

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

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

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

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

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

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

**Moore County Schools Vision for local AIG program:** Moore County Schools is committed to meeting the educational needs of all students, including those with special abilities and talents. We believe that students with special gifts, talents, and interests are found in all ethnic, geographic, and socioeconomic groups, and they represent a source of potential innovation, creativity, and leadership. Without appropriate educational opportunities, the superior talents and abilities of many of these students may remain under-developed. Therefore, we have a responsibility to provide an appropriate and challenging educational program within an environment that encourages advanced communication, creative and critical thinking, problem solving, personal development and application of knowledge.

Moore County Schools strives to:

- Create learning environments in all schools that value and nurture intellectual and academic ability and creativity
- Provide services and opportunities for gifted students in grades K – 12 in order to help meet their unique cognitive and affective needs
- Communicate with and involve stakeholders (students, parents, teachers and community) in gifted education regularly
- Continually assess and improve the state of our AIG program

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$676129.00</b>	<b>\$36000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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## **Standard 1: Student Identification**

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

### **Practice A**

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

**District Response:** Moore County Schools communicates identification, screening, and referral information in multiple ways including the Moore County Schools webpage, an informational brochure and face-to-face meetings. Meetings are held at the beginning of each year at the schools to communicate identification, screening and referral information to all Moore County Schools staff. Informational brochures which communicate identification, referral and service information are available in English and Spanish in the front office of each school.

Despite these efforts to clearly communicate our processes, less than 50 percent of respondents on our AIG parent survey indicated they were aware of the procedures for identification, screening and referral. Therefore, we need to do a better job of over-communicating our identification, referral and screening information as many stakeholders stated they had to seek out information on their own or they found the information difficult to locate.

In order to respond to the need for easier to locate information about identification, screening and referral, we will take several steps. First, we will revise our website design to include a Frequently Asked Questions section as well as revising overall set-up and design to make locating information easier. In addition, we will distribute information regarding identification, screening and referral in print at each school's back to school night in August to ensure that all parents are informed about the AIG program and information is easy to locate in their native language. Finally, each school's website will be updated with a link to take parents to the district website for further information regarding identification, screening and referral.

### **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:** Moore County Schools defines intellectually gifted students as those who demonstrate, or have the potential to demonstrate, superior intellectual abilities when compared to peers of similar age, experience or environment and require specialized instruction beyond the regular classroom instruction to meet their needs. Intellectually gifted students can be found in all cultural groups, across all socio-economic groups and include the highly gifted and twice-exceptional. Intellectually gifted students are those who may not demonstrate academic talents; however, their

intellect clearly demonstrates superior ability.

Moore County Schools defines academically gifted students as those who demonstrate, or have the potential to demonstrate, superior academic abilities in a specific content area when compared to peers of similar age, experience or environment and require specialized instruction beyond the regular classroom instruction to meet their needs. Academically gifted students can be found in all cultural groups, across all socio-economic strata and include the highly gifted and twice-exceptional.

Moore County Schools recognizes that students may be both academically and intellectually gifted.

Moore County Schools will implement four pathways for identification, including a non-traditional pathway, beginning in the 2016-2017 school year. Identification criteria is shared via the Moore County Schools website, an informational brochure available in English and Spanish at each school office, and at annual back to school meetings with all staff. In addition, each school will be adding a link to direct those interested to the county website for additional information regarding identification, screening and referral. Our implementation of a non-traditional pathway is in an effort to better identify students who may need alternative testing or special consideration for placement in AIG program services.

The four pathways will align to five areas of identification:

- intellectually gifted
- academically gifted in both reading and math
- academically gifted in reading
- academically gifted in math
- intellectually and academically gifted

The pathways which Moore County Schools will use under the 2016-2019 AIG Plan are:

Pathway 1 (Qualification as Intellectually Gifted): 99th percentile on an approved ability test

Pathway 2 (Qualification as Academically Gifted): 90th-98th percentile on an approved ability test and 90th percentile or higher on an approved achievement test

Pathway 3 (Qualification as Academically and Intellectually Gifted): 99th percentile on an approved ability test and 90th percentile or higher on an approved achievement test

Pathway 4 (Qualification as Academically Gifted): Students must be referred for this pathway by the school's Gifted and Talented Review Team. Students need 3 of the 4 criteria to qualify. 90th percentile or higher on an approved ability test composite or subtest, 90th percentile or higher on an approved achievement test or subtest, 90% exemplary ratings on K-2 standards-based report card or 90% average in grades 3-12, average of 15-20 points from 3 Moore County Schools Gifted Behavior Rating Scales filled out by adults who know the student well but are not related. If subtests are used for qualification, they must be a subject area match.

Moore County Schools will utilize multiple criteria including; ability scores, achievement scores, EOG's, rating scales and grades to identify and place students for gifted services. The inclusion of

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grades, EOG's and rating scales through our non-traditional pathway provides a new opportunity to identify students. Previously, these factors could be considered in placement as indicators, but were not enough on their own to place a student for AIG services.

**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:** Moore County Schools is committed to seeking out students from traditionally under-represented populations who demonstrate or have the potential to demonstrate superior academic and intellectual abilities. In an effort to uncover hidden potential, we utilize a variety of screening, referral and identification procedures to ensure that we seek out students from all populations regardless of their experience or environment. 70 percent of the parents surveyed felt we are doing a good job in identifying and serving under-represented populations. Despite this public perception, the percentage of students from linguistically and culturally diverse backgrounds as well as twice-exceptional students remains under-represented in our identified AIG population. Therefore, we will continue to focus on nurturing services, screening measures, and referrals which may lead to identification that is more responsive to the diverse demographics of our Moore County Schools population.

Our screening process includes several annual reviews of a variety of measures, both qualitative and quantitative, to ensure that we seek out students from all demographics. Qualitative screening measures in use include participation in nurturing services and referrals. Referrals are accepted from parents/guardians, teachers, peers and from the student themselves. Professional development is provided to teachers to make them aware of potential indicators to look for when identifying gifted students for referral. The professional development specifically includes factors to consider when referring students from under-represented populations in an effort to improve our referrals of diverse students. In addition, information about AIG identification, referral and services is shared at a variety of Parent Advisory Council meetings as requested.

