

Alamance-Burlington Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

Approved by local Board of Education on: 31-MAY-16

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

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

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

For 2016-2019, Alamance-Burlington Schools local AIG plan is as follows:

Alamance-Burlington Schools Vision for local AIG program: The mission of the Alamance-Burlington School System's Academically and/or Intellectually Gifted (AIG) program coincides with that of the district: "Providing engaging work for our students will enable the Alamance-Burlington School System to educate all students to meet high academic standards and become responsible citizens in a rapidly changing world."

The Alamance-Burlington School System's AIG program also strives to identify gifted students across our district who come from ethnically and culturally diverse backgrounds and to match differentiated services to their unique and individual needs in order to nurture and cultivate their full potential, while also addressing their social and emotional needs.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$1177397.00	\$46800.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

District Response: Parent, school personnel, and the community may access AIG screening, referral, and identification procedures through the AIG district website which posts the board-approved AIG plan. The current plan will also be translated and posted in Spanish on both the AIG district website and on the ESL district website. In addition, a link to the AIG Plan in both English and Spanish will be posted on individual AIG teachers' school webpages.

Information regarding AIG screening, referral, and identification procedures is also disseminated in the following ways:

- The AIG department sends district-wide referral letters home in both English and Spanish to all families (K-8). These letters outline procedures for parent referrals as well as identification criteria. These letters are also posted on the district AIG website each year.
- AIG specialist teachers will present an "AIG Refresher Training" session to school personnel during school-wide faculty meetings in elementary and middle schools annually.
- A standardized district presentation regarding the AIG program (screening, referrals, identification, and programming) will be shared with all schools K-12 and posted on the district AIG website and on the ABSS AIG Google Community.
- AIG Parent Brochures that outline referral, screening, and identification procedures as well as AIG programming are available in both English and Spanish at schools and will be posted on the district AIG website and on the ABSS AIG Google Community.
- Transitional parent meetings are held annually for rising 6th and 9th grade students. At these meetings, information regarding secondary AIG programming and advanced learning opportunities are shared with students and families.

Other Comments:

Practice B

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

District Response: Alamance-Burlington recognizes the importance of continuing to use multiple criteria and pathways to identify students for the AIG program. Our 2016-2019 plan has criteria to identify students who are academically gifted, intellectually gifted, and both academically and intellectually gifted. Academically gifted children typically perform well on standardized achievement tests, such as the Iowa Test of Basic Skills and End-of-Grade tests. Intellectually gifted children typically perform well on activities that involve reasoning, questioning, and problem-solving and on aptitude tests, such as the Cognitive Abilities Test.

The Cognitive Abilities Test (CogAT), including the verbal, quantitative and nonverbal sections, will continue to be administered. The Iowa Test of Basic Skills (ITBS) will also continue to be administered. This nationally recognized test is administered one grade level above the student's current grade level beginning in 2nd grade. These tests are only administered to students who have been referred for testing by parents/guardians, teachers, or administrators and have gone through an initial screening by the school's AIG committee who determines if testing is warranted.

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 when screening students for AIG evaluation such as district assessment data, previous standardized test data, historical grades, student quantile and lexile levels, and teacher perception ratings. 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 their current grade level. The AIG Committee at each school will consider all the above indicators, in addition to the social, emotional, and developmental needs of each student referred and will determine which students need further assessment.

District-wide screening of third grade children occurs during the fall/winter of each school year with the administration of the Cognitive Abilities Test. Third graders who score 85th percentile or higher on the verbal and/or quantitative batteries will automatically go on the talent pool for further AIG evaluation and will receive enrichment services with an AIG teacher in math and/or reading for the remainder of the school year. Third graders scoring 85th percentile or higher on the Beginning of Grade (BOG) reading test will automatically go on the talent pool for further AIG evaluation in reading. In 4th-8th grades, students who scored 85th percentile or higher on End-of-Grade (EOG) tests from the previous school year automatically go on the talent pool for further AIG evaluation.

Grades K-2

AIG Pathway (Accelerated Academically and Intellectually Gifted Services)

-97-99% on a Standardized Aptitude Test (CogAT)- Verbal and/or Quantitative Batteries

-97-99% on a Standardized Achievement Test (IOWA)- Total Reading and/or Math

AG Pathway (Academically Gifted Services)

-97-99% on a Standardized Achievement Test (IOWA)- Total Reading and/or Math

IG Pathway (Intellectually Gifted Services)

-97-99% on a Standardized Aptitude Test (CogAT)- Verbal, Quantitative, Verbal/Non-verbal partial composite, Quantitative/Non-verbal partial composite

Students identified in grades K-2 will be reevaluated in 3rd grade during the Cognitive Abilities

Testing sweep

- If the CogAT score falls below a 97% for those identified as IG, the student receives a full re-eval for continued placement.
- If the CogAT score falls between 90-96% for students currently identified as accelerated AIG, their placement will change from accelerated to regular AIG.
- If the CogAT score falls between 97-99%, there will be no change for those identified as accelerated AIG (continue as accelerated).
- If the CogAT score falls below 90% for those identified as AIG, they will receive a full re-eval for continued placement.

Grades 3-8

AIG Pathway 1 (Accelerated Academically and Intellectually Gifted Services)

- 97-99% on a Standardized Aptitude Test (CogAT)- Verbal and/or Quantitative
- 97-99% on a Standardized Achievement Test (Iowa)- Total Math and/or Reading

AIG Pathway 2 (Academically and Intellectually Gifted Services)

(Students must meet 2 of the following criteria for math and/or reading with one being the Achievement score)

- Standardized Achievement Test Score (IOWA, EOG, or BOG for current 3rd graders) of 90-99%- Total Reading and/or Math
- Verbal or Quantitative Aptitude Test Score (CogAT) of 90-99%
- Verbal/Nonverbal or Quantitative/Nonverbal Aptitude Test Score (CogAT) of 90-99% (Partial Composite)

AG Pathway 1 (Academically Gifted Services)

- Standardized Achievement Test Score (IOWA) of 90-99%- Total Reading and/or Math

AG Pathway 2 (Academically Gifted Services)

(Students must meet both criteria for math and/or reading)

- Standardized Achievement Test Score (IOWA) of 85-89%- Total Reading and/or Math
- Minimum EOG or BOG (for current 3rd graders in reading) of 90%

IG Pathway (Intellectually Gifted Services)

- 97-99% on a Standardized Aptitude Test (CogAT)- Verbal, Quantitative, Verbal/Non-verbal partial composite, Quantitative/Non-verbal partial composite

ABSS also offers Math Course Acceleration for students beginning in 6th grade. Students may be referred for Math Course Acceleration testing by parents, teachers, or administrators during their 5th grade year. The AIG Committee at each school will determine if testing is warranted based on current data on each child. In order to qualify for Math Course Acceleration, students must meet the following criteria during Spring AIG testing of their 5th grade year:

- 97-99% on a Standardized Aptitude Test (CogAT)
- 99% on a Standardized Achievement Test (Iowa Test of Basic Skills) with a minimum Standard Score of 289 on the ITBS (Median SS in the 99th%)

Students who meet the above criteria will be eligible to take 7th grade math during their 6th grade

year with parental permission. AIG teachers at each school will conference with parents to review this math trajectory in order to help parents make the best decision for their child socially, emotionally, and academically going forward.

*Note: Students in grades K-8 who are within 3 percentile points of qualifying for AIG services on either the Iowa Test of Basic Skills or the Cognitive Abilities Test, may be administered an alternate version of one of those tests with AIG Committee approval. In some cases, the Comprehensive Test of Nonverbal Intelligence (C-TONI) may be administered as an alternate aptitude test to students in grades 3-8. The C-TONI may only be administered as an alternate aptitude test to a student one time. Students who do not score within 3 percentile points on either the Iowa Test of Basic Skills or the Cognitive Abilities Test may not be retested with an alternate test within that school year.

*Students may not be tested/evaluated for the AIG program in consecutive years K-2, 3-5, or 6-8 unless they are automatically placed on the talent pool due to End-of-Grade test results (4th-8th grade), or if they have been recommended for testing for Math Course Acceleration or Grade Level Acceleration during their 5th grade year.

Grades 9-12

AIG Pathway for Reading (Academically and Intellectually Gifted Services)

(Students must meet 2 of the following criteria with one being an Achievement score)

Standardized Achievement Test Score of 90-99% (IOWA Reading Composite, English II EOC, ACT or PLAN English or Reading)

AND

Verbal Aptitude Test Score (CogAT), SAT Reading, or PSAT Reading of 90-99%,

OR

Verbal/Nonverbal Aptitude Test Score (CogAT) of 90-99% (Partial Composite)

AIG Pathway for Math (Academically and Intellectually Gifted Services)

(Students must meet 2 of the following criteria with one being an Achievement score)

Standardized Achievement Test Score of 90-99% (IOWA Math Composite, Math 1 EOC, ACT or PLAN Mathematics)

AND

Quantitative Aptitude Test Score (CogAT), SAT Mathematics, or PSAT Mathematics) of 90-99%

OR

Quantitative/Nonverbal Aptitude Test Score (CogAT) of 90-99% (Partial Composite)

AG Pathway for Reading or Math (Academically Gifted Services)

Standardized Achievement Test Score in Math or Reading/English 90-99% (IOWA Reading or Math Composite, English II EOC or Math 1 EOC, ACT or PLAN English/Reading or Mathematics)

IG Pathway (Intellectually Gifted Services)

97-99% on a Standardized Aptitude Test (CogAT)- Verbal, Quantitative, Verbal/Non-verbal partial composite, Quantitative/Non-verbal partial composite, SAT Reading or Mathematics, or PSAT Reading or Mathematics)

Students who transfer into the Alamance-Burlington School System in grades K-8 with documentation showing previous placement in a gifted education program will automatically be enrolled in the

Alamance-Burlington AIG program for the current school year and will be reevaluated for continued placement in the AIG program during the next ABSS AIG testing window. Students who transfer into ABSS in grades 9-12 with documentation showing previous placement in a gifted education program will automatically be enrolled in the Alamance-Burlington AIG program and will not need a reevaluation for continued placement.

