions that relate to gifted education. AIG students benefit when AIG specialists are included in training that affects reading and math initiatives. AIG Teachers will continue to participate in professional development such as Literacy First, Math Counts, Rtl, Common core/Essential standards trainings, etc. Educators must learn more about how to make differentiation work, especially with the gifted population, in their classes. AIG teachers will continue to collaborate with others to share best practices.

Planned Sources of Evidence:

Schedule, agenda, participation logs, of professional development opportunities aligned with AIG program goals
District school improvement plans reflecting the needs of gifted learners
Personnel surveys

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Professional development opportunities are aligned with the North Carolina Department of Public Instruction teaching standards. This is a maintained practice, however more professional development for AIG specialists will continue to be provided.

Description:

Professional development opportunities will be provided in the following areas (as funds allow):

Continued technology training
Best Practices
Differentiation
Cultural diversity
21st Century skills
NC Association of the Gifted and Talented Conference
National Conference for the Gifted and Talented
Training/workshops in other system-wide initiatives
High school and NC virtual schools.
Middle school classes that count towards high school credit

Planned Sources of Evidence:

Documentation of North Carolina teaching standards
NC AIG licensure standards
Related programs, schedules, presentations.

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

In order to provide the best services to the gifted population, many opportunities for AIG specialists and other teachers to plan and implement strategies, and on-going professional development is a necessity.

Description:

Collaboration between AIG specialists and classroom teachers who teach cluster groups of identified students

Continue regular AIG planning meetings

High school teachers will develop differentiated lesson plans that include research-based strategies for the district Honors Framework

Online collaboration and sharing of materials through Gaggle

Planned Sources of Evidence:

District AIG plan incorporated into School Improvement Plans

Examples of resources produced through collaboration

Documented meeting notes and agendas

Honors Framework Portfolio

Examples of shared work

Gaggle participation print-outs

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale:

The academic and intellectual needs of our students are always a focus. Services for the gifted population include the K-2 nurturing program, third grade enrichment, and resource and accelerated services for identified students. The unique social and emotional needs of gifted learners should be part of the total program. Regular education teachers who serve identified students need to obtain AIG licensure or local AIG training. The LEA needs to provide workshops that would enable educators to better differentiate lessons to prepare students for the 21st Century and recognize and appropriately respond to the social and emotional needs of gifted learners.

Goals:

- To require classroom teachers to obtain AIG licensure or complete district training
- To provide information to classroom teachers on differentiation and on the needs, including social and emotional, of AIG identified students
- To provide information to guidance counselors regarding the social and emotional needs of the gifted population
- To provide opportunities for AIG specialists to continue to learn current, research based information regarding lessons and other issues related to this group of students

Description:

Training will be planned and implemented for classroom teachers regarding the social and emotional needs of gifted learners. This could include workshops, guest speakers, conferences and/or a book study on this subject. Information on social and emotional needs will be given to administrators and counselors at their monthly meetings. Differentiated Education Plans will be shared with teachers, specialists, and guidance counselors to ensure proper placement and services are being provided.

AIG specialists need opportunities to continue to obtain up-to-date research and other information related to working with this population. Emphasis will continue to be placed on meaningful lessons for these students. Lessons that require analysis, critical thinking, possible solutions to real world problems and issues will continue to be developed and taught.

Appropriate funding is needed in order to achieve these goals.

Informational sessions, perhaps through the internet or the AIG newsletter, need to be provided for parents and other interested stakeholders regarding the social and emotional needs of gifted children.

Planned Sources of Evidence:

- Observation Inventory
- Analysis of screening and placement results
- Lesson plan notebooks
- Differentiated units
- Tiered lessons
- Certification rosters
- Agendas from Principals' meetings
- Agendas from Counselors' meetings
- DEPs/IDEPs

Other Comments:

The AIG Nurturing program involves a series of higher level thinking skills and is currently taught in kindergarten through second grade classes by an AIG specialist in each of the Title I schools. In some schools, the AIG Nurturing specialist will work on a consultative basis with the K-2 classroom teacher. This could include modeling lessons and sharing higher level lessons. All third grade students in the Alamance-Burlington School System also are taught higher level thinking skills on a weekly basis by an AIG specialist. The updated 2012 Primary Education Thinking Skills books, along with teacher created lessons, are the main source for these lessons.