Quantitative screening measures include review of mClass data, SRI data, EOC/EOG results, BOG data, sweep screening scores, and the potential to score a "3" as evidence by the AP Potential report. The inclusion of a non-traditional pathway to identification also ensures that we are continually seeking out gifted students from all populations. Students are recommended for placement via a non-traditional pathway through the completion of the AIG Screening Form by the school-based Gifted and Talented Review Team. The screening form is filled out prior to any testing taking place but the decision of the team for non-traditional pathway consideration can be revisited at any point throughout the testing process.

The purpose of the AIG Screening Form is to assist the school-based Gifted and Talented Review Team in deciding if a student is a candidate for an assessment other than a traditional assessment and/or needs alternative consideration for placement via a non-traditional pathway. The Gifted and Talented Review Team will decide if an alternative assessment is appropriate and they will determine if the student indicates a need for placement consideration utilizing an alternative pathway. The point

of these determinations is to ensure equity in considering students for AIG placement and services. After completion, this form must be sent to the Specialist for Advanced Studies for review before any testing occurs. Students who have a condition which adversely affects testing will automatically qualify for the use of an alternative assessment and consideration for placement via the non-traditional pathway. Students who have at least three areas of need will qualify for alternative assessment and consideration through the non-traditional pathway; additionally, any student may be considered for placement via the non-traditional pathway at the discretion of the school based Gifted and Talented Review Team. The school-based Gifted and Talented Review Team will make their determination after reviewing all data and evidence collected for a student.

When testing students who are linguistically diverse, nonverbal ability testing is available; however, we also utilize testing in a student's native language whenever possible recognizing that nonverbal testing may not reveal the gifts of all students.

#### **Practice D**

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

**District Response:** Moore County Schools has established the following windows for screening and testing:

Fall Screening Window: August-September  
Fall Testing Window: September-October  
Winter Screening Window: December-January  
Winter Testing Window: January-February  
Spring Screening Window: April  
Spring Testing Window: May

#### **Screening and Referral**

During the three screening windows, AIG teachers will review the following measures:

- mClass data (all students at or above grade level as evidenced by a green or blue coding in mClass)
- SRI data (all students above grade level as evidenced by a blue coding)
- EOG/EOC results (80 percentile or higher)
- BOG results (80 percentile or higher)
- CogAT sweep screening results (90 percentile or higher)
- the potential to score a "3" as evidence by the AP Potential report

These students will be placed into a screening pool and considered by the school-based Gifted and Talented Review Team.

In addition to screening, students may be referred for AIG identification by a parent/guardian, teacher, community member, peer or they may self-refer. Nomination packets are available on the Moore County Schools AIG website and are also available from the AIG teacher at each school. Packets are available in both English and Spanish. Students who are referred for identification will be placed into the next available screening pool. A referral does not automatically guarantee testing will take

place. Additional information will be gathered for any student who has been referred and will be included with the referral for consideration by the school-based Gifted and Talented Review Team.

Finally, students who participate in nurturing services may be placed in the screening pool if evidence suggests a need for identification.

All students who are part of the screening pool will be reviewed by the school based Gifted and Talented Review Team. This team will determine if a preponderance of evidence is available to support testing. For students who do not have a preponderance of evidence, they may be placed on a "wait and watch" list. These students may be recommended for nurturing with the AIG teacher and/or they may be placed in the next screening pool while additional data is gathered.

For each student who is recommended for additional testing, the school based Gifted and Talented Review Team will complete an AIG Screening Form to determine if alternative assessment is necessary and to determine if non-traditional placement consideration is necessary. These forms will be sent to the Specialist for Advanced Studies for review and approval before testing takes place.

Moore County Schools will utilize sweep screening through administration of the CogAT at grades 4 and 6. Students with results in the 90 percentile or higher will be placed in the next screening pool and reviewed by the school-based Gifted and Talented Review Team for possible further testing. Sweep screening will take place during the Fall testing window.

AIG teachers will be responsible for maintaining a digital screening roster throughout the year. This roster will provide a location to house all evidence and data collected on students who are placed into each screening pool as well as serving as a record of any decisions made by the school-based Gifted and Talented Review Team.

#### Identification

Moore County Schools utilizes a variety of ability and achievement tests to assist in identification.

Ability tests utilized for AIG identification may include:

- Cognitive Abilities Test (CogAT)
- Otis-Lennon School Ability Test (OLSAT)
- Naglieri Nonverbal Ability Test (NNAT)
- SAGES-Reasoning
- Individual psychological assessments (i.e. Stanford Binet Scales, Wechsler Scales, Woodcock-Johnson III Test of Cognitive Abilities, or the Weschler Preschool and Primary Intelligence Scale)

Achievement tests utilized by Moore County may include:

- Iowa Test of Basic Skills (ITBS)
- Stanford 10 Test of Achievement (STA)
- SAGES-Language Arts/Social Studies
- SAGES-Math/Science

To ensure consistency, no more than two different ability tests and one achievement test may be used during a testing window to identify a student for gifted placement and services. Students may



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take the same ability or achievement test only once in an 18 month period. A different test may be given within the 18 month time frame, but the same test should not be administered to the same student within 18 months or results will not be accepted to determine eligibility for AIG services.

Once a student has been assessed for AIG services, additional AIG testing will not occur for 18 months. This 18 month period allows time for the student to develop and mature; socially, emotionally and academically. In addition, this 18 month window ensures the best opportunity for valid and reliable test results if the student is reassessed for AIG identification and services in the future.

#### Reassessment

Moore County Schools does not routinely reassess students previously identified for AIG services. Students who present compelling data changes may qualify for a change in identification and/or services. Parents or teachers who notice significant data changes that may indicate a need for a change in placement and/or services should contact their child's AIG teacher to arrange for a meeting to review all data.

#### Transfer Policy

If a student has been identified in another state or county and moves to Moore County Schools, the student will be temporarily placed for AIG services to allow time for the AIG teacher to examine all data and information provided by the previous school system to determine if the student meets the Moore County Schools identification criteria. Formal identification in PowerSchool will not be made until a review of the student's previous data has taken place.