Parents/guardians of ABSS may elect to have testing administered outside of the Alamance-Burlington School System. Students being tested outside of ABSS must meet the ABSS criteria for AIG, AG, or IG placement. The Cognitive Abilities Test and/or the Iowa Test of Basic Skills must be administered by a licensed psychologist or psychiatrist if given outside of the Alamance-Burlington School System. Outside testing will not be accepted if the child was tested within ABSS during the past year. Students tested outside of ABSS who meet the criteria for placement will begin receiving services during the fall of the following school year.

The AIG Committee at the elementary school level may include:

- A School administrator
- An AIG licensed teacher from grades K-2
- An AIG licensed teacher from grades 3-5
- School Counselor, if available
- The teachers of the students being screened
- The AIG Specialist Teacher (usually the Committee Chairperson)
 - The Academic Coach
 - An ESL/ELL Teacher

The AIG Committee at the middle school level may include:

- School administrator
- An AIG licensed teacher from each grade level, if available
- School Counselor, if available
- The teachers of the students being screened
- The AIG Specialist Teacher (usually the Committee Chairperson)
 - The Academic Coach
 - An ESL/ELL Teacher

The AIG Committee at the high school level may include:

- School administrator
- AIG Specialist Teacher ((usually the Committee Chairperson)
- School Counselor, if available
- The teachers of the students being screened
 - The Academic Coach
 - An ESL/ELL Teacher

Other Comments:

Practice C

Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations

include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: Although our district is being studied by the National Center for Research in Gifted Education (NCRGE) for having promising practices in identifying AIG English Language Learners, our AIG demographic data still indicates a need to identify more under-represented populations. In the fall of 2015, our AIG demographic data indicated that over 18% of our white students were identified as AIG and over 24% of our Asian students were identified as AIG; while only 6% of our Hispanic students were identified as AIG, and less than 5% of our black students were identified as AIG. ABSS will continue to explore avenues to identify underrepresented populations including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and those who are twice-exceptional(both AIG and EC). It is our hope that by simplifying our identification criteria, as well as identifying students who are intellectually gifted but who may not show academic giftedness on traditional achievement tests, we will identify more of our underrepresented populations.

The Alamance-Burlington ESL/ELL Director of Services serves as a member of the AIG Advisory board and will work with the AIG Coordinator on disseminating screening, referral, and identification procedures to the ESL/ELL community. The ESL department will translate the current AIG plan and paperwork into Spanish and post the translated AIG plan on the ESL/ELL website. It is a goal for the AIG department to purchase 3rd grade Cognitive Abilities Tests in Spanish to be administered to ESL/ELL students during the 3rd grade screening as funding becomes available. The AIG Coordinator will continue to collaborate with the ESL/ELL Department on ways to best recognize and serve these students.

The Multi-Tiered System of Support (MTSS) Program Specialist as well as an Exceptional Children's (EC) Program Specialist serve as members of the AIG Advisory board. They have offered input in the writing of this AIG plan, and AIG Coordinator will continue to collaborate with them on ways to best recognize and serve students who may be twice-exceptional.

Administrators and teachers from several of our Title 1 schools serve as members of the AIG Advisory Board and offered input in the writing of this AIG plan. The AIG Coordinator will continue to collaborate with school personnel in Title 1 schools on ways to best recognize and serve students in this demographic.

Alamance-Burlington is committed to identifying students who "perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment"(state definition of AIG students). Beginning in 2016, ABSS will begin to informally identify students in grades 3-5 at Title 1 schools who do not meet the criteria for formal placement in the AIG program, but who have a body of evidence to show that they are consistently performing at high levels when compared to their peers. Students at these schools who consistently outperform their peers on assessments such as the Text Reading and Comprehension Assessment (TRC), the BOG/EOG, the Cognitive Abilities Test, and the Math and Reading Benchmark tests will be eligible to receive AIG enrichment services in reading and/or math to help develop their potential in these areas. The AIG Specialist Teachers at Title 1 schools will intentionally and regularly review assessment data at their schools to look for students with a minimum standardized test score of 80th percentile and who consistently show academic and/or intellectual potential. This "Potential

Development" group will receive enrichment services provided they continue to show a need for differentiation outside of their regular classes. This enrichment group will be flexible in order to meet students' instructional needs. These flexible groups will be formed each year and may change based on assessment data. Students placed in these groups will be put on the talent pool to screen for possible AIG evaluation in the spring of each year.

Other Comments:

Practice D

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

District Response: According to surveys and input from AIG teachers and the Advisory board, the referral, screening and identification process is consistently implemented across the district. The results of our 2015-2016 Alamance-Burlington School System AIG stakeholder survey indicated that 71.5% teachers, 68.3% of administrators, and 87.7% of parents surveyed agreed or strongly agreed that student identification procedures for AIG in ABSS are clear, equitable, and comprehensive and lead towards appropriate educational services. ABSS offers AIG screening to students referred for evaluation regardless of race, gender or economic status. ABSS recognizes the unique needs of the gifted population and regularly seeks effective ways of meeting the needs of those students.

AIG letters that outline district referral, screening, and identification procedures are sent home with each child (K-8) in the fall of each school year. This letter is also posted on the AIG district website.

AIG Specialists are given an "AIG Reference Guide" at the beginning of each school year which includes a yearly AIG timeline of their responsibilities, screening guidelines and forms, testing information, and AIG paperwork that is used consistently at all schools across the district.

The AIG Coordinator holds regular meetings with AIG Specialists in elementary and middle/high schools throughout the year. Implementation of the AIG plan in regards to referrals, screening, and identification procedures are reviewed annually with AIG Specialists who then review it with the staff at their individual schools.

All AIG paperwork regarding referrals, screening, and identification procedures is also shared with AIG Specialists in a shared Google folder and in the ABSS AIG Google Community. District personnel and all school administrators are also invited to join the AIG Google Community to have easy access to this information and paperwork.

AIG Committee notebooks are kept by AIG Specialist teachers at each school that include a "Record of the AIG Committee Meeting" for each child referred as well as an AIG screening form with the data collected on each child referred for an AIG evaluation. These notebooks are turned into the AIG Coordinator at the end of each school year to document implementation of district referral and screening practices at each school.

AIG file folders are kept on all students evaluated for the AIG program, whether or not they are identified for the program. These folders are audited in the spring of each year by the AIG coordinator to ensure consistency in screening and identification practices across the district. These files are kept at each school and transfer with cumulative records if a child moves. Copies of individual "AIG Profile" forms which document data on each student evaluated for the AIG program are also kept at the district AIG office.

The AIG Coordinator also shares information with administrators regarding the AIG program in a monthly district Curriculum Newsletter.

Other Comments:

Practice E

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

District Response: Differentiated Education Plans (DEPs) are created for all AIG students K-12. DEPs list learning environment options as well as content modifications and instructional strategies that the classroom and AIG teachers may use with AIG students. Other content modifications and service options specific to an individual child are also listed. Parents are invited to annual DEP meetings K-8 each school year to review their child's DEP and learn more about the AIG program. These meetings also provide an opportunity for the AIG specialists and classroom teachers to further explain to parents/guardians the service options and advanced learning opportunities that are available to AIG students. Conferences may be scheduled in order for individual concerns to be addressed.

Curriculum nights are held at the high schools for rising 9th graders where informational sessions on AP/Honors and AIG in the high school are available to parents and students. Middle/High School AIG Specialist Teachers will be a part of curriculum nights beginning in 2016. Parents will be given information regarding advanced content and coursework available to high school students in ABSS, along with other advanced learning opportunities.

Beginning in 2016, DEPs for each AIG student K-12 will be housed on the ABSS Data Warehouse. This will enable AIG teachers to digitally modify the DEP as needed and email copies to parents who are unable to come to DEP meetings. Parents without an email address may be sent a hard copy of the DEP. Classroom teachers will be able to digitally accept student modifications, and both the AIG and classroom teachers will be able to make notes regarding a student's progress.

Other Comments:

Ideas for Strengthen the Standard: -Continue to seek standardized instruments and criteria that are equitable with respect to ethnicity and socioeconomic status.

-Administer the Cognitive Abilities Test in Spanish to ELL/LEP 3rd grade students during our fall AIG screening if funding becomes available.

-Translate complete AIG plan in Spanish.

-Post AIG Plan in English and Spanish on ESL website and school websites.

Sources of Evidence: AIG Rosters

AIG Demographic Data

AIG Plan on ABSS Website

Parent Letter Regarding the AIG Referral Process and Identification Criteria

AIG Screening Guidelines

AIG Specialists' Web Pages

AIG Specialists' Reference Guides

AIG Parent Brochures

AIG Advisory Board Roster and Agendas

AIG Survey Results

Student AIG Files

AIG Committee meeting minutes

District Powerpoint/Google Slide Presentation on the AIG Program

Annual Parent Meetings/Information Sessions

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: AIG teachers will target the Power Standards in Math and ELA as identified by ABSS when creating lessons, and will also integrate the Essential Standards in Science and Social Studies into some of their lessons. Since gifted students typically require curriculum and instruction beyond grade level, AIG teachers will look at the learning progression of the Common Core standards in order to plan lessons that accelerate, extend, and/or enrich the curriculum at an appropriate level for gifted students. Content modifications and instructional strategies for AIG students in both the regular and AIG classrooms may include: curriculum compacting, differentiated projects, tiered assignments, multi-disciplinary units, advanced coursework, embedding critical thinking and problem-solving across academic disciplines, incorporating STEM opportunities into lessons, and a focus on 21st Century skills.