Identified students in grades three through five in most elementary schools may be a part of the AIG pullout program. The AIG specialists teach these children a minimum of two times each week in their area(s) of identification. These lessons are challenging and require high levels of thought and ability. The NC Standard Course of Study is the basis for these lessons. A co-teaching model will be used in some elementary schools. In this model, the AIG specialist collaborates, plans, and teaches with the regular education teacher. In some elementary schools, the AIG teacher is the teacher of record. That means she teaches the AIG students daily in either math or English/Language Arts. The model used at each elementary school depends on the needs of the school and the amount of time the AIG teacher is assigned to the school.

AIG students in middle schools are grouped with other identified students in their math and/or English/Language Arts classes. Their lessons are taught at a faster pace. Usually concepts in their current grade level and some of the concepts in the next grade level are taught.

Students who meet the criteria for acceleration services in middle school have the option of going to the next grade level for instruction in English/Language Arts and/or math.

High school students can choose to take Honors and/or Advanced Placement classes as well as participate in dual enrollment courses. Identified AIG students are encouraged to pursue these classes.

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

AIG programs and services are aligned with each area of AIG identification. Alamance-Burlington identifies and serves students in their area(s) of identification: reading and/or math. Most of the AIG funding is directed toward AIG personnel. As funding is available, resources are purchased to enhance the program and professional development is provided.

The Cognitive Abilities test is administered to all third grade students to determine if further assessments are needed for possible AIG identification. Students may be referred for possible AIG screening and possible testing by administrators, parents or teachers.

The goals of the AIG program are addressed.

The Alamance-Burlington School System has incorporated the following system-wide initiatives for improving gifted education and the total quality of public education:

1. North Carolina Standard Course of Study
2. AIG Advisory Board
3. Closing the Gap
4. School Improvement Plans
5. Technology Workshops
6. AIG School Committees

Description: The AIG Program identifies students in reading and/or math as resource or accelerated. Although a few students in kindergarten, first, and second grade may be identified for services, formal identification usually begins in the fourth grade. The instructional services are aligned with the area(s) of identification. The curriculum "prepares students to meet high academic standards and to become responsible citizens in a complex, changing world," as stated in the Alamance-Burlington School System's mission statement.

Enabling AIG students to become lifelong learners and working to help them reach their full potential is a privilege and responsibility that is taken seriously.

Planned Sources of Evidence:

- Differentiated Education Plans
- Individualized Differentiated Education Plans
- AP/Honors Classes
- Student Identification/Placement Program Profiles

Teacher Lesson Plans (SCOS objectives)

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The AIG plan extends and enriches curriculum as noted on the Standard Course of Study (SCOS). Linking system-wide efforts is vital in the effort of increasing student achievement and in meeting the social and emotional needs of gifted students. Those involved in the AIG Program strive to coordinate the education of gifted students with other system initiatives at the school and district level. The AIG Program and services are adapted to the learner's area(s) of AIG identification through the Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP).

Description:

Meeting student academic needs is always a focus of the AIG program and the total instructional program of the Alamance-Burlington School System. The AIG Coordinator and the Program Specialist of Secondary ELA/AIG are participants of curriculum leadership teams, strategic planning meetings, and principal meetings to ensure AIG is addressed at all levels. Some of the strategies utilized to connect the AIG programs and services with the total instructional program may include:

- School Improvement Plans/AIG goals

- Professional Development

- Technology

- Educational opportunities for middle school can include Dual Enrollment and NC VPS

- Educational opportunities for high school (Dual Enrollment, College & Career Promise, AB Middle College, NC VPS)

Planned Sources of Evidence:

Minutes from various AIG meetings (nurturing, elementary resource, middle) to principals and district leaders

Conferences with the Executive Director Curriculum and Professional Development to discuss AIG issues/ opportunities

Governor's School

Student Identification Profiles

DEPs/IDEPs

K-12 Service Options
Leadership team meeting minutes/agendas

Other Comments: The following system-wide initiatives/programs for improving gifted education and the total quality of public education include:

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

AIG Advisory Board - Members include representatives (teachers, principals, parents, Directors from Central Office, and a Board of Education leader) from all school levels.

Closing the Gap - Efforts are in place to try to reach students from under-served populations.

School Improvement - Differentiation is a part of the school improvement process.

Technology - AIG specialists are given opportunities to update their personal technology skills and to teach their students in the use of technology.

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

AIG Teachers provide yearly meetings to inform all stakeholders about services and instruction. The local plan is made available on the district web page. The AIG Website is updated periodically to include new information and the AIG newsletter.