If the student's records meet the Moore County Schools identification criteria, the student will be permanently placed for AIG services without additional testing regardless of the year the testing was completed and a formal identification will be made in PowerSchool.

If the student's previous data does not meet the criteria for Moore County Schools identification, the student will be placed in the next screening pool and tested within the next available testing window to determine if continued AIG services are appropriate. At the end of the testing window, if the student meets the Moore County Schools identification criteria, a formal identification will be made in PowerSchool and a Differentiated Education Plan will be developed. At the end of the testing window, if the student does not meet Moore County Schools identification criteria, services will be discontinued. The student may be reconsidered for identification at a future date if additional data and evidence become available.

Students who transfer between schools within Moore County Schools will be automatically placed and served at the receiving school without additional screening or testing. The sending AIG teacher should contact the receiving school to formally transfer the student's AIG file and information. Copies of all folder transfers are sent to the Specialist for Advanced Studies for documentation purposes.

#### Military Transfer Policy

Per SENATE BILL 1541 Article V (Interstate Compact on Educational Opportunity for Military Children) students from military families who move into the Moore County Schools district and who were identified in a previous system may be eligible for AIG services. Students who were previously identified as gifted and/or talented will be temporarily placed for AIG services. The AIG teacher will review all records and data from prior placement. If the student's records meet the Moore County

Schools identification criteria, the student will be permanently placed for AIG services without additional testing regardless of the year the testing was completed and a formal identification will be made in PowerSchool.

If the student's previous criteria does not meet the criteria for Moore County Schools, the student will be placed in the next screening pool and tested within the next available testing window to determine if continued AIG services are appropriate. At the end of the testing window, if the student meets the Moore County Schools' identification criteria, a formal identification will be made in PowerSchool and a Differentiated Education Plan will be developed. At the end of the testing window, if the student does not meet Moore County Schools' identification criteria, services will be discontinued. The student may be reconsidered for identification at a future date if additional data and evidence become available.

#### Private Testing

Families may wish to pursue private testing through a licensed psychologist. Parents who elect to pursue evaluation through services of a private source do so at their own expense.

Parents should consult with the Specialist for Advanced Studies prior to private testing to determine which tests may be accepted by Moore County Schools.

Private ability and/or achievement testing must be done through an individual administration; group testing results will not be accepted from private test administrators. Testing results must be reported with national percentile data in the form of an official score report provided directly from the test administrator to the Specialist for Advanced Studies. The score report must include the test administrator's signature and state licensing number. Once the report is received and verified by the Specialist for Advanced Studies, it will be shared with the school AIG teacher and the school-based Gifted and Talented Review Team to be used with additional evidence to determine eligibility for AIG placement and services.

Private reports will be considered during the established screening windows that occur at the beginning, middle and end of the school year. Reports submitted between screening windows will be held for review until the next available screening window.

Students may take the same ability or achievement test only once in an 18 month period. A different test may be given within the 18 month time frame, but the same test should not be administered to the same student within 18 months or results will not be accepted to determine eligibility for AIG services.

The Specialist for Advanced Studies reserves the right to refuse private test scores upon discovery of unethical testing practices including, but not limited to, taking the same test more than once in an 18 month period.

#### **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:** Once students are referred for AIG testing, a file is started to house and organize all data and evidence related to their identification and placement. All AIG files are housed at the student's school. After graduation, AIG files are stored at a central location for 5 years after this point they are destroyed.

Parents and students may request a copy of their AIG file at any time.

The following paperwork should be maintained in all AIG files:

- Copies of current and previous DEP's with appropriate signatures
- Summary of testing results
- Individual testing reports
- Signed permission to test
- Copies of any other indicators (report cards, referral forms, gifted rating scales, etc...)

In addition, beginning with the 2016-2019 AIG Plan cycle, information related to testing and identification will be added to the student's AIG record in PowerSchool.

Moore County Schools maintains and annually reviews documentation related to identification and services of AIG students through the use of Differentiated Education Plans (DEPs) and Individual Education Plans (IEPs). Although this documentation is reviewed annually with parents, 50 percent of parents surveyed in 2015-2016 indicated they were not aware of signing an annual DEP. This indicates a need to more clearly communicate the DEP process with parents during annual reviews and to ensure parents understand how this documentation relates to their student's identification and service needs.

#### Differentiated Education Plan

Moore County Schools maintains a Differentiated Education Plan (DEP) for all students who are identified and receive direct AIG services with the AIG teacher. This document is reviewed annually with parents/guardians. The K-8 DEP outlines the area of identification, the strengths of the student, the level of service provided, and specific service delivery options. The 9-12 DEP outlines options for advanced course work and additional enrichment opportunities for AIG identified students. In addition to an annual review, a meeting may be called at any time by the AIG teacher and/or parent to discuss changes to a student's area of identification and/or level of service if significant data changes are evident.

#### Individual Differentiated Education Plan

Students who need modifications or specific accommodations not included on the regular DEP will have an Individual Differentiated Plan (IDEP) developed. The IDEP does not replace the DEP but is instead a support to ensure the student's unique needs are being met. For example, students who are grade or subject advanced, students who are admitted early to kindergarten, or twice-exceptional students may require an IDEP to be developed to address special circumstances not covered by the DEP.

An IDEP will be developed for any student in grades K-8 who is receiving Consultative services and is not receiving direct, face-to-face services from the AIG teacher. Development of the IDEP should include the writing of specific goals and be accompanied by quarterly meetings with the AIG teacher to review progress towards those goals.

An IDEP may also be appropriate for AIG students who are underperforming or whose performance is found to no longer match their area of identification. The IDEP does not replace the DEP and should be viewed as an intervention to help support these students with specific goals for improvement. Development of the IDEP should be accompanied by quarterly meetings with the AIG teacher to review individual goals and progress towards those goals.