ABSS provides regular opportunities for AIG specialist teachers to collaborate and plan lessons together in order to create more consistency across the district. In addition, AIG teachers share lessons, advanced learning opportunities for students, educational articles, and instructional resources and strategies on the ABSS AIG Google Community.

AIG teachers are also expected to collaborate with classroom teachers at their schools to help plan differentiated lessons for the regular classroom. AIG teachers may also co-teach with regular classroom teachers to provide differentiated instruction.

An informal AIG observation tool has been created for use by the AIG coordinator when visiting AIG classrooms. This tool is meant to guide coaching conversations with AIG teachers regarding differentiation and best practices. Formal evaluation involves analysis of student growth through EOG/EOC scores and through teacher observations made by school administrators.

Identified AIG students receive instruction from an AIG specialist in their area of identification a minimum of two times per week in elementary schools (30 minutes 2 times per week for K-2 students and 45 minutes 2 times per week for 3-5 students). Accelerated AIG students in grades 3-5 receive an additional 30 minutes of enrichment in their identified area(s). This service time may include pull-out enrichment with the AIG teacher, the AIG teacher co-teaching with the regular classroom teacher, or the AIG teacher working with advanced students in a small group within the regular classroom.

In middle schools, opportunities exist daily for advanced instruction through advanced English

Language Arts and Mathematics courses. Advanced math courses in the middle school are compacted to allow students to receive instruction at the next learning progression. Students who meet the criteria for Math Course Acceleration may take math at the next grade level. Accelerated AIG students also receive instruction from the AIG specialist at their school in their area(s) of identification at least once a week as the schedule allows.

Honors and Advanced Placement (AP) courses are offered at the high school level daily, and students may also show Credit by Demonstrated Mastery. This is an option which allows students to demonstrate mastery of a course's content, getting credit and a pass/fail grade for the course by passing the End of Course test and completing an artifact.

Recognizing the unique educational needs of gifted students and considering that "research clearly documents the benefits of keeping gifted students together in their areas of greatest strength for at least part of the day" (The Council for Exceptional Children, March 2001), AIG students are to be cluster-grouped within the regular classroom. In addition, students identified as "accelerated" or highly gifted in an area are to be cluster-grouped together within the regular classroom. Not only does this benefit gifted students academically by allowing them opportunities to regularly learn and interact together, it also makes scheduling out-of-class activities and enrichment services with the AIG teacher easier. 83% of AIG students surveyed in the fall of 2015 said they benefit from being able to interact with other students who have similar abilities and interests in their classes. An additional 13.1% said they benefit from this interaction at least some of the time.

Other Comments:

Practice B

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

District Response: In the winter of 2013, 84% of parents surveyed agreed that their children were being appropriately challenged when participating in AIG enrichment, and 54% agreed that their children were appropriately challenged in the regular classroom. In the fall of 2015, 91.1% of parents surveyed agreed their children were appropriately challenged within the AIG/advanced/honors/AP classes as well as in AIG enrichment programs. 96.2% of students surveyed felt they were appropriately challenged when involved in AIG classes, advanced classes or AP/Honors classes. Additionally, 63.2% of parents surveyed agreed or strongly agreed that their children were appropriately challenged within the regular classroom compared to 83.1% of students who felt they were appropriately challenged in the regular classroom. This data indicates growth in meeting the academic needs of gifted learners, but indicates a continued need to improve the rigor of instruction for gifted students in general education classrooms.

AIG specialists will continue to create lessons aligned with the standards that are based on student

interest, readiness, and/or learning profiles. Teachers are expected to incorporate technology into lessons when appropriate to enhance the overall learning experience. AIG elementary and middle school specialist teachers are supported in their professional growth through regular AIG specialist teacher meetings that focus on instructional strategies and best practices in gifted education. Yearly professional development is also offered to AIG specialists based on their feedback through surveys, group discussions, and individual conversations with the AIG Coordinator.

The AIG department will continue to provide professional development opportunities for general education teachers that emphasize diverse and effective instructional practices to address the specific needs of gifted students. These PD opportunities will include understanding gifted learners (characteristics and misconceptions), how gifted students learn, and effective ways to differentiate for gifted learners (curriculum compacting, tiered assignments, questioning techniques, learning contracts, creative problem-solving activities, multiple intelligences, and differentiation by depth and complexity).

AIG specialists are expected to regularly meet and collaborate with the general education teachers at their schools who teach AIG students to support them in differentiating for those students and to provide resources and instructional strategies. Modifications and strategies should provide rigorous opportunities for academic growth and may include differentiated projects, tiered assignments, multi-disciplinary units, curriculum compacting, advanced literary experiences, integration of 21st Century skills, and opportunities for higher order critical thinking and problem solving.

In high schools, there remains a need to further differentiate curriculum as a means of addressing student interest, career pursuits, strengths and weaknesses. Beginning in 2016 middle school AIG specialist teachers will support both middle and high schools in facilitating support of AIG students and to assist in communicating advanced learning opportunities available to high school students. AIG identified students in high school have several opportunities for enrichment and acceleration. These may include:

- Honors Level Courses
- Advanced Placement Courses
- Credit by Demonstrated Mastery
- Dual Enrollment
- NC Virtual Public School
- Governor's School
- NC School of Science and Mathematics
- ABSS Capstone Project
- Alamance Community College Career and College Promise
- Elon University's Collegiate Start Program

Other Comments:

Practice C

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

District Response: AIG specialists have access to an AIG resource library. The resource library includes a variety of research-based materials for math, ELA, science, and STEM enrichment. There are also multiple resources on incorporating critical thinking into lessons and books specifically designed to build thinking skills in K-3 students, including the PETS series (Primary Education Thinking Skills). All AIG teachers in Title 1 elementary schools have individual copies of the PETS books (K-3). Most elementary schools also have sets of tangrams, pentominoes, and attribute blocks to use with AIG enrichment groups or when pushing in to work with students in the general K-3 classrooms. Elementary AIG teachers also have access to Junior Great Books materials, which focus on inquiry-based learning opportunities through challenging literature. Many schools also have "Hands-on Equations" materials, used to introduce algebra and teach students how to balance algebraic equations. In addition, AIG specialist teachers use a variety of other published resources like the AIG Instructional Resources Project through DPI, School Net, the Mathematics Assessment Project, and a host of other web based resources and programs. AIG teachers regularly share instructional strategies and resources at monthly AIG meetings and on the ABSS AIG Google Community.

AIG students in high school are encouraged to take Honors and AP courses based on their interests, abilities, and readiness levels. In addition, Collegiate Start at Elon University is a dual enrollment program available to high school seniors in ABSS. "It is designed to provide high school seniors with the opportunity to simultaneously enroll in both high school and college courses and receive dual high school and college credit. The program provides advanced academic options for high-achieving high school seniors in over 40 courses. Students enrolled in Collegiate Start @Elon are eligible to take up to two college-level courses each fall and spring academic semester. Eligible students who are selected to participate are classified as a Special Student through the Elon University Admissions Office."

More research-based materials, specifically designed for gifted students, are needed district-wide K-12 in order to increase consistency across all schools. As funding becomes available, additional resources will be purchased to supplement what is currently in place.

Other Comments:

Practice D

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

District Response: 21st century skills have been imbedded into district-wide instructional units. 73.2% of teachers and 84.2% of administrators surveyed in the fall of 2015 agreed or strongly agreed that critical thinking and problem solving are incorporated into the lessons taught at their schools. Students in Alamance-Burlington School System are also taught creativity and innovation, real-world learning, ethics, and applied leadership skills through a variety of advanced courses.

AIG and general education teachers and students in ABSS have access to a variety of technology, such as laptops, ipads, and Smart Boards. District-wide professional development in integrating technology in instruction to foster the development of 21st century skills is offered each year. Teachers are now able to provide blended learning opportunities and platforms for collaboration through Google Classroom and Canvas.

The Career and Technical Education Center (CTEC) offers 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. Project Lead the Way (PLTW) programs are designed to serve students of diverse backgrounds, from those already interested in STEM-related fields to those who are more inspired by the application of STEM than they are by traditional mathematics and science courses.

ABSS recognizes the unique educational needs of gifted students and strives to cultivate their potential both in and outside of class. Opportunities to apply learning in real life contexts outside of the regular classroom are offered at some schools through Odyssey of the Mind, Science Olympiad, and Mathcounts. Advanced learners have regular opportunities to have critical discussions and dialogue with their peers through AIG enrichment in elementary school, advanced courses in middle school, and Honors/AP courses in high school.

Other Comments:

Practice E

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

District Response: The Alamance-Burlington School System recognizes the importance of using formative, diagnostic, and summative assessments to inform instructional decisions. District-wide Common Formative Assessment (CFA) and Data Team training is provided each year. The implementation of the data teaming process in ABSS has improved teaching, student learning, and leadership district-wide. AIG specialists attend Data Team and PLC meetings at their schools, as their schedules permit, to review CFA and district assessment data on AIG students in order to drive their own instruction and to support classroom teachers in planning differentiated lessons that accelerate, enrich, or extend the curriculum for those students who have already mastered content. Regardless of ability level, students should make academic gains if the curriculum and instruction are differentiated to meet their individual needs. In a data-driven classroom, 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. A variety of resources will be used to support schools and individual teachers as needed in evaluating data and differentiating for gifted learners through the AIG department. These resources include, but are not limited to, the Booster Shot Series on the AIG Wiki and materials from Shell Education.

AIG students who are not performing well in their identified area(s) in the regular classroom and/or are not meeting their full potential based on data (both formative and summative) will have intervention plans written for them by the AIG committee at each school. These intervention plans will be housed on DWH where changes and updates made can be easily accessible to teachers and administrators. These intervention plans are meant to identify academic, behavioral, and/or social/emotional issues preventing a child's success in order to provide them with targeted support. After identifying the barriers to success, the AIG committee at each school will determine what strategies to use in order to meet that child's individual needs.