Description: The plan and services are explained in meetings with faculty, administrators, parents/guardians, children and other stakeholders. The AIG plan is available online on the ABSS website. The AIG website includes gifted resources for teachers, parents, and students as well as AIG program information, updates, conference information, and school AIG contact information

Planned Sources of Evidence:

The AIG Plan on the district website
Agendas from AIG parent nights

Agendas from ABSS board meetings
DEPs/IDEPs
Minutes from Advisory Board meetings
Parent letter regarding AIG criteria given at the first parent/teacher conference or sent to parents in first report card
AIG Website
AIG Newsletters

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Elementary AIG teachers and middle/high school AIG contact teachers meet to ensure that all AIG identified students continue to receive appropriate services throughout their school careers. Information regarding services is presented at principals' meetings. The AIG plan is also on the district web site.

ABSS will continue to focus on effective communication at key transition points.

Description:

When AIG students transition from elementary to middle or from middle to high school, they may encounter many challenges. Expectations may become more challenging at each level. Also, the complexity of the new environment may affect student success. Effective communication among teachers, students, parents/guardians may help to alleviate these challenges and help smooth student passage in these new environments.

AIG student records are transported from the elementary schools to receiving middle schools. In a like manner, this is done from middle to high schools. At the fall AIG parent meetings, AIG teachers discuss student opportunities and expectations at the transition levels.

Communications through parent letters, conferenced, teacher web pages, AIG newsletters, Parent Information Nights, electronic messages, etc. are on-going throughout the school year.

Planned Sources of Evidence:

Scheduled AIG Parent Meetings
Scheduled visits by AIG Coordinator and Program Specialist of Secondary ELA/AIG
Webpage information of AIG specialists
Agenda of AIG parent meetings and AIG Letters to Parents/Guardians

Other Comments:

Continue to increase communication between teachers and schools for AIG students at key transitional times

Continue to increase awareness of potential difficulties for students at these transitional points and to elicit the aid of guidance counselors in preparing students for these changes

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

AIG specialists collaborate with classroom teachers to formulate Differentiated Education Plans/Individualized Education Plans. Collaboration with teachers of exceptional children occurs when a student is dually identified. This is evidenced in the following ways:

Parent/teacher meetings for DEP delivery

Parent/teacher meetings for IDEP development

An administrator (or his/her representative) participates in the IDEP meeting

An Exceptional Children's teacher participates in these meetings when appropriate

Description:

Collaboration occurs between the AIG specialist and the classroom team in planning the differentiated education plans (DEP/IDEP), with opportunity for input by all stakeholders including classroom teachers, AIG specialists, parents, administrators or their representatives. Students also assist in the development of the Individualized Differentiated Education Plan.

Planned Sources of Evidence:

DEP/IDEP with signatures of stakeholders

Invitation to Conference with names of participants for meetings

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale:

The AIG Program addresses the social and emotional component of giftedness on a limited basis. There appears to be a lack of understanding from many of the stakeholders regarding the social and emotional issues of gifted students. The local AIG endorsement for academic teachers will increase awareness of this need.

Goals: To provide opportunities for all stakeholders to learn about and help address the social and emotional needs of AIG students.

Description:

- Parent sessions regarding essential needs of AIG learners
- Informational sessions for counselors and administrators regarding the needs of AIG learners
- The social and emotional needs of gifted learners will be addressed in the mandatory AIG local training for academic teachers
- Teachers will meet with parents to discuss the needs of students

Planned Sources of Evidence:

- Attendance rosters for various meetings
- Session agendas
- Documentation of AIG related meetings

Other Comments:

Guidance counselors should be members of the AIG committee at the school levels. They are involved in career counseling, scheduling, test interpretation, and parent conferences. Training opportunities on the social and emotional issues of the gifted learner are needed for school counselors and other stakeholders. One possibility is for the Director of Student Support Services in collaboration with the AIG Coordinator and Program Specialist of Secondary ELA/AIG to plan informational sessions for counselors, regular education teachers, AIG specialists, parents/guardians and other interested stakeholders. Experts in this field need to facilitate these sessions.

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Based upon collected data, some students may require accelerated services.

Description:

Pathway 1

The criteria for accelerated services in reading and/or math include:

Aptitude scores minimum of 98%

Achievement scores of 98-99% (Administered one grade level above the students' current grade level and normed on the next grade level)

Pathway 2

The criteria for accelerated services in reading and/or math include:

Minimum achievement test score of 98% in reading/math, normed on the next grade level

And at least 2 of the following criteria:

Observation Inventory score in the acceleration range

Minimum grades of "A" in eligible subject area, or EOG score in math and/or reading 98% or higher from the previous year (beginning in fourth grade)

Evidence of acceleration services in a different school district

Eighth grade accelerated middle school students who enroll in a 9th grade high school honors math or English class will be required to take both the 8th grade End-of-Grade tests and any required End-of-Course tests.