**Ideas for Strengthen the Standard:** During the 2016 school year, we will be converting to online testing for the Iowa Test of Basic Skills and the Cognitive Abilities Test. This will allow us to update our testing materials to the most recent edition of the test and the most recent normative information. In addition, it will significantly reduce the amount of time our AIG teachers spend hand-scoring assessments. We currently offer the Otis-Lennon Ability test, the Naglieri Nonverbal Ability test, and the Stanford Achievement assessments online.

Beginning with the 2016 school year, we will be working to add all DEP, IDEP, and testing information for newly identified students into PowerSchool. This will provide additional information for teachers serving students identified for AIG as well as allowing for a smoother transition when students transfer between schools.

We will be revising our DEP and IDEP documents to include a section where teachers will specifically identify student strengths. The IDEP will be revised to include sections to address specific student goals and progress towards meeting those goals.

**Sources of Evidence:** • Updated district website

- Link to district website available on school websites
- Updated AIG brochure in English and Spanish
- Screening Rosters
- Revised DEP and IDEP forms
- Online testing reports
- DEP, IDEP and testing information uploaded to PowerSchool

## 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:** Moore County Schools has clearly emphasized differentiation as a top priority and teachers are expected to differentiate the North Carolina Standard Course of Study (NCSCOS) within their classroom for all students. However, the results from our 2015-2016 Parent survey indicate a continued need to focus on differentiation within the regular classroom to ensure AIG student's needs are being met all day, every day. Only 50 percent of the respondents to our 2015-2016 AIG Parent survey felt the curriculum provided for their AIG student was rigorous and challenging enough to meet their academic needs. In contrast, 70 percent of teachers surveyed in 2014-2015 felt that they differentiated on a regular basis (daily or weekly) for AIG students. Despite our AIG students achieving proficiency on End-of-Course and End-of-Grade assessments, an evaluation of our county-wide EVASS results indicates our top students are not showing the growth that we expect. For these reasons, differentiation of the NCSCOS will continue to be a focus as we seek to ensure our students receive adequate challenge all day, every day in both the regular education classroom as well as through services in the AIG program.

In order to help support the need for differentiation at all levels, a framework of services will be introduced to help clarify ways that classroom teachers and AIG teachers work together to support the unique needs of gifted learners. The framework provides a guide for teachers to understand when and how to extend, enrich, and accelerate classroom lessons to meet the needs of advanced students. Additionally, this framework will help AIG teachers collaborate effectively with classroom teachers to ensure that AIG students are served all day, every day through extension, enrichment and acceleration.

AIG Services Framework: Understanding the different levels of service available to meet the unique learning needs of AIG students.

- Core Content
  - o Extension
    - ☐ Enrichment
      - Modify, Adapt or Supplement Curriculum
        - o Supplemental Programs of Study
          - ☐ Grade or Subject Acceleration

(A more detailed model with specific examples at each service level is provided in the Appendix.)

In addition to the above framework of services, Moore County Schools has created Gifted Education Curriculum Standards to help further guide the growth and development of our AIG students.

Coupled with the framework of services, these standards will help ensure appropriate extension, enrichment and acceleration of the NCSCOS as well as addressing parent and teacher concerns about the consistency of services provided across the 23 different schools within our county. The curriculum standards provide a guideline of expectations for the development of skills within our gifted students. The curriculum standards are developed around advanced communication and research, creative thinking and creative problem solving, higher order critical thinking, personal development and interpersonal relationships, and in application of knowledge.

In addition to differentiation within the regular classroom, Moore County Schools serves AIG students through a combination of direct pull-out and push-in services with an AIG teacher to extend, enrich and accelerate the NCSCOS for students who are AIG identified in grades K-8. Push-in opportunities allow the AIG teacher to model differentiation within the regular classroom and to observe other students while pull-out opportunities allow for AIG students to work with peers of similar interest and abilities in an accelerated setting. In grades 9-12, students self-select honors, AP and community college courses to extend and accelerate their learning as well as receiving enrichment and advocacy services from an AIG facilitator at each high school. We hope to expand the opportunities for enrichment at our high schools during this plan cycle as prior services in the high school years have been limited.

Finally, professional development (PD) opportunities related to differentiating the NCSCOS are provided by the Specialist for Advanced Studies and by the school-based AIG teachers through the school year. PD is provided to all teachers during county-wide professional development days and on an as-needed basis when requested by principals or teachers. The focus of these PD opportunities is to familiarize teachers with the variety of methods which can be used for differentiating content, process and product including the use of tiered lessons, flexible grouping, choice boards/menus, learning contracts, curriculum compacting, and enrichment activities. In addition, PD reinforces the reasons that differentiation is needed and underlines the importance of proactively planning differentiated lessons to meet the needs of all students in the classroom.

### **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:** Moore County Schools currently uses a variety of strategies and resources to meet the unique needs of AIG students according to their abilities, readiness, interests and learning profiles.

Principals and schools are encouraged to utilize cluster grouping when scheduling their students. Cluster grouping has been defined as scheduling a minimum of 4-5 AIG identified students within one class whenever possible, to ensure that AIG students have opportunities to work with students of similar needs and interest. In addition, it is recommended that cluster classes are assigned a teacher who has earned their AIG licensure whenever possible. The use of cluster grouping supports the work of the classroom teacher to differentiate and flexibly group students according to their need, interest and ability.

Within the regular classroom, teachers are encouraged to utilize instructional practices such as curriculum compacting, enrichment activities, learning contracts and choice boards/menus to meet student's needs across a range of abilities, interests, readiness and learning profile. AIG students are also served through a pull-out and push-in model of services working directly with an AIG teacher to differentiate based on their abilities, interest and learning profile.

A variety of extracurricular opportunities are available in grades K-12 including Battle of the Books, Math Counts, speech and debate, Future Cities, Odyssey of the Mind, Science Olympiad, and robotics club. The extracurricular offerings vary by school and grade span, these supplemental opportunities provide additional areas where students can experience enrichment, extension, and acceleration to meet their academic and affective needs. Beginning in middle school, students have access to advanced courses and courses based on student interest through the North Carolina Virtual Public School (NCVPS), Duke Talent Identification Program (Duke TIP), and the North Carolina School of Science and Math (NCSSM).