Other Comments:

Practice F

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

District Response: ABSS recognizes the importance of addressing the social and emotional needs of gifted learners for their overall well-being and academic success. This is an area that needs to be more consistently addressed in our district. Successful teachers of the gifted require a special understanding of their students' social and emotional needs. In order to support gifted learners social and emotional well-being the AIG department will:

- Include discussion and share articles on the social and emotional needs of gifted learners in AIG Teacher Specialist meetings.
- Share information on addressing and supporting the social and emotional needs of gifted learners in AIG newsletters to be posted on the AIG district website, on AIG teacher webpages, and on the AIG Google Community.
- Identify opportunities to support the social and emotional needs of AIG students through instruction.
- Identify opportunities to support the social and emotional needs of AIG students through direct collaboration with school counselors.
- Share information on supporting the social and emotional needs of AIG students directly with counselors through email and/or at district-wide counselor meetings.

School counselors in ABSS work diligently to cover many aspects of students' needs and have many responsibilities in addition to their regular duties; however, utilizing guidance counselors to support gifted students is critical. Increasing awareness of the social and emotional needs of gifted students and making resources available to school counselors to share at the school level will better enable school counselors and teachers to support AIG students.

Other Comments:

Practice G

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

District Response: AIG specialists work with K-2 teachers on a consultative basis to provide enrichment opportunities for students who are outperforming their peers, but who have not been formally identified as AIG. AIG specialists may model lessons, co-teach, and/or provide materials and resources to K-2 teachers as needed and requested. Some students may receive small group instruction with the AIG specialist to receive enrichment in reading, math, and/or critical thinking skills. These groups are flexible and may change depending upon the needs of the students. Student confidence will be built as students become successful learners in these small group environments. The PETS series (Primary Education Thinking Skills) as well as materials from "The Thinking Skills Company" are sometimes used in these small groups. As indicated in Standard 1, K-2 students who are consistently working well above grade level may be referred for a formal AIG evaluation.

In the fall of each year, all third graders are administered the Cognitive Abilities Test as a screening tool for possible AIG identification. This data, along with other formative and summative data, is used to form flexible small groups for enrichment opportunities in math and reading in all elementary schools. This small group instruction extends and enriches the curriculum, partly by incorporating critical thinking and problem solving into the lessons. Students in these groups automatically go on the talent pool for formal AIG screening and evaluation.

Prior to administration of the Cognitive Abilities Test in the fall, AIG Specialists conduct whole group critical thinking lessons in all 3rd grade classrooms to help prepare students for the kinds of items they will see on the test.

Other Comments:

Practice H

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

District Response: The AIG Department has developed collaborative relationships with multiple departments in order to identify, serve, and meet the various needs of gifted students from all backgrounds. An Exceptional Children's (EC) Program Specialist, Multi-Tiered Systems of Support (MTSS) Program Specialist, and the Director of Services for English Language Learners are members of the AIG Advisory Board. In addition, the Executive Director of Curriculum and Instruction, the Lead Teacher for Formative Assessment, and several district Curriculum Specialists, administrators, and school counselors serve on the AIG Advisory Board and were integral in the writing of this plan. The AIG department will continue to deepen these collaborative relationships to improve the overall effectiveness of the AIG program.

In ABSS the AIG department is included in the Department of Curriculum and Instruction, and the AIG Coordinator participates regularly in both curriculum and principal meetings. District Curriculum Initiatives are regularly shared with AIG specialists in order to keep them informed and maximize their ability to effectively differentiate the curriculum for their students. The AIG Coordinator meets monthly with AIG specialist teachers, and many of these meetings allow time for AIG teachers to collaborate, plan, and share lessons. In addition, the AIG department has created a Google Community where AIG teachers regularly share lessons, best practices, new ideas, educational articles, information on contests, etc.

All elementary and middle schools have an AIG specialist to collaborate with classroom teachers and offer differentiated opportunities for gifted learners. AIG teachers participate in professional learning communities (PLCs) at their schools as their schedules allow. AIG specialists also communicate with teachers, parents, and students to share AIG programming and service options, advanced learning opportunities, and opportunities for academic competition.

It is a goal that AIG teachers will be more intentional in collaborating with the EC and ESL contacts at the school level to identify potential twice exceptional and ESL gifted students. The AIG department will continue to work with the ESL department to provide AIG paperwork in Spanish.

Other Comments:

Practice I

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

District Response: Each student identified as AIG has a Differentiated Education Plan (DEP). The DEP documents learning environment options, content modifications, and instructional strategies to use with gifted students. The DEP is reviewed annually and adjustments to service delivery and/or additional modifications are documented. Parents are invited to annual meetings (usually held the first nine weeks of school) to review their child's DEP and to receive updated information regarding the AIG program. However, parents may request individual conferences with the AIG teacher at any point in the year to review their child's DEP. In high school, the DEP has not been consistently updated or reviewed across the district. We are in the process of revising the DEP for high school students.

Beginning in the 2016-2017 school year, a student's DEP will be housed on the ABSS Data Warehouse (DWH). Classroom and AIG teachers will be able to review and update a child's DEP as needed and will be able to electronically send copies of the DEP to parents via email.

In elementary school, all AIG students receive quarterly progress reports to document their progress in critical/creative thinking, task commitment, cooperative learning, self-discipline, time management, and reflective thinking. A component of the progress report is a student self-evaluation and an

opportunity for student goal-setting. In middle school, accelerated students who receive AIG enrichment pull-out services also receive a quarterly progress report that is sent home with classroom report cards. Parents of AIG students may schedule individual conferences with the AIG and/or classroom teachers anytime throughout the school year to address concerns or obtain information.

Other Comments:

Ideas for Strengthen the Standard: -Purchase additional research-based materials as funding becomes available in order to provide additional instructional resources to support teachers in differentiating the curriculum for gifted students.

-Explore future opportunities for high school students such as International Baccalaureate (IB) programs and magnet schools with specialized courses or curricula in order to further differentiate the curriculum for high school students and address student interest, strengths, and career pursuits.

-Create AIG instructional units aligned with the standards that extend, enrich or accelerate the curriculum K-8.

Sources of Evidence: DEPs for AIG Students (Grades K-12)

AIG Intervention Plans
AIG Enrichment Services (K-8)
AIG Specialist Teacher Schedules
Honors Framework Portfolio for Secondary Courses
Math and ELA Placement Documents
Established CDM Process
Advanced ELA/Math Classes in Middle School
Advanced Placement Courses in High School
AP Approved Syllabi
Dual Enrollment
Data Teams
EOG/EOC data
Classroom Observational Data
ABSS AIG Google Community

Standard 3: Personnel and Professional Development

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

Practice A

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

District Response: The AIG Coordinator for ABSS is AIG licensed and oversees the development and implementation of the AIG Program.

AIG Coordinator Roles and Responsibilities:

- Chairs AIG Advisory Board
- Organizes writing and implementation of AIG plan
- Oversees delivery of services
- Supervises screening and identification procedures
- Works with the Executive Director of Curriculum and PD in managing the AIG budget
- Provides leadership and support for AIG teachers
- Maintains accurate and appropriate records/data of AIG program
- Communicates with schools and others regarding AIG policies and issues
- Holds monthly meetings with AIG specialist teachers
- Communicates with parents, teachers, and administrators regarding AIG programming
- Oversees NC Governor's School district nominations
- Communicates with high schools on AP Course Audit requirements
- Orders AIG Testing materials
- Administers and scores AIG tests as needed
- Provides professional development on teaching the gifted learners
- Maintains ABSS AIG Website
- Attends regional and state AIG Coordinator meetings

Other Comments:

Practice B

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

District Response: The AIG Coordinator facilitates monthly PLC meetings with elementary and middle/high school AIG specialists to promote systematic programming across the district. The purpose of these meetings is to review the district AIG plan to ensure it is implemented with fidelity,

provide relevant professional development for AIG teachers, review information on identification and placement, share district and state initiatives, and allow teachers time to collaborate and share in order to develop rigorous and effective lesson plans that are aligned with the standards to extend and enrich the curriculum for our gifted students.

All 16 elementary and 5 middle/high school AIG specialist teachers are AIG licensed. In elementary school they provide direct instruction to AIG identified students in reading and math. In middle school, accelerated students receive weekly enrichment with the AIG specialist. In addition to providing direct instruction to AIG students, AIG teachers collaborate with classroom teachers on providing differentiated instruction for high ability learners. At times, the AIG teacher may co-teach or "push-in" to work with clusters of high ability students in the regular classroom.

AIG teachers also carry out screening and identification procedures at their schools, maintain AIG records and paperwork at their schools, present to their school staff at least twice a year regarding the AIG program, and often lead/coach extracurricular opportunities for students such as Science Olympiad, Chess Club, Battle of the Books, Math Counts, Odyssey of the Mind, etc.

Other Comments:

Practice C

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

District Response: 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. It is a goal that all teachers who teach AIG students will have AIG licensure or complete local AIG professional development training. Information on Masters in Education programs for gifted education and AIG licensure will be sent to all interested stakeholders. ABSS began a local online AIG professional development training open to any ABSS employee in the fall of 2013. Since then, 120 teachers have completed that training and have received ABSS certificates of completion.

ABSS will continue to offer annual AIG professional development that will include the following topics:

- Gifted Characteristics
- Differentiating the Curriculum for Gifted Learners
- Teaching and Learning Strategies for Gifted
- Social and Emotional Needs of Gifted Children

AIG specialist teachers will begin leading AIG Professional Development face-to-face sessions at their schools during the 2016-2017 school year. Several teachers who completed the online AIG PD suggested in their course evaluations that some face-to-face time with an instructor and with other teachers would be beneficial. They also suggested that they would like time to share and collaborate with other educators.