High school AIG students have opportunities to take Advanced Placement courses offered at their school or online through Virtual Public Schools, attend college courses offered from Alamance Community College or Elon University, and participate in the Career and College Promise. Students may also elect to attend Alamance-Burlington Middle College, where they can complete their high school requirements and gain college credits simultaneously.

Planned Sources of Evidence:

Individual Differentiated Education Plan

AIG Specialists' Schedules

AIG Plan

Test data

Enrollment data from Alamance-Burlington Middle College, Elon University, Alamance Community College, and/or NC Virtual Public Schools

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale:

Alamance-Burlington has been intentional in providing services for under-represented populations, yet our statistics indicate that this continues to be an area of focus.

Goals:

To continue to seek authentic avenues to identify underserved populations. Changes to be implemented are outlined in the description section below.

Description:

Alamance-Burlington is composed of a diverse population. It has been noted that under-represented populations often score 90% or higher on the nonverbal section of the Cognitive Abilities Test. This section deals with reasoning skills and logic. The nonverbal score can be figured with the verbal score or with the quantitative score. Using these scores together will help to identify more students in underserved populations. A score of 90% on the nonverbal section is also a part of the criteria for identification in this 2013-2016 AIG Plan.

Another tool that will help is the student Observation Inventory. This inventory was created by Dr. Paul Slocumb and Dr. Ruby Payne and shows different characteristics, both positive and negative, that children display.

The continuation of the K-2 Nurturing Program in Title I elementary schools and the third grade enrichment program in all elementary schools will aid in identifying under-represented populations. Collaboration with ESL and EC specialists, as well as school counselors continues to help with this. As the ABSS local AIG endorsement training sessions begin, awareness of providing services and opportunities for the under-served will be heightened.

Diversity training and workshops on the characteristics of giftedness would also be beneficial. Scholastic Math Inventory data can also be reviewed as a possible indicator.

The AIG Coordinator or the Program Specialist of Secondary ELA/AIG will work with high school principals to review data that indicates the potential for success in their students. Data from PSAT, SAT, ACT, PLAN, EOG, EOC, scores will be analyzed in order to identify students who should be enrolled in honors or Advanced Placement courses.

Planned Sources of Evidence:

Student test data
Observation Inventory
Workshop agendas and rosters
Various data spreadsheets
K-2 Nurturing Program
Third Grade Enrichment Program

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The AIG Coordinator, the Program Specialist of Secondary ELA/AIG, and AIG licensed teachers consistently share information with all stakeholders regarding contests, programs, camps, and other events that could enhance the development or help meet the needs and interests of the AIG population. One of the avenues for information dissemination is AIG specialists' websites and the district AIG website.

Description:

- Writing contests
- Math contests
- Battle of the Books
- Odyssey of the Mind
- Duke TIP program
- Local University Summer Courses
- On-line contests, i.e. "Math 24"
- Scholastic Art competitions
- On-site clubs – Art Club, Science Club, Chess Club
- Region and state competitions i.e. Legos, Chess
- Governor's School
- Summer Enrichment Programs
- Science Fair
- All-State, All-District Competitions
- Art Competitions
- School of Math and Science
- School of the Arts

Planned Sources of Evidence:

- AIG Teacher Websites
- Flyers, Posters
- Governor's School Attendee Rosters

Standard 5: Partnerships

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Alamance-Burlington has established communication with parents, administrators, teachers, and identified students in the development and implementation of the AIG program. Intentional support for the academic and intellectual needs of the gifted population is in place but will always be an area of focus. AIG specialists at all levels work with the social and emotional needs on an individual basis. Other stakeholders including parents, school counselors, and school administrators need more information regarding the social and emotional needs of AIG students.

Description:

Informational meetings have been held with parents, teachers and administrators throughout the Alamance-Burlington School System. Electronic surveys regarding the AIG program and services were sent to identified students, their parents/guardians, all teachers and all administrators.

The AIG newsletter contains information about the academic, intellectual, social and emotional needs of the gifted population. Other resources, (books/websites/conferences) are often listed in this newsletter.

Parent informational meetings, AIG Advisory Board meetings, parent letters, and DEP/IDEP meetings are other avenues in which appropriate services and information is communicated.