AIG students in grade K-8 are served through push-in and pull-out services to further differentiate the learning of students based on their need, ability and readiness. AIG students in grades 9-12 are encouraged to develop a plan of study that reflects their interests and talents. This plan is reviewed annually with their DEP. Gifted sophomores and juniors are encouraged to consider application to the North Carolina Governor's School each year.

#### Acceleration

Students who consistently demonstrate performance two or three years beyond their peers may need additional acceleration. Moore County Schools utilizes the Iowa Acceleration Scale to determine, on an individual basis, the readiness of a student for grade or subject acceleration. Students must earn a minimum of sixty points on the Iowa Acceleration Scale to be considered a good candidate for grade or subject acceleration. The final decision regarding subject and/or grade advancement rests with the school principal. Parents who believe their student is a good candidate for grade or subject acceleration should contact their school's AIG teacher.

Another option for acceleration is through Credit by Demonstrated Mastery (CDM). CDM is available to students in grades 6-12 and allows a student to receive credit for a course without sitting through the course. Students who meet a minimum passing grade on an End-of-Grade or End-of-Course test and complete a product for the course may earn credit for the course. This option is available for all students but is especially attractive for our AIG students as it allows them to accelerate through material they have already mastered. Information related to CDM is posted on the Moore County Schools website and is available from all middle school and high school counselors.

#### Early Admission to Kindergarten

Children who reach their fourth birthday by April 16 may enter kindergarten if they demonstrate an extraordinary level of academic ability and maturity. Information relating to early kindergarten admission is available on the Moore County Schools AIG website. The application is also available on the AIG website. Any testing required for early admission to kindergarten is done at the parent's expense.

The Early kindergarten admission policy is pursuant to North Carolina General Statute GCS-J-001 listed below.

- a. To determine the eligibility of a four-year-old child to enter kindergarten pursuant to the provisions of G.S. 115C-364(d), the principal shall confer with a committee of professional educators

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to consider for each child the following factors:

1. Student Aptitude. The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.

2. Achievement. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.

3. Performance - The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The principal may also require a teacher to complete an informal reading assessment of the child.

4. Observable Student Behavior/Student Interest - The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.

5. Motivation/Student Interest - The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

b. The parent shall present the information required by this Rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days notice before exiting the child from school so the parent may arrange child care, if needed.

c. LEAs may require parents to supply information in addition to that required by this Rule. LEAs may also require specific tests or other measures to provide information relating to the factors listed in Paragraph (a) of this Rule.

d. Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team determines that the child shall receive gifted services, it shall develop either a differentiated education plan or an individual



differentiated education plan for the child.

### **Practice C**

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

**District Response:** Moore County Schools relies on a wide variety of research-based supplemental resources to enrich and extend the curriculum and instruction for AIG students both in the regular classroom and through direct AIG services. Enrichment and extension within the regular classroom focuses on the use of supplemental materials such as Building Thinking Skills, Math Superstars, Figure This! math challenge problems, learning contracts for independent study, and the use of activities such as logic puzzles and analogies to promote problem solving and critical and creative thinking strategies.

During AIG pull-put services, students are exposed to a variety of research-based resources to modify, adapt and supplement the North Carolina Standard Course of Study. Some of the resources used during AIG pull-put services may include Jacob's Ladder Reading Comprehension, Jr. Great Books, M2 and M3 Math, Beast Academy math, William and Mary English Language Arts curriculum units as well as problem-based and project-based learning activities. Currently access to and use of these resources is inconsistent and varies between schools. During this plan cycle, our focus will be on developing common concept-based units for all grade-levels K-8 for use during the AIG pull-out services which integrate these resources around a larger concept. Because only 50 % of the parents who responded to our survey felt their child's curriculum was appropriately challenging, these common conceptual units will help ensure consistency of services across the 23 schools in our district and promote rigor within direct AIG services.

AIG teachers are encouraged to attend professional development opportunities to expand their knowledge of available research-based materials. Some of the PD opportunities they have attended in the past include the annual conference hosted by the North Carolina Association for the Gifted and Talented and Pre-AP workshops conducted by the College Board.

### **Practice D**

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

**District Response:** Moore County Schools gifted services focus on developing 21st century skills and content for all identified students. In order to further this goal and support the development of 21st century skills, Moore County Schools has identified common curriculum standards for gifted education. These curriculum standards revolve around developing student skills in the areas of advanced communication and research skills, creative thinking and creative problem solving, higher order critical thinking, personal development and interpersonal relationships, and in application of knowledge. These curriculum standards along with the North Carolina Standard Course of Study will serve as the basis for common conceptual units written for grades K-8 to be used during the AIG pull out services and to support teachers K-12 in enrichment and extension within the regular classroom.

## Gifted Education Curriculum Standards for Moore County Schools

Advanced Communication and Research Skills – Gifted students will develop advanced communication skills in order to enhance their abilities to communicate and work with others and to share their learning effectively. Gifted students will develop advanced research methods and independent study skills, which allow for in-depth academic study.

AC.R.1 – The student uses written, spoken, and technological media to convey new learning or challenge existing ideas.

AC.R.2 – The student produces written and/or oral work that is complex, purposeful, and organized and includes relevant supporting examples from a variety of sources and communicates expertise to a variety of audiences.

AC.R.3 - The student anticipates and addresses potential misunderstandings, biases, and expectations in communication with others.

AC.R.4 -The student participates in discussions to argue persuasively or reinforce others' good points.

AC.R.5- The student supports and defends his/her own opinions while respecting the opinions of others.

AC.R.6 – The student can clearly articulate their own thinking to a variety of audiences.

AC.R.7 - The student selects appropriate research tools and methodologies to conduct research.

AC.R.8 - The student develops and uses systematic procedures for recording and organizing information.

Creative Thinking and Creative Problem Solving Skills - Gifted students will develop and practice creative thinking and creative problem-solving skills with a variety of complex topics within an area of study in order to generate original ideas and products.

CT.CPS.1 - The student formulates original questions and ideas about a specific topic.

CT.CPS.2 - The student designs, applies, evaluates, and adapts a variety of innovative strategies when problem solving.