Other Comments:

Practice D

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

District Response: Alamance-Burlington recognizes that every AIG student should be 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 an AIG teaching license, a degree in Gifted Education, or minimally a certificate that shows completion of local AIG training requirements. The AIG Coordinator will inform administrators of the teachers who are AIG licensed or have completed the local AIG training when scheduling their classes.

AIG students will be cluster grouped with an AIG licensed teacher or, if an AIG licensed teacher is not available, with a teacher who has completed or is working to complete local AIG professional development. A cluster group should consist of a minimum of five students. If less than five students are identified in a grade or academic area, those students should be cluster grouped with the same teacher. Accelerated (highly gifted) students should also be cluster grouped together. Research shows that gifted children benefit from learning together and need to be placed with similar students in their areas of strength. They show an increase in both motivation and achievement when grouped with other gifted students for at least part of their day. Logistically, AIG specialist teachers are better able to plan and co-teach with classroom teachers when AIG students are cluster grouped, and it also makes it easier for the AIG specialist teacher to schedule students' enrichment time. Cluster grouping has been inconsistently implemented across our district, but it will be required that AIG students are cluster grouped at all elementary and middle schools across ABSS going forward, as it is what is in the best interest of our top students.

ABSS will continue to offer local AIG Professional Development training. Teachers of Advanced Placement courses will also be provided opportunities to attend AP training through the College Board Institutes and Workshops.

Other Comments:

Practice E

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

District Response: Professional development will continue to be provided annually for AIG specialists aligned to their areas of need, with a focus on enriching and extending the standards and on 21st Century Skills. This professional development is organized by the AIG Coordinator each year.

Professional development is also offered to all ABSS teachers via "Hot Topics." Teachers have the opportunity to both lead and participate in "Hot Topic" PD offerings that they select. AIG specialist teachers also have the opportunity to participate in district professional development initiatives such as Math Foundations, Data Literacy, STEM, Technology, etc. Additional professional development is offered through differentiated school frameworks. All professional development in ABSS is aligned to the NC Teacher Evaluation standards, the district strategic plan, and the district professional development framework to support best practices in gifted education and differentiation for all learners.

Other Comments:

Practice F

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

District Response: The AIG Coordinator holds monthly meetings with AIG specialist teachers. Time for AIG teachers to plan and collaborate as a PLC is often a part of these meetings. AIG teachers participated in "Lesson Study" groups during the 2015-16 school year where they had the opportunity to plan research lessons together, observe each other delivering the lessons, collect data during the lessons, then reflect on and revise the lessons. In a survey given at the end of the Lesson Study, 100% of the AIG teachers involved said it benefitted them to participate in a Lesson study, and 86% of them want to continue the process. As a result of the outcome and feedback received, the Lesson Study process is something the AIG department plans to continue due to favorable results.

ABSS also has an AIG Google Community where AIG teachers can collaborate and share educational articles, websites, lesson plans, and ideas for enrichment. Several district leaders, curriculum specialists, and administrators have also joined the AIG Google Community.

In a survey given in the fall of 2015, 78.9% of administrators and 68.6% of teachers surveyed agreed or strongly agreed that the AIG teacher and classroom teachers at their school collaborate with each

other in order to meet the needs of AIG students. AIG specialists collaborate with classroom teachers who teach cluster groups of identified students by attending PLC meetings as their schedules permit. It is difficult for AIG teachers to plan with teachers on multiple grade levels and in multiple subject areas as often as they would like due to conflicting schedules. As a result, online collaboration is another tool that is utilized when teachers are unable to meet face to face.

Other Comments:

Ideas for Strengthen the Standard: -Provide funding for teachers to help them obtain AIG licensure.

-Expand AIG Lesson Study Professional Development

-Provide targeted professional development to AIG teachers each year based on data.

Sources of Evidence: AIG Meeting/PD Agendas
Human Resource Records on AIG Licensed Teachers
PD Rosters for AIG Professional Development Training
ABSS Curriculum and Professional Development Site
AIG Website and Google Community
Cluster Grouping of AIG Students (class rosters)
Local AIG Professional Development Surveys/Course Evaluations
AIG Specialists Professional Development Surveys

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

District Response: In a survey given in the fall of 2015, 52.7% of administrators and 56.4% of teachers surveyed agreed or strongly agreed that our district 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. 90.6% of parents surveyed in the fall of 2015 agreed or strongly agreed that their child's participation in the AIG program has been a worthwhile experience and has led to their child's academic growth. 66.6% of parents agreed or strongly agreed that their child has shown an increased interest in school as a result of participation in the AIG program. 68.1% of students surveyed said their academic needs are being met in school most of the time while 26.4% said their needs are met at least some of the time. When asked if their participation in the AIG program been a good experience overall, 93.4% of students surveyed said yes.

The academic and intellectual needs of our students are always a focus. Services include collaboration between AIG specialists and classroom teachers; K-8 enrichment opportunities for AIG students; additional enrichment services for accelerated AIG students; and advanced, honors, and AP courses on the secondary level. Differentiated Education Plans are completed for each AIG student which outlines learning environment options as well as content modifications and instructional strategies to use with gifted learners. This DEP is signed by both classroom and AIG teachers and will be housed on the ABSS Data Warehouse next year for easier access to all involved in a child's education.

AIG Specialists work on a consultative basis with the K-3 classroom teachers. This may include modeling or sharing higher level lessons that incorporate critical thinking and problem solving. Some students may also be offered enrichment opportunities in math, reading, and critical thinking skills on a weekly basis by an AIG specialist if they show a need for differentiation. The updated 2012 Primary Education Thinking Skills books, teacher created lessons, and a variety of other resources will be used for these lessons. Students in K-3 who have been formally identified for the AIG program will receive enrichment services with the AIG Specialist at their school a minimum of 30 minutes two times per week in their identified area(s).

Identified 4th and 5th grade students receive enrichment services with the AIG Specialist at their school a minimum of 45 minutes two times each week in their area(s) of identification. The Common

Core Curriculum is extended, enriched, or accelerated during this enrichment. Critical thinking and problem solving are embedded in the lessons taught. A co-teaching model may 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 he/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 Advanced Math and/or English/Language Arts classes. In the advanced classes, concepts in a student's current grade level are extended, enriched, or taught at a faster pace and some of the concepts in the next grade level are taught. Beginning in 6th grade, students may qualify for grade acceleration in math which allows them to take 7th grade math as a 6th grader, Math I as a 7th grader, and Math II and III as an 8th grader. Subject accelerated AIG students may also receive enrichment services with the AIG Specialist at their school. Middle School AIG specialist teachers attend grade level PLC meetings and collaborate with classroom teachers to help them plan advanced lessons and/or projects and provide them with resources to use with gifted students. They sometimes model lessons or co-teach with classroom teachers in the advanced classes.

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. High schools are expected to offer a minimum number of AP courses, and each high school has an AP Coordinator who oversees the program at the school level.

The Alamance-Burlington Early/Middle College is an optional high school whose goal is to produce high school graduates with definite academic post secondary plans. In addition to taking required high school courses, all students at ABMC take ACC college university transfer or community college classes as electives. Students may apply to attend Alamance-Burlington Middle College as early as second semester of their sophomore year if they have earned 12 credits which include the following courses: English 1, English 2, Math 1, World History, and Health/PE.

The unique social and emotional needs of gifted learners will be an area of focus in this plan. Decisions regarding student testing, placement, and service will be made in the interest of the whole child while meeting the student's academic/intellectual gifts and social/emotional needs. Intervention plans will be created to address the academic/intellectual and/or social/emotional needs of AIG students who are underachieving. The school's AIG committee, which includes a school counselor, will identify academic, behavioral, and/or social/emotional issues preventing a child's success in order provide them with targeted support. Professional development on the social and emotional needs of gifted learners will be offered as a part of the district AIG Professional Development. In addition, articles/information on the social and emotional needs of gifted learners will be shared in AIG

newsletters, on the AIG Google Community, and at AIG Specialist meetings. AIG Specialists will work with counselors at their schools to support the social and emotional needs of their gifted students.

Other Comments:

Practice B

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

District Response: In a survey given in the fall of 2015, 78.9% of administrators and 68.6% of teachers surveyed agreed or strongly agreed that the AIG teacher and classroom teachers at their school collaborate with each other in order to meet the needs of AIG students. In addition, 78.9% of administrators surveyed agreed or strongly agreed that during the teacher evaluation process, the AIG teacher and he/she develop goals towards increasing AIG student achievement.

AIG programs and services are aligned with each area of AIG identification and student needs. Alamance-Burlington identifies and serves students in their area(s) of identification: reading and/or math. This service might include pull-out enrichment with the AIG specialist teacher and/or collaborative co-teaching in the classrooms with AIG clusters. Differentiated Education Plans are completed for each student which notes their area(s) of identification and lists content modifications and services. The DEP is reviewed annually and changes are made as needed.

Most of the AIG funding is directed toward AIG personnel. As funding is available, resources are purchased through the AIG department to enhance the program and professional development is provided.

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

1. Extending and enriching the Common Core Curriculum for Gifted Learners
2. AIG Advisory Board
3. School Improvement Plans
4. AIG Professional Development Offerings
5. AIG Committees at each school

The AIG Program begins identifying students for the gifted program in reading and math as early as kindergarten. The instructional services provided to those who qualify are aligned with the area(s) of identification. The curriculum "provides engaging work for our students that will enable them to meet high academic standards and become responsible citizens in a rapidly 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.

Other Comments:

Practice C

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

District Response: 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). All AIG students (K-5) and accelerated AIG students (6-8) also receive quarterly progress reports where they are assessed on critical/creative thinking, task commitment, cooperative learning, self-discipline, time management, and reflective thinking. Students also complete a self-assessment and set goals accordingly.