Planned Sources of Evidence:

Various avenues of communications are utilized:

- Identification/Placement process
- Fall parent DEP/IDEP meetings
- Parent informational meetings
- Quarterly report cards
- Conferences (on an "as needed" basis)
- AIG Advisory Board Meetings
- ABSS AIG Web Page
- Duke TIP
- Governor's School

AIG Newsletter
Eighth Grade Parent Night Flyer
AIG Teacher Web Pages

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Several avenues for sharing information with all stakeholders are already in place. The AIG Plan is available online on the AIG website. Copies of the AIG plan are sent to school administrators electronically. Parents are made aware of the link for the AIG Plan on the district website. At parent/guardian AIG information sessions, stakeholders are informed about the local plan and other policies relating to gifted education.

Parents/guardians of AIG students, teachers, school administrators, and district level personnel are also invited to serve on the AIG Advisory Board. Members AIG Advisory Board is informed of the local AIG program, the local AIG plan, and other policies related to gifted education.

Description:

Maintain the AIG Plan on the district website.

Continue written and web based communication.

Provide news articles to inform the community about AIG activities and recognitions.

Continue to provide information to families at school functions and DEP/IDEP meetings.

Update school web sites as needed.

Parents/families and other stake holders are encouraged to give feedback concerning the development of the AIG Plan.

Planned Sources of Evidence:

Minutes of Advisory Board meetings

DEP/IDEP meetings

AIG Progress reports

End of year communication

AIG brochure

AIG Teachers' websites

AIG District website

AIG Newsletter

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Parents/guardians and other stakeholders, representing the demographics of the school system, are made aware of opportunities to serve in the capacity of the development, implementation and monitoring of the local AIG program and plan.

Description:

ABSS is committed to promoting and increasing parent and community involvement. The AIG Advisory Board is composed of parents/guardians that represent the diverse population of the system, as well as administrators and teachers. Community leaders also serve on the Governor's School Selection Committee. The results of surveys (Winter 2013) by parents, identified students, administrators and teachers were used in the development of the 2013-2016 AIG plan.

Planned Sources of Evidence:

- AIG Advisory Board attendance and minutes
- Pamphlet: A Parent's Guide
- School Board Meetings Agenda
- Surveys
- Parent Nights for transitioning students (5th and 8th graders)

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale:

Some information is provided to non-English speaking families. The AIG newsletter and an informational brochure regarding high school Advanced Placement and Honors opportunities are available online in Spanish. Letters about the local AIG program are sent to parents of kindergarten - eighth grade students in English and Spanish during the fall of each school year. However, to make these families more aware of opportunities, this needs to be addressed in a more comprehensive

manner.

Goals:

To translate existing information regarding opportunities available to AIG students to non-English speaking families

To post a Spanish version of the AIG Plan on the district website

Description:

Progress has been made in translating information for the parents/guardians of non-English speaking families. There are now Spanish versions of most of the AIG forms and letters to parents/guardians. The AIG website offers information about opportunities for the gifted, dates of events, contests, and other items that are specific to this population. Each AIG specialist also maintains a website to communicate information about the program and inform parents/families about opportunities that are specific to the school.

The ESL Migrant & Homeless Department will be given information that needs to be translated. Translators at individual schools assist with conferences and dissemination of information both orally and in written form.

Planned Sources of Evidence:

Annual meetings for distribution of information/applications regarding North Carolina Governor's School

AIG specialists and school guidance counselors provide information about the Duke Talent Identification Program (Duke TIP).

District website

AIG specialists' websites

Translated documents

Spanish versions of AIG forms and parent letters

Contests and other opportunities posted on AIG websites

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Alamance-Burlington regularly communicates with parents, institutions of higher education, and other stakeholders. Relationships need to be cultivated and will include local businesses and industries. One

possibility for improving this is to explore interest in forming a PAGE Chapter (Partners for the Advancement of Gifted Education).

Description:

An electronic copy of the 2013-2016 AIG Plan will be located on the ABSS website.

Annual parent meetings are scheduled each fall in elementary and middle schools.

Annual AIG plan and referral information is given to parents/guardians of all students in kindergarten through eighth grades.

The AIG Advisory Board has scheduled quarterly meetings.

Surveys were created and sent to stakeholders to determine if there was interest in organizing a local PAGE (Partners of the Advancement of Gifted Education) Chapter.