CT.CPS.3 - The student incorporates brainstorming and other idea-generating techniques to solve problems or generate new ideas.

CT.CPS.4 - The student develops original ideas, presentations or products.

CT.CPS.5 - The student tolerates ambiguity and assumes risk as a necessary part of problem solving.

Higher Order Critical Thinking Skills - Gifted Students will develop and practice higher order and critical thinking skills in order to extend their knowledge at an advanced level.

HOCT.1 -The student evaluates and uses data to make connections between learning and real-world problems and/or solutions.

HOCT.2 - The student conducts comparisons and evaluates decisions using criteria.

HOCT.3 - The student asks insightful and relevant questions.

HOCT.4 - The student responds to questions with supporting information that reflects in-depth knowledge of a topic.

HOCT.5 - The student uses and creates analogies, metaphors, and/or models to explain or illustrate complex concepts and relationship.

HOCT.6 - The student separates one's own point of view from that of others and examines an issue

from more than one point of view.

HOCT.7 - The student evaluates conclusions based upon relevance, depth, breadth, logic, and fairness.

Personal Development and Interpersonal Relationships - Gifted Students will undergo personal growth and development in order to achieve their highest potential. Gifted Students will develop appropriate interpersonal relationships in order to collaborate effectively with a variety of audiences.

PD.IR.1 - The student accepts that their opinions, ideas and theories will change as they gain new knowledge.

PD.IR.2 - The student will set both short-term and long-term goals, personal and academic, and regularly reflect upon their progress.

PD.IR.3 - The student will strive to achieve high standards, especially in areas of strength and/or personal interest.

PD.IR.4 - The student predicts and understands consequences of decisions and responds appropriately.

PD.IR.5 - The student identifies stereotypes, biases, and prejudices in one's own reasoning and that of others.

PD.IR.6 - The student responds to contributions of others, considering all available information.

PD.IR.7 - The student will display persistence when faced with challenges.

Application of Knowledge - Gifted students will acquire and apply knowledge in order to advance their understanding.

AK.1 - The student uses concepts within and across disciplines to develop valid hypotheses, thesis statements, or alternative interpretations of data.

AK.2 - The student will transfer knowledge from one topic of study to another.

AK.3 - The student will make connections between basic information and broader concepts.

AK.4 - The student will synthesize information from a variety of sources and apply the knowledge to generate new and unique ideas.

### **Practice E**

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

**District Response:** On-going assessment is the key to effective differentiation within the regular classroom to extend, enrich and accelerate the curriculum at an appropriate pace to meet student's needs. Moore County School's teachers are encouraged to utilize on-going formative assessments and summative assessments to inform instructional decision making related to differentiation and flexible grouping within the classroom. Observation and survey data indicate that while assessment is taking place, the use of on-going formative and summative assessment data is inconsistent and needs to remain a focus within our county.

Professional development related to the purpose and use of assessments is available through NCFALCON, through the AIG Wiki Booster Shot series, and through county offerings on analyzing various forms of data and utilizing data to drive instructional decision making related to classroom

practices such as differentiation and flexible grouping.

A variety of assessment data is available to teachers. K-3 teachers have access to on-going formative assessment through mClass, SRI and the K-2 math assessment. Teachers in grades 3-12 have access to county-wide benchmark data as well as End-of-course and End-of-grade data. Additionally, a variety of adaptive, personalized learning programs are available across the district in grades 3-12 to assist teachers with formative assessment of their student's abilities. These programs may include Imagine Learning, ALEKS math and Moby Max. The county is currently looking to add a universal screener which will provide additional data for teachers to utilize when planning differentiation.

### **Practice F**

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

**District Response:** Moore County Schools recognizes the unique social and emotional needs of gifted students. Some of these needs are met and addressed during direct pull-out services with the AIG teacher; however, we recognize the need to more fully address these needs by ensuring that all adults who work with gifted students are aware of their unique social and emotional needs. AIG teachers are encouraged to partner with classroom teachers, school counselors, social workers and school psychologists to develop lessons which will address the unique social and emotional needs of our gifted students.

Including social and emotional needs within the locally-developed gifted education curriculum standards ensures that AIG teachers have a clear focus on including social and emotional needs within their pull-out lessons and within the common conceptual units that are developed for grades K-8. Some of the specific areas of concern that may be addressed in these units and lessons include perfectionism, depression, underachievement, peer relationships and career choices. In addition, AIG teachers may find it appropriate to incorporate small group sessions with selected students to address specific needs within a school's gifted population. These sessions may include strategies such as bibliotherapy when appropriate.

At grades 9-12, AIG facilitators are available at each high school to help advise gifted students who face a number of difficult decisions related to post-secondary plans. This advocacy and specialized counseling is intended to supplement, not supplant, counseling provided in the selection of courses and development of a four year plan leading to graduation.

### **Practice G**

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

**District Response:** Previously, the Moore County School's nurturing program has been a flexible program with a combination of push-in and pull-out services for students identified by the classroom teacher and through screening measures who indicate potential gifted characteristics. In this plan

cycle, we will formalize our nurturing program with an emphasis on utilizing the nurturing program to screen, develop, and identify students for AIG services. Creating a more formal structure for the nurturing program will ensure consistency through the district.

Nurturing will begin with all 3rd grade classrooms within the first nine weeks of school. AIG teachers will conduct 1-2 push-in lessons in the regular classroom. Regular classroom teachers will be present during the nurturing lessons and will be observing students for potential gifted characteristics. After conducting push-in lessons in all 3rd grade classes, the AIG teacher and the 3rd grade teacher(s) will identify the top 10-15% of the grade level to participate in an additional 2-4 pull-out sessions with the AIG teacher. These pull-out sessions will focus on developing specific strengths and talents within the students related to common gifted characteristics and will also provide the AIG teacher an opportunity to determine if these students need formal assessment for AIG services. Once AIG teachers have had an opportunity to conduct pull-out sessions with the students, they will discuss their observations with the grade level teachers and together determine which of the students will go into the next screening pool. The school-based Gifted and Talented Review Team will review the screening pool to determine which students should be recommended for further formal testing. Students who are not recommended for formal testing may be referred back to nurturing during the next cycle. There is no limit to the number of times a student may participate in nurturing.