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 participates in Curriculum and Professional Development initiatives lead by the Executive Director of Curriculum and Professional Development, ABSS Strategic Planning meetings, and principal meetings to ensure AIG is addressed at all levels. The AIG Coordinator also provides professional development to schools as requested as a part of their School Improvement Plans.

AIG Advisory Board members include representatives from a variety of stakeholders including teachers, principals, parents, Central Office Directors, Curriculum Specialists, Exceptional Children's Specialists, and counselors.

District leaders and administrators, along with AIG specialist teachers, are invited to join the ABSS AIG Google Community. The AIG Google Community is a forum to collaborate and share information regarding the AIG program. AIG paperwork, testing calendars, DEP forms, articles on best practices in gifted education, etc. are housed in the AIG Google Community.

Other Comments:

Practice D

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

District Response: AIG teachers present information regarding the AIG plan and services to their school staff annually. They also hold annual DEP meetings where they present information to parents regarding AIG program services and give parents time to review their child's DEP and ask questions. A letter regarding referrals to the AIG program is sent home to parents with their child's first report card, and all third grade parents receive a letter informing them of Cognitive Abilities Testing in the fall of each year. Both of these letters are sent home in both English and Spanish and are posted on the AIG district website.

The local AIG plan is posted on the AIG district website and on each AIG teacher's school-based website. The district AIG website is updated periodically to include new information. Beginning in 2016, the AIG plan will be translated into Spanish and posted on the district ESL website. The AIG website also includes gifted resources for teachers, parents, and students as well as AIG program information, updates, and school AIG contact information. A brochure entitled "A Parent's Guide: Academically and Intellectually Gifted Program" is available at schools and on the district website.

AIG specialists are also provided with a "Reference Guide" that includes their responsibilities and expectations, a calendar of AIG meeting dates, an AIG testing calendar and information on administering testing, copies of AIG screening tools and other paperwork, etc.

Other Comments:

Practice E

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

District Response: Elementary and middle school AIG specialists present information regarding the AIG program, including identification and services, to the staff at their individual schools each year.

Elementary and Middle AIG Specialists also meet together several times throughout the year and will have an opportunity to meet each May to discuss the transition of their AIG students to middle school. Middle school AIG specialists hold transition to middle school meetings in the fall of each school year for 6th grade families. At this meeting, AIG teachers discuss AIG services and student opportunities in middle school. Regular education teachers, counselors, and administrators are also invited to attend this meeting.

Each high school has a "Curriculum Night" where parents of rising 9th graders are invited to find out more about courses and programs offered at the high school, including AP/Honors courses and other advanced learning opportunities. Families also have the opportunity to attend a registration session that outlines graduation requirements, new courses being offered the following school year, and course sequencing information. Middle/high school AIG specialists will be involved in these meetings each year to help ensure an effective continuation of services.

Each summer, AIG student records are transported from the elementary schools to receiving middle schools and from middle schools to receiving high schools. AIG files will be reviewed by the middle/high school AIG specialist at each middle school and high school in the fall of each year. Rosters of AIG students are disseminated to appropriate teachers, administrators, and other pertinent school personnel at all levels to facilitate and promote optimum placement and services for AIG students.

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

Other Comments:

Practice F

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

District Response: 52.4% of parents surveyed in the fall of 2015 agreed or strongly agreed that their child's social and emotional needs are addressed through the guidance program. It is a goal to collaborate more with guidance counselors at schools to more intentionally address the social and emotional needs of our gifted learners.

A guidance counselor, regular education teachers, an administrator, and an AIG specialist are members of the AIG committee at each school. ESL teachers are going to be invited to be a part of the AIG committee going forward to address the unique needs of our ESL learners. The AIG committee at each school not only reviews screening and testing data to determine who qualifies for AIG services, but they will also meet to address the academic and social/emotional needs of gifted students who may be struggling beginning the 2016-2017 school year. They will meet to discuss gifted children who aren't meeting their full potential and will determine strategies to use in order to support these students and meet their individual needs.

The AIG Coordinator regularly collaborates with the Department of Curriculum and Instruction and will intentionally collaborate with the English as a Second Language Department, Exceptional Children's Department, and Student Support Services as needed to share tools and resources to support the social and emotional needs of gifted learners from all backgrounds.

Other Comments:

Practice G

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

District Response: 78.4% of administrators and 77% of teachers surveyed in the fall of 2015 agreed or strongly agreed that teachers at their school provide enrichment and acceleration for students as needed based on student data. 92.4% of parents surveyed agreed or strongly agreed that their child has benefitted from the opportunity to interact with students who have similar abilities through the AIG program.

ABSS has criteria in place to identify students as "accelerated" in reading and/or math K-8 (See Standard 1, practice B for identification criteria.)

Students who qualify for accelerated services in grades K-8 will receive additional differentiated service time with the AIG specialist teacher above and beyond their regular AIG services (as outlined in Standard 2, practice A). They will also have additional individualized modifications made on their Differentiated Education Plans. Their additional enrichment time with the AIG specialist will focus specifically on individualized modifications and on accelerating academic content for highly gifted students.

All AIG math students in middle school have the opportunity to take compacted advanced math classes so that by their 8th grade year they are able to take Math I. Eighth grade middle school students enrolled in Math I will be required to take both the 8th grade End-of-Grade math test as well as the Math 1 End-of-Course test.

AIG math students who have qualified for math course acceleration (see criteria in Standard 1, practice B) going into middle school may take advanced 7th grade math in 6th grade, Math I in 7th grade, and Math II and III in 8th grade. AIG teachers at each school will conference with parents at the end of 5th grade to review this math trajectory in order to help parents make the best decision for their child socially, emotionally, and academically going forward.

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

ABSS also has an established process and guidelines for Credit by Demonstrated Mastery. This is an option available for students (rising 9th graders and up) to show mastery of a course without completing seat time. Students who earn CDM for a course get credit for completing that course, but it does not apply to their GPA.

Other Comments:

Practice H

Provides intentional programming for traditionally under-represented AIG populations, including

culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: Alamance-Burlington is composed of a diverse population. In an attempt to identify more students in underrepresented populations, a partial composite score (Verbal/Nonverbal or Quantitative/Nonverbal) on the Cognitive Abilities Test will be used as criteria to identify children with high potential who may not perform well on traditional achievement tests.

As written in Standard 1, ABSS will informally identify students in grades 3-5 at Title 1 schools who do not meet the criteria to formally qualify for the AIG program, but who have a body of evidence to show they are consistently performing at high levels when compared to their peers. (CogAT, TRC, Benchmarks, BOG or EOG). These students will receive enrichment services to help develop their potential. AIG specialists at Title 1 schools will work collaboratively with K-2 teachers to identify and serve K-2 students who show a need for differentiation. As their schedules permit, AIG specialists may provide small group instruction to those K-2 students to cultivate their potential and respond to their needs. "Primary Education Thinking Skills" (PETS) as well as materials by the Critical Thinking Co. are often used in K-3 enrichment groups.

The AIG department will also intentionally collaborate with ESL and EC departments in an effort to identify these underrepresented populations. Both departments have a variety of data that can be used to screen students for a possible AIG evaluation. Both the ESL and EC departments have representatives on the AIG advisory board and have been integral in the writing of this plan.

Other Comments:

Practice I

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

District Response: 65.6% of parents surveyed in the fall of 2015 agreed or strongly agreed that their child's school has offered opportunities for competition for their AIG child. 87.3% of students surveyed said their school has offered them opportunities for competition, but only 70.6% of students surveyed said they had actually participated in those opportunities.

The AIG Coordinator and AIG specialist teachers consistently share information with students, parents, teachers, and other school personnel regarding contests, programs, camps, and other events that could enhance the development or help meet the needs and interests of the AIG population. AIG teachers and high school counselors send information directly home with students (flyers, websites, brochures), post information on their websites, or email parents as they learn about extra-curricular programs and events that would benefit their students. The AIG teachers and AIG Coordinator also post extra-curricular opportunities on the ABSS AIG Google Community as they

hear about them in order to share with each other.

Some of the advanced learning opportunities shared include: writing and math contests, Battle of the Books, Odyssey of the Mind, Online contests, Scholastic Art competitions, MathCounts, Mad Science, Science Fair, Math Fairs, Art Competitions, All County Band, National Honor Society, on site clubs (STEM, Science, Chess, Legos, etc.) School of Math and Science, School of the Arts, etc.

AIG students with qualifying scores are nominated for and strongly encouraged to participate in the Duke TIP program as well as to apply to attend NC Governor's School.

Elon University also sponsors a summer FLEX camp (Formative Learning Experience) for academically gifted students in Alamance County for a nominal fee, with full scholarships available for economically disadvantaged students. As soon as Elon provides information to the AIG department each spring, it is shared with AIG students and parents.

Other Comments:

Practice J

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

District Response: In order to reach all learners, teachers in ABSS are encouraged to use differentiated instructional strategies. These techniques are meant to accommodate each individual student's learning style, readiness, and interest, and they involve using a variety of different instructional methods, such as flexible grouping. In flexible grouping, students should be grouped together for delivering instruction based on their academic, social, and emotional needs. This can be as a whole class, a small group, or with a partner. These groups are temporary and may change for different subjects, lessons, and activities depending on student needs and learning outcomes. The clustering of AIG students within their regular classrooms allows them to be flexibly grouped with other students of similar abilities and readiness levels.

As outlined in Standard 1, Practice C, flexible enrichment groups will also be formed in Title 1 schools for 3rd-5th graders with high academic potential.

AIG teachers attend PLC meetings with classroom teachers/data teams at their schools as often as their schedules permit to look at the assessment data (benchmarks, classroom tests, etc.) of identified AIG students as well as non-identified students with high academic potential. They also discuss individual student needs and abilities in order to successfully group students for a particular lesson or activity.