Some local businesses/educational sororities provide funds and/or clothes/materials to send AIG students to a summer camp

Planned Sources of Evidence:

Resource lessons are developed to meet needs of diverse students at different schools

ABSS AIG Plan

DEP/IDEP annual meetings

Report cards, Parent/guardian information letters (K-8)

Due Process Procedures sent to parents/guardians after formal testing

Permission to test, Results of testing forms

Survey results to determine interest in a PAGE Chapter

Receipts from local businesses/educational sororities

Other Comments:

Another idea that needs to be explored further is to plan an event, perhaps a "Super Saturday," and invite all stakeholders to participate. This event could include AIG student presentations, mini-workshops on characteristics of giftedness, social and emotional issues, parenting a gifted child, etc. Interest and support for an event like this is needed from parents, community leaders, and students.

Standard 6: Program Accountability

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

In August 1996 the North Carolina General Assembly passed new legislation addressing the education of gifted children. Article 9B, part of Chapter 115 of the North Carolina General statutes requires each Local Education Agency (LEA) to develop a three-year local plan designed to identify and establish a procedure for providing appropriate educational services to academically or intellectually gifted students. The plan is approved by the local Board of Education and submitted to the State Board of Education for review and comments.

The local plan was developed in accordance with NC AIG Program Standards under the leadership of Myra Brown, AIG Coordinator, and Angelique Austin, Program Specialist of Secondary ELA/AIG, in the Alamance-Burlington School System. Parents of AIG students, teachers, school and district administrators, and community members were a part of the team that suggested changes and updated the local AIG plan. Feedback was gathered in the form of online surveys and various planning meetings.

Description:

The North Carolina Department of Public Instruction (DPI) website states, "An LEA's policies and practices regarding its local AIG program are developed through the writing of a local AIG plan. This AIG plan is approved by the local Board of Education and submitted to State Board of Education/DPI for comment. DPI assists LEAs with their local AIG program and plan but does not approve local plans. Per state legislation, AIG plans must be revised every three years by the LEA."

The following paragraph is from the North Carolina Department of Public Instruction website:

"In North Carolina, state legislation, (Article 9B), mandates that public schools identify and serve academically or intellectually gifted (AIG) K-12 students. Each LEA determines how to identify and serve its own AIG student population. This honors local context and supports each LEA to do what is best for its own AIG student population. LEAs must adhere to state legislation, which guides LEAs and defines academically or intellectually gifted students, and will also use the NC AIG Program Standards, adopted July 2009, as a guide in the future development of local AIG programs. The newly approved NC AIG Program Standards provide a statewide framework for quality programming, while honoring local context."

The written AIG plan addresses the six standards and multiple practices of the North Carolina AIG

Program Standards. Since the AIG Standards address the whole child, the needs of the AIG students are best served when the written AIG plan is aligned with the NC AIG standards. The revised AIG Plan continues to give direction to create, facilitate, and initiate many educational opportunities for highly capable students through acceleration, enrichment, and continuous motivation by providing an array of service delivery options to meet a diversity of students' needs. The AIG plan outlines the identification process, service options, and delivery of services for AIG students in grades K-12 (formally and informally identified).

Planned Sources of Evidence:

Alamance-Burlington School System AIG Plan
State Review of plan

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The AIG Advisory Board, which is composed of school personnel and parent representatives, will help monitor the implementation of the AIG program and plan. The Advisory Board will be involved in decisions related to program design and implementation. The Advisory Board will continue to have representation that mirrors the demographics of the school system. The Executive Director of Curriculum and Professional Development is a member. The AIG Coordinator chairs of the AIG Advisory Board. Approval of the AIG Plan by the ABSS Board of Education is required before implementation of the plan can occur.

Description:

The AIG Coordinator reviews DEPs/IDEPs/appeals/all identification records and utilizes survey results from students, parents, teachers, and administrators. Informal evaluations also take place through monthly meetings of the elementary and middle school AIG specialists. By meeting periodically, those involved in the implementation of the program will be able to assess progress continuously and make suggestions related to program design and implementation.

The implementation of the AIG plan is monitored through a three-year summative evaluation as mandated by the state. Annually, student identification and placement, student services and options, and student achievement resulting from these services, are reviewed.

Planned Sources of Evidence:

- Annual DEPs/IDEPs
- Student records
- Survey results
- Placement procedures
- Monthly meetings with AIG specialists
- Quarterly meeting with high school contact teachers
- AIG Advisory Board minutes

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

State funds that are allotted for the local AIG program, according to state policy, will continue to be monitored.

Description:

The majority of the state AIG funds are used for AIG specialists' salaries. Identified AIG students benefit when their teachers have AIG licensure. Any remaining funds are used for purchasing needed materials that aid in the implementation of the AIG plan.