The nurturing process should begin with 3rd grade teachers and students and work down the grade levels to Kindergarten. AIG teachers may elect to provide a nurturing cycle with 4th and 5th grade teachers and students if time in the school year allows.

#### **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:** A 2014-2015 survey of teachers in Moore County Schools indicated that 70 percent of teachers do not collaborate on a regular basis with the AIG teacher assigned to their school. Many schools utilize teacher planning time as a time to provide direct AIG pull-out services, limiting the availability of the AIG teacher to collaborate with the classroom teachers and other instructional staff. In order to foster collaboration, AIG teachers may choose to utilize weekly e-mails to school staff to share differentiate strategies. In addition, AIG teachers are encouraged to plan and implement push-in lessons whenever possible to allow the AIG teacher an opportunity to model differentiated lessons and collaborate with classroom teachers and other instructional staff.

AIG teachers are encouraged to work with building level administration to plan for intentional times (before or after school, during PLC meetings) when all staff can meet to review and discuss the progress and implementation of strategies to support the learning of AIG students.

#### **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:** Moore County Schools has worked to develop effective and regular lines of communication between AIG teachers and parents. One method of communication we have found to be effective is the completion and sending of quarterly progress reports for AIG students in grades K-8. These progress reports provide a method to communicate the goals and skills which students have worked to develop during the previous nine weeks. The progress report is aligned to the gifted education standards and assesses students based on whether they are below, at, or above the expectations for each standard. Progress reports are signed by the parent and returned each nine weeks.

In addition to quarterly progress reports, Moore County Schools maintains documentation related to identification and services of AIG students through the use of Differentiated Education Plans (DEPs) and Individual Education Plans (IDEPs). During the 2016-2019 Plan cycle, DEP and IDEP information will be entered into PowerSchool.

#### Differentiated Education Plan

Moore County Schools maintains a Differentiated Education Plan (DEP) for all students who are identified and receive direct AIG services with the AIG teacher. This document is reviewed annually with parents/guardians. The K-8 DEP outlines the area of identification, the strengths of the student, the level of service provided as well as specific service delivery options. The 9-12 DEP outlines options for advanced course work and additional enrichment opportunities for AIG identified students. A meeting may be called by the AIG teacher and/or parent to discuss changes to a student's area of identification and/or level of service if significant data changes are evident.

#### Individual Differentiated Education Plan

Students who need modifications or specific accommodations not included on the regular DEP will have an Individual Differentiated Education Plan (IDEP) developed. The IDEP does not replace the DEP but is instead a support to ensure the student's unique needs are being met. For example, students who are grade or subject advanced, students who are admitted early to kindergarten, or twice-exceptional students may require an IDEP to be developed to address special circumstances not covered by the DEP.

An IDEP will be developed for any student in grades K-8 who is receiving Consultative services and is not receiving direct, face-to-face services from the AIG teacher. Development of the IDEP should include the writing of specific goals and be accompanied by quarterly meetings with the AIG teacher to review progress towards those goals.

An IDEP may also be appropriate for AIG students who are under performing or whose performance is found to no longer match their identification. The IDEP does not replace the DEP and should be viewed as an intervention to help support these students with specific goals for improvement. Development of the IDEP should be accompanied by quarterly meetings with the AIG teacher to review individual goals and progress towards those goals.

**Ideas for Strengthen the Standard:** One area of intense focus during the 2016-2019 plan cycle will

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be to fully develop our Gifted Education Curriculum Standards and to create consistent concept-based AIG units and lessons that develop these five skill areas in addition to accelerating, enriching and extending the NCSCOS. The intent behind fully developing these curriculum standards and creating units and lessons is to ensure more consistency in the delivery of direct AIG services and to ensure we are meeting the intellectual and academic needs of our AIG students by developing lessons which respond to the different areas of identification.

The development and dissemination of a framework of services across the county is intended to help clarify for all teachers the different ways to enrich, extend and accelerate the curriculum to meet the unique needs of gifted students. The complete AIG Services Framework can be found in the appendix section.

**Sources of Evidence:** • Concept-based lesson plans and units aligned to the locally developed gifted education curriculum standards

- DEP and IDEP documents
- Nurturing lessons and participation logs

### **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:** Moore County Schools employs an AIG-licensed educator to serve as the Specialist for Advanced Studies.

Specialist for Advanced Studies Responsibilities:

- Provides leadership and support to implement Moore County Schools' plan for serving academically and intellectually gifted students
- Provides leadership and advocates for students participating in the academically and intellectually gifted (AIG) program, Advanced Placement (AP) program, participating in virtual courses and college and career promise classes
- Works with the senior leadership and principals on implementation of the AIG, AP, Virtual Learning and college and career promise programs
- Recommends and reviews schedule for itinerate AIG staff members to ensure equity of services and job responsibilities
- Provides orientation for AIG staff members at the beginning of the school year
- Conducts monthly AIG teacher collaborative to develop capacity of AIG teachers and ensure equity of services
- Collaborates to ensure required professional development activities are offered for teachers implementing the AIG, AP, Virtual Learning and college and career promise programs
- Oversees the budget for AIG, AP and virtual learning programs
- Reviews and recommends appropriate instructional materials for the AIG, and AP programs
- Organizes and chairs the AIG Community Advisory team which meets quarterly
- Chairs the Governor's Schools selection process for the district



- Participates in regional meetings, professional development opportunities and other statewide initiatives to support the AIG, AP, virtual learning and college and career promise programs
- Performs other duties and responsibilities as assigned by supervisor

### **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:** Moore County Schools employs full time AIG teachers to support the AIG program and provide services to meet the academic and affective needs of gifted students.