Other Comments:

Ideas for Strengthen the Standard: -Provide an abridged AIG handbook for all staff to understand the essential components of the AIG plan.

-Provide a summer enrichment camp for AIG students sponsored by the ABSS AIG Department.

-Fund a High School AIG Specialist position in order to have more regular and intentional contact with high schools. This person could oversee high school DEPs and paperwork, provide AIG rosters to high school teachers each semester, communicate with families of AIG students regarding advanced learning opportunities, and ensure AIG students are appropriately placed in AP/Honors courses.

-Fund a full-time AIG specialist position for each elementary and middle school in order to ensure equity and better meet the needs of all gifted students.

-Implement International Baccalaureate programs at some of our high schools.

Sources of Evidence: AIG Advisory Board

ABSS Strategic Plan

School Improvement Plans

AIG School Committees

AIG Progress Reports

Differentiated Education Plans

Advanced/AP/Honors Classes

Student Identification/Placement Program Profiles

AIG Lesson Plans Aligned with the Common Core Curriculum

K-12 Service Options

Curriculum Team Meeting Agendas

AIG Specialist Meeting Agendas

The AIG Plan on the District Website

The AIG Plan on Teacher Websites

A Translated AIG Plan on the ESL Website

AIG Parent DEP/Informational Meeting Agendas

Advisory Board Meeting Agendas

Parent Letter regarding AIG criteria sent with first report card

Parent Letter Regarding Third Grade Cognitive Abilities Testing

AIG Newsletters

ABSS AIG Google Community

Standard 5: Partnerships

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

Practice A

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

- ☐ academic and intellectual
- ☐ social and emotional.

District Response: Alamance-Burlington acknowledges the need to be more intentional in establishing family and community relationships that support the needs of AIG students, with a focus on students from underrepresented populations. More intentional communication and collaboration with ESL, EC and Title 1 departments is a goal in order to meet the diverse needs of our students.

Informational meetings regarding the AIG program are held with parents, teachers and administrators throughout the Alamance-Burlington School System annually. AIG specialist teachers in elementary and middle school invite AIG parents to an informational/DEP meeting at the beginning of each school year, and they meet with families of newly identified students in the spring of each year to inform parents of service options available to AIG students. AIG students K-5 and accelerated AIG students 6-8 also receive a progress report each nine weeks that includes a student goal-setting section. Parents may request a conference with the AIG specialist at their school anytime they have a concern regarding their child's academic, social, or emotional needs.

Each school has an AIG committee comprised of, at minimum, an administrator, counselor, classroom teachers, and the AIG specialist at the school. In the future we hope to include an ESL and/or EC teacher on each AIG school committee to provide insight and support for those underrepresented students. This committee will work together not only to screen and identify gifted students, but to write intervention plans for at risk AIG students that support their academic, social, and emotional needs.

Electronic surveys regarding the AIG program and services were sent to identified students, their parents/guardians, all teachers, and all administrators in the fall of 2015 to elicit feedback to guide in the writing of this AIG plan. The AIG department plans to elicit survey feedback more regularly in the future, instead of every three years during the writing of a new plan.

Other Comments:

Practice B

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

District Response: AIG teachers and other school staff are readily available at each school to address questions and concerns regarding the AIG program according to 92% of parents surveyed in the fall of 2015. According to the same survey, 94.3% of parents feel comfortable communicating with the AIG teacher about their child's needs and 79.7% agree that they have had sufficient communication with the AIG teacher.

The complete AIG plan, an informational parent brochure as well as other information regarding the AIG program are posted on the district AIG website. AIG teachers also have individual websites where they post information about the AIG program. The AIG department also plans to send quarterly AIG newsletters to families again beginning in 2016-2017. Parent/staff AIG informational meetings, parent DEP meetings, AIG school committee meetings, AIG Advisory Board meetings, email communication, and parent letters regarding referrals, testing, and advanced learning opportunities are some of the avenues in which appropriate services and information is communicated.

The complete AIG plan will be translated into Spanish and posted on the district AIG and ESL websites beginning in 2016-2017, and all AIG paperwork and informational letters will continue to be translated into Spanish.

The AIG department communicates with teachers, administrators, and other district personnel at face to face meetings, through email, and/or via the ABSS AIG Google community.

ABSS will continue to explore other avenues of communication with stakeholders.

Other Comments:

Practice C

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

District Response: Stakeholder input for the writing of this plan was solicited through surveys, meetings, and through an AIG Advisory board. Parents, teachers, and administrators from all school zones (elementary and secondary) were invited to be a part of the ABSS AIG Advisory Board.

The ABSS AIG advisory board is currently comprised of multiple stakeholders including district leaders, school administrators from both Title 1 and Non-Title 1 schools, parents, classroom teachers, AIG specialist teachers, Curriculum specialists, EC program specialists, the ESL coordinator, and

counselors. Under the guidance of the AIG Coordinator, they used AIG stakeholder survey data, the 2013-2016 ABSS AIG Plan, and resources from DPI to complete a district AIG "self-assessment." Their self-assessment of our AIG program, feedback, and suggestions were integral in the writing of this AIG Plan.

The AIG Advisory Board will continue to meet at least twice annually to receive AIG updates and to provide feedback for continuous implementation and improvement of the local AIG plan.

Other Comments:

Practice D

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

District Response: All AIG paperwork, including student profile forms, parent letters, brochures, and DEPs have been translated into Spanish. Beginning in 2016-2017 the entire AIG plan will be translated into Spanish and will be posted on both the AIG and ESL district websites, along with all AIG parent letters.

Translators at individual schools assist with conferences and dissemination of information both orally and in written form as requested by the AIG specialist teacher at each school.

The AIG department intends to intentionally communicate and collaborate with the ESL department in sharing information with students and families on an ongoing basis in their native language.

Other Comments:

Practice E

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

District Response: ABSS is fortunate to be located in close proximity to Elon University and Alamance Community College with which to forge partnerships to support AIG and high performing students. ABSS partners with both Elon and ACC to provide high school students the opportunity for dual enrollment, where they can graduate with college credits (as outlined in Standard 2, practice C).

As outlined in Standard 4, practice I, Elon University also sponsors a summer camp for gifted students of Alamance County for a nominal student fee, with full scholarships available to economically disadvantaged students.

ABSS has also formed partnerships through several grants which benefit the advanced students of ABSS, such as: NC State (National Science Foundation grant), NC State and the School of Math and Science (Math Science Partnership Grant 6-12), and Wake Forest University Center for Educational Research and University of Texas-Dallas (MAPSS Grant-Math and Problem/Project-Based Learning for Student Success). MAPPS is a 3 year MSP grant for K-8 math teachers. Five of our secondary schools are also involved in the Math Design Collaborative through SREB. The Math Design Collaborative (MDC) aims to improve student mathematics skills and to prepare students for success in college and the workplace through a series of workshops across three years. The central focus of MDC are Classroom Challenges that embed formative assessment strategies.

In addition, some local businesses and educational sororities provide funds and/or clothes/materials to send economically disadvantaged AIG students to summer camps.

It is a goal to form additional partnerships with institutions of higher education, local business and industry to support our gifted students.

Other Comments:

Ideas for Strengthen the Standard: Identify leaders from business and industry, other community agencies, and parent networks who may be willing to partner with the district in supporting AIG programming options and services.

-Communicate more intentionally with ESL/ELL families regarding the AIG program in their native language.

-Recruit additional AIG advisory board members that reflect the demographics of our district.

-Utilize existing parent meetings to share information and data with stakeholders.

Sources of Evidence: Identification/Placement process

Fall parent DEP and Informational meetings

"Transitional" Parent meetings (rising 6th and 9th graders)

Quarterly progress reports

Conferences (on an "as needed" basis)

AIG Advisory Board Meetings (agendas)

AIG Committee Meeting Notebooks

ABSS AIG District Website

AIG Teacher Web Pages

AIG Newsletter

End of year communication/paperwork for newly identified yet

AIG Parent Brochure

AIG Stakeholder Surveys

6/9/2016

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

AIG specialists/guidance counselors provide information about the Duke Talent Identification Program

Translated (Spanish) AIG documents/brochures/and parent letters

ABSS AIG Google Community

Student Schedules and Transcripts

Standard 6: Program Accountability

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

Practice A

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

District Response: 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.

Our 2016-2019 local AIG plan was developed in accordance with NC AIG Program Standards under the leadership of Christy Doby, AIG Coordinator. An AIG Advisory board comprised of parents of AIG students, teachers, school administrators, district leaders, curriculum specialists, EC program specialists and the Director of Services for ELL/ESL 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.

The ABSS 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 2016-2019 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 the 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).

The AIG Coordinator regularly attends regional AIG meetings and attends the annual State AIG Coordinators' Institute to receive updates and support on plan development and improvement.

Other Comments:

Practice B

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

District Response: 84.2% of administrators, 80% of teachers, and 83.5% of parents surveyed in the fall of 2015 are aware that the district has a board approved AIG plan. 73.7% of administrators, 51.5% of teachers, and 52% of parents surveyed are aware of North Carolina's gifted law, Article 9B.

The AIG Coordinator, the Executive Director of Curriculum and Professional Development, and the AIG Advisory Board will work together to help monitor the implementation of the AIG program and plan. The Advisory Board will continue to have representation from multiple stakeholders and from each school zone and will meet at least twice a year. AIG stakeholder surveys will be posted on the ABSS AIG district website and on AIG teacher webpages, and they will be sent out to school personnel, students, and parents annually to elicit ongoing feedback about the implementation of the AIG program. Approval of the AIG Plan by the ABSS Board of Education is required before implementation of the plan can occur.