The amount of allocated state funds for 2012 is noted on page 2 of this document. At the writing of this AIG plan, state funding for 2013 had not been released.

Planned Sources of Evidence:

- Budget information

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale:

AIG specialists will obtain specific data regarding AIG student growth in order to modify services.

Drop-out data will allow counselors to track and provide interventions for AIG students. The AIG Coordinator and Program Specialist of Secondary ELA/AIG will also have access to this information.

Goals:

- To provide documentation/data on AIG student growth
- To provide drop-out data on AIG students
- To provide intervention strategies for potential AIG drop-out students

Description:

Progress has been made during the past year with analyzing student data and encouraging AIG identified students to enroll in higher level classes in high school. Information on dropout data on AIG students will be examined and interventions will be created on an individual basis.

AIG data from EOG results will be disaggregated and returned to the AIG elementary and middle school specialists as soon as possible. The data will be reviewed and conferences held with the student, parent/guardian, AIG teacher, and administrator when additional support is merited.

The Director of Testing and Accountability will be asked to create a list with the names of AIG students who score below a "B" on EOCs in English and/or math. This information will be given to the Program Specialist of Secondary ELA/AIG. It will be shared with counselors so that intervention strategies can be implemented. The high school AIG contact teacher will meet with any identified AIG student who is not enrolled in AP/Honors courses in the area of his/her identification. Attendees of this meeting should include the AIG contact/chairperson, the student, parent, teacher in area of identification, and an administrator in order to discuss the reasons for displacement, areas of strengths and weaknesses, and a plan of action. These students will be monitored on a yearly basis.

AIG specialists collaborate in addressing specific curriculum needs as determined through the data analysis. The Director of Testing and Accountability will be asked to meet throughout the school year to discuss the results of the tests with the AIG department. Annual dropout data for AIG students will be submitted to the Program Specialist of Secondary ELA/AIG by the Dropout Prevention Counselors prior to summer break.

Planned Sources of Evidence:

- EOG Data
- EOC Data
- Annual dropout data for AIG students
- Action plan

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The representation of under-represented populations in the AIG program is monitored at the district level and the school level. Documentation is maintained.

Description:

AIG specialists analyze AIG academic growth from all ethnicities. AIG teachers need access to benchmark testing results and EVAAS data to monitor progress of under-represented populations in their respective schools. Due to federal guidelines that protect students' rights, data concerning the number of gifted students on free and/or reduced lunch is not available. The AIG program strives to identify candidates regardless of economic status.

Planned Sources of Evidence:

Enrollment data in Honors/AP English and/or Math courses
Data from benchmark tests, AIG formal tests, EOG and EOC tests

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Current data is maintained regarding the credentials of AIG specialists serving AIG students. All AIG specialists in elementary and AIG contact teachers in middle schools have AIG certification. Many classroom teachers in elementary, middle and high school do not have AIG certification. Local AIG training will be required for these educators, if they teach AIG identified students, during the next three years.

Description:

A report of current AIG certified teachers is obtained from the ABSS personnel office each year. Information is sent annually to all principals, to be shared with their faculties, regarding AIG licensure classes and teachers are encouraged to participate. These classes are now held on the college/university level. However, ABSS will provide professional development for teachers of AIG students and AP/Honors courses. Records will be kept to keep track of who has participated in this

training and will be distributed to the area principals.

Cluster grouping of AIG students in elementary schools with an AIG certified teacher is essential. Research indicates that AIG students grow academically when enrolled in a classroom with other AIG students. Instruction from a licensed AIG teacher who understands the characteristics of the gifted, effective differentiation practices, and the social/emotional issues of the gifted, also encourages student growth. This is true for middle and high school students, too.

Planned Sources of Evidence:

List of AIG certified teachers

List of other teachers who have identified students in reading and/or math

Professional Development rosters

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Alamance-Burlington School System has an active AIG Advisory Board. Members (representing the demographics of the school system) of the AIG Advisory Board for ABSS participated in the AIG Plan revision process. An increased awareness level concerning the needs of AIG students would be beneficial in strengthening gifted services.

Description:

The AIG Advisory Board is composed of a diverse population. Administrators, AIG specialists, middle school AIG contact teachers, parents, and a school board member serve in this capacity. Members share suggestions from parents, students, and the community as recommendations for plan revisions. In addition to the district Advisory Board, each elementary and middle school has an AIG committee. This group addresses screening, identification, placement, and service delivery options for AIG students. Minutes from these meetings and a list of attendees are kept on file and submitted to the AIG Coordinator at the end of each school term.

Planned Sources of Evidence:

Minutes of the AIG Advisory Board meetings

List of AIG Advisory Board Members

List of AIG committee members from elementary and middle schools

Minutes from AIG committee meetings from elementary and middle schools

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Since the development of the 2010-2013 AIG Plan, feedback has been both formal and informal. This will continue to be part of the process to ensure quality and effectiveness.

Description:

Feedback from the stakeholders in the AIG Program concerning the overall effectiveness of the program is crucial. Opportunities to provide informal feedback consist of information from the AIG Advisory Board, parent meetings, conferences and technological venues.

Formal feedback was obtained from AIG students, their parents, teachers, and administrators in Winter 2013, through electronic surveys. To ensure greater participation, a paper survey was made available for parents and students who did not have computer access. A Spanish version was also created. The surveys were completed by:

203 AIG Identified students
168 Parents/guardians of AIG identified students
309 Teachers
17 Administrators

The AIG Coordinator continues to have an open door policy to parents and teachers who want to discuss AIG concerns and suggestions. At the school level, feedback is encouraged through each school's AIG specialist or AIG contact teacher, web pages, emails, and annual DEP/IDEP meetings.

Planned Sources of Evidence:

Survey Results
Web Pages
DEP/IDEP Meetings
Minutes from AIG Advisory Board

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

To help meet the needs of AIG identified students, the AIG program and plan will continue to be reviewed and revised. Data from several sources will be examined and analyzed to aid in program improvement.

Description:

Regular monitoring of the AIG Program and its implementation will help to ensure that identified students continue to receive appropriate academic services.

Elementary AIG specialists and middle school AIG contact teachers will continue to discuss the AIG plan and give suggestions for improvement at monthly meetings. Region 5 AIG Coordinators also discuss the various standards and practices and share information. Articles and books are suggested that assist in continuous program improvement.

AIG students, parents/guardians, teachers, and administrators will continue to be surveyed. Feedback from all stakeholders on a consistent basis will strengthen the AIG program. The “North Carolina AIG Standards” and the practices provide the basis for program evaluation. The use of student growth data on End-of-Grade tests and other standardized assessments will also be utilized.

Planned Sources of Evidence:

- Survey Results
- Summative from the Department of Public Instruction
- Advisory Board Minutes
- Data from EOG scores
- Minutes from monthly AIG elementary and middle school meetings
- Minutes from Region 5 AIG Coordinators' meetings

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale:

AIG information pertaining to the evaluation of the local AIG program needs to be available to all stakeholders.

Goals:

To make all information regarding the evaluation of the local AIG program available to the public.

Description:

The AIG Plan is available on the district website. An AIG webpage will be developed which contains information about the evaluation of the plan. Currently the Assistant Superintendent of Curriculum and Instruction, AIG Advisory Board, and AIG Coordinator have access to this information. Each AIG specialist and other stakeholders will be provided with all data from evaluation of the local plan, upon request.

Planned Sources of Evidence:

ABSS website
AIG webpage

Practice K

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The AIG plan is strictly followed in order to provide equity for all identified students regardless of ethnicity, socio-economic status, or gender. It is the expectation of the Alamance-Burlington School System for the AIG Plan to be adhered to through policies, procedures, and practices.

Parents/guardians of students who are formally tested for possible AIG identification are given a copy of the Due Process Procedures pamphlet.

Description:

The Due Process Procedures are explained fully in Standard I, Practice E of this document.

Parents/guardians of students who are formally tested for AIG services are also given a copy of the Due Process Procedures pamphlet.

ABSS will continue to follow identification procedures, differentiation practices correlated with the North Carolina Standard Course of Study, specific plans per child, and adhere to the policies of the AIG plan. The Due Process Procedures pamphlet is given to the parents/guardians of each student who is formally tested for possible AIG identification.

AIG committee minutes from each elementary and middle school are recorded and submitted to the AIG Coordinator at the end of each school year. Documentation on each identified AIG student is

maintained. Lesson plans are shared by elementary and middle school AIG specialists in reading and math. At monthly meetings, elementary and middle school AIG teachers create and share higher level lessons. Minutes from these monthly meetings are also maintained and submitted to the Executive Director of Curriculum and Professional Development and with principals at the elementary and middle school levels.

Planned Sources of Evidence:

- Screening and Placement Documentation
- AIG Committee Notebook
- Student records
- Due Process Procedures pamphlet

Glossary (optional):

Appendix (optional):

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