The AIG Coordinator will monitor the writing, reviewing, and notification to parents of AIG students' DEPs on the ABSS Data Warehouse. The AIG Coordinator will also have an annual audit of newly created AIG records to ensure fidelity and consistency in identification procedures across the district. AIG specialist teachers will review AIG records at their school and verify their headcounts with the AIG Coordinator in the fall and spring of each school year.

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 AIG coordinator also monitors the implementation of the plan through school visits and through communication with school administrators.

Each district is required by DPI to submit an AIG Plan Interim Report during the second year of the plan cycle to reflect on the progress and implementation of the plan. The implementation of the AIG plan is also 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.

Other Comments:

Practice C

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

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

The majority of the state AIG funds are used for AIG specialists' salaries. Any remaining funds, including local funds, are used primarily for purchasing and scoring assessments used to identify AIG students along with instructional resources and materials that aid in the implementation of the AIG plan.

Other Comments:

Practice D

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

District Response: The addition of AIG students as a subgroup for the state accountability model has been a catalyst for more thorough AIG data analysis.

The Director of Testing and Accountability will disaggregate data on AIG student performance and growth on End of Grade testing as requested by the AIG department. AIG elementary and middle school specialists will receive AIG growth data for their individual schools at the beginning of each school year. The Director of Testing and Accountability will be asked to meet with AIG specialists at the beginning of the school year to discuss EOG data and to explain how to interpret the data. The Director of Testing and Accountability will also share AIG benchmark test data with the AIG department throughout the year. The AIG department will use this data to inform decisions on programming changes and improvements that respond to student needs.

AIG specialists will also share AIG data with classroom teachers of AIG students. The data will be reviewed and conferences held with parents/guardians of AIG students when additional support is merited. Intervention plans may be written if an AIG student doesn't make expected progress or growth.

The Director of Testing and Accountability directly shares EOC data with high schools. He will also be asked to create a list with the names of AIG students who score below a "B" on EOCs in English and/or math by the AIG Coordinator. It will be shared with high school counselors and high school AIG contact teachers so that intervention strategies may be generated and implemented when necessary.

AP coordinators at each high school have direct access to data from the College Board regarding Advanced Placement participation and performance to inform instruction and support. PSAT and PLAN results are used to encourage participation in rigorous high school coursework.

Annual dropout data for AIG students will be requested by the AIG Coordinator by Dropout Prevention Counselors prior to summer break. It is a goal for the AIG department to work collaboratively with Dropout Prevention Counselors to implement strategies that prevent this path.

Other Comments:

Practice E

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

District Response: The AIG Coordinator regularly pulls AIG demographic data from powerschools. AIG demographic data is shared with the AIG advisory board as well as with AIG specialist teachers. Demographic data is a catalyst for discussion on how underrepresented populations are referred and identified. Based on our district's demographic data, the AIG department has formulated a plan to informally identify students who are achieving at substantially high levels when compared to their peers in our Title 1 elementary schools.

Growth data on all subgroups must be disaggregated by the Director of Testing and Accountability. The AIG Coordinator recognizes the importance of monitoring the representation and retention of underrepresented populations and will work with the Director of Testing and Accountability to have access to that data to inform decision-making in regards to increased representation of underserved populations. Similarly, the AIG department will increase collaboration with the ESL and EC departments to ensure that we are adequately monitoring the participation of these subgroups in AIG programming.

Other Comments:

Practice F

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

District Response: Current data is maintained regarding the credentials of AIG specialists serving AIG students. All AIG specialists in elementary and middle schools have an AIG teaching license. It is a goal that all teachers who teach AIG students will have AIG licensure or complete local AIG professional development training. During the 2015-2016 school year, ABSS had 128 AIG licensed employees who worked in the following capacities: 5 district level employees, 10 school administrators, 2 intervention teachers, 4 academic coaches, 1 ESL teacher, 1 EC teacher, 2 counselors, 5 media coordinators, 21 AIG specialist teachers, and 77 classroom and/or special programs teachers. ABSS began a local online AIG professional development training open to any ABSS employee in the fall of 2013. Since then, 120 teachers have completed that training and have received ABSS certificates of completion.

A report of current AIG licensed teachers is obtained from the ABSS personnel office each year. Information regarding AIG licensure programs will be shared with all principals and their faculties. ABSS will continue to provide professional development for teachers of AIG students and AP/Honors courses who have not obtained an AIG license. 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 and middle 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.

Other Comments:

Practice G

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

District Response: 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.

Online AIG Surveys were sent to all teachers and administrators in the fall of 2015. Parent and student surveys were posted on the district AIG website as well as on some school websites. AIG teachers also shared links to the surveys with parents and students at their annual DEP meetings. AIG students were given time at several schools to complete the student surveys. Responses were received from 204 teachers, 19 administrators, 212 parents, and 442 AIG students.

The AIG Advisory Board used feedback from these surveys to complete a "self-assessment" of each AIG program standard and to propose changes and/or make recommendations for improvement.

Beginning in 2016-2017, AIG surveys will be posted annually on the AIG website and will be sent to all teachers and administrators directly. AIG specialist teachers will share survey links with parents at their annual DEP meetings and will link the surveys on their webpages.

Informal feedback is continuously gathered during AIG specialist meetings, curriculum meetings, and parent meetings. The AIG Coordinator continues to have an open door policy to parents and teachers who want to discuss AIG concerns and suggestions.

Other Comments:

Practice H

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

District Response: To help meet the needs of AIG identified students, the AIG program and plan will continue to be reviewed and revised. Regular monitoring of the AIG Program and its implementation will help to ensure that

identified students continue to receive appropriate academic services. Data from several sources will be examined and analyzed to aid in program improvement. The AIG department will gather and evaluate the following data for the purpose of decision-making and planning:

- 3rd grade CogAT screening data
- Survey responses
- Advanced Placement Reports
- Student growth data from the Director of Testing and Accountability
- Standardized Test Data (K-12)

In addition:

- Elementary and Middle/High AIG Specialists will continue to discuss the AIG plan and give suggestions for improvement at monthly meetings.
- The AIG Coordinator will attend regional meetings several times a year to discuss the various standards and practices with other coordinators and share information and ideas for improvement. Articles and books are often suggested at these meetings that assist in continuous program improvement.
- AIG students, parents/guardians, teachers, and administrators will be surveyed annually. Feedback from all stakeholders on a consistent basis will strengthen the AIG program.
- The AIG Advisory Board will meet at least two times each year to evaluate the effectiveness of the AIG program.

Other Comments:

Practice I

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

District Response: Data from the local AIG program will be shared in the following ways:

- The AIG Plan will continue to be posted on the district website and on AIG teacher webpages
- AIG program evaluation data will be shared on the AIG district website
- Information and data will be shared at AIG Advisory Board Meetings and AIG specialist teacher meetings, including AIG demographic data and headcount numbers at each school
- AIG Subgroup Accountability Data is public record and can be accessed on school report cards

The AIG department will continue to investigate other ways to share AIG program evaluation data with stakeholders.

Other Comments:

Practice J

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

District Response: 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 our due process procedures that safeguard the rights of families.

Students who transfer into the Alamance-Burlington School System in grades K-8 with documentation showing previous placement in a gifted education program will automatically be enrolled in the Alamance-Burlington AIG program for the current school year and will be reevaluated for continued placement in the AIG program during the next ABSS AIG testing window. A letter is sent home with transfer students in grades K-8 notifying them of this policy. Students who transfer into ABSS in grades 9-12 with documentation showing previous placement in a gifted education program will automatically be enrolled in the Alamance-Burlington AIG program and will not need a reevaluation for continued placement.

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. 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.
- B. The AIG Committee reviews the student's record and may gather additional information as needed. The Individual Student Profile will be updated as needed.
- C. 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.)

- A. 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.
- B. The principal reviews the recommendation with the AIG Committee chair.
- C. 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

- A. 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).
- B. The system AIG Coordinator reviews the grievance after receiving the appeal.
- C. The system AIG Program 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 Program Specialist, proceed to Step IV.

Step IV: Appeal to Assistant Superintendent

- A. The parent/guardian may appeal the decision of the AIG Coordinator in writing to the Assistant Superintendent of Curriculum and Instruction within five business days of notification of the AIG Coordinator's decision.
- B. The Assistant Superintendent reviews the grievance.
- C. The Assistant Superintendent for Curriculum and Instruction responds in writing to the parent/guardian, the principal, and the AIG Coordinator 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 V.

Step V: Appeal to ABSS Superintendent

- A. 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.
- B. The Superintendent reviews the grievance.
- C. The Superintendent responds in writing to the parent/guardian, the principal, the AIG Program Specialist, 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 VI.

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

- A. 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.
- B. 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 VII.

Step VII: State-level Grievance Procedure

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

B. 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.

ABSS Due Process Procedures are also available in Spanish

An AIG brochure entitled "A Parent's Guide" which outlines AIG identification and services is also available to families in both English and Spanish.

Other Comments:

Ideas for Strengthen the Standard: Develop a more comprehensive system for monitoring and reporting student achievement and growth data, as well as annual drop out data for AIG students.

Develop a Student Gifted Advisory group to meet twice a year to elicit more direct feedback.

Place a "suggestion box" on the AIG website to gain additional feedback from stakeholders.

Provide resources to all schools that address the social and emotional needs of gifted learners.

Sources of Evidence: Alamance-Burlington School System AIG Plan

State Review of local AIG plan

Annual DEP/Parent Informational Meetings

Student records

Survey results

Monthly meetings with AIG specialists

Quarterly meeting with high school contact teachers

AIG Advisory Board Agendas

ABSS AIG Website

Teacher Webpages

Screening and Placement Documentation

AIG Committee Notebook

AIG Demographic Data

AIG EOG and EOC Data and other Standardized Test Data

Advanced Placement Reports

AIG Student Growth Data

Due Process Procedures pamphlet

AIG Parent Brochures

Glossary (optional):

Appendix (optional):

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