### AIG Teacher Responsibilities

- Advocate for gifted students in the building with school personnel and the community
- Coordinate services for gifted students at their assigned school(s)
- Gather screening and referral data during screening windows
- Administer appropriate identification assessment during testing windows
- Act as chairperson for the school based Gifted and Talented Review Team
- Communicate weekly with classroom teachers to provide differentiated curriculum and support for gifted students
- Provide direct services to students using a combination of push-in and pull-out services
- Provide nurturing services to those students identified as demonstrating potential for giftedness who are not formally identified
- Provide embedded professional development for cluster teachers to enhance opportunities for gifted students in the regular classroom
- Attend professional development with Specialist for Advanced Studies to improve opportunities in the school and implement the AIG Plan
- Provide consistent communication with parents/families about screening, referral, identification and services using newsletters, emails, phone calls, digital spaces, progress reports, and/or parent-teacher conferences
- Maintain documentation of student growth and needs via the DEP and IDEP

- Update DEPs for each student on an annual basis
- Maintain NC AIG certification
- Perform additional responsibilities assigned by the principal or Specialist for Advanced Studies

### **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:**

Self-assessment and survey data reveals that professional development is an area of great concern and a current area of weakness for Moore County Schools gifted program. Professional development related to meeting the needs of gifted students has been available in previous years, but not required. Attendance at system-wide professional development offerings centered around differentiation have been well attended, but additional offerings centered around understanding the unique nature and needs of gifted students has not.

Professional development sessions will continue to be offered by the Specialist for Advanced Studies and by AIG teachers on an as-needed basis to schools and individual teachers. In addition, three courses will be developed through the online learning system Canvas for release in August 2016. These courses will focus on understanding the gifted learner, differentiating for gifted learners and a course specifically focused on identifying and serving culturally, linguistically and ethnically diverse students within the gifted program. These courses will include a hybrid mix of online assignments and face-to-face meetings. Courses will be available for all personnel who are involved in AIG programs and services. Completion of all three courses will provide teachers with a local credential for working with the AIG program and students.

### **Practice D**

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

### **District Response:**

Clustering is not consistently used across Moore County Schools. Many principals and teachers have conflicting ideas about what clustering means and therefore are unsure if they are utilizing this best practice to meet the needs of gifted students in the general classroom. Principals and data managers have been provided with a hand-out to define clustering practices within Moore County. This is reviewed prior to scheduling in the spring and is available within the leadership documents available to principals.

Principals and schools are encouraged to utilize cluster grouping when scheduling their students.

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Cluster grouping has been defined as scheduling a minimum of 4-5 AIG identified students within one class whenever possible, to ensure that AIG students have opportunities to work with students of similar needs and interests. If possible, AIG students are clustered by their area of identification. In addition, it is recommended that cluster classes are assigned a teacher who has earned their AIG licensure from an institute of higher education whenever possible. If placement with an AIG licensed teacher is not possible, principals are encouraged to place cluster classes with teachers who have complete the three PD courses and earned their local credential.

Personnel who are interested in earning their add-on licensure from an institute of higher education are encouraged to apply to one of several nearby college and universities. Course reimbursement can be requested from the county according to guidelines set by Moore County Schools. Information about course reimbursement can be found on the Moore County Schools webpage. The Specialist for Advanced Studies works with the Human Resources department to monitor which employees have earned their add-on licensure from an institute of higher education.

**Practice E**

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

**District Response:**

Professional development provided for teachers is based on current district initiatives and needs as assessed through student achievement data, survey data, administrator observations, and anecdotal evidence. Professional Development related to gifted programming is offered at system-wide professional development days as well as on an as-requested basis to schools, principals, and other stakeholders. All professional development is aligned to the goals of the local AIG program and is focused on ensuring stakeholders are aware of educational best practices in gifted education.

AIG teachers are available to provide professional development to staff at their assigned schools related to best practices in identification and services for gifted students. This may occur through grade-level or department PLC meetings or during a full staff meeting. In addition, PD is offered related to meeting the unique social and emotional needs of gifted students. The Specialist for Advanced Studies may provide additional professional development related to gifted education on an as-requested basis for principals and specialized groups of personnel such as school counselors.

Three online courses (Characteristics of Gifted Students, Differentiating for Advanced Learners, Identifying and Serving Culturally and Linguistically Diverse Gifted Students) will be available beginning in August 2016 to help communicate best practices to staff related to gifted education.

**Practice F**

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

**District Response:**

Collaboration between the Specialist for Advanced Studies and the AIG teachers is crucial to

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ensuring a consistent, responsive, and successful AIG program. AIG teachers meet monthly with the Specialist for Advanced Studies for a Teacher Collaborative. These meetings allow time for AIG teachers to review and share best practices as well as addressing any county-wide concerns related to the AIG program and services. In addition to these monthly meetings, a shared Google Drive is utilized to house documents, resources and lesson ideas to promote collaboration among the AIG teachers.

In addition to their monthly collaborative meetings, AIG teachers are encouraged to participate in weekly PLC meetings at their respective schools to promote communication related to the AIG plan and services. Collaboration and communication with the regular education teachers ensures that our AIG students receive services all day, every day.

Finally, AIG teachers are required to present information at the beginning of each school year to the staff at their assigned school(s) related to the AIG program. This presentation is developed collaboratively by the Specialist for Advanced Studies and the AIG teachers and allows an opportunity for the AIG teachers to share best practices with all Moore County Schools personnel.

**Ideas for Strengthen the Standard:** During this plan cycle, we will focus on designing and refining our Professional Development offerings. Survey data indicates a need for more clarity and transparency related to the AIG program. In addition to educating personnel about the purpose and procedures of the AIG program, it is important to develop the capacity of our regular education teachers to meet the needs of gifted students within their classrooms. Three PD courses will be developed and made available through Canvas to support regular education teachers in learning the research and best practices behind gifted education. These courses will be available beginning in August 2016 and will lead to a local credential in working with gifted students.

**Sources of Evidence:**

- Attendance logs from monthly AIG Teacher Collaboratives
- Sign-in sheets from system-wide PD offerings
- Development of three blended-model PD Courses available through Canvas
  - o Characteristics of Gifted Students
  - o Differentiating for Advanced Learners
  - o Identifying and Serving Culturally and Linguistically Diverse Gifted Students

## **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:** Moore County Schools is committed to delivering AIG services which meet the needs of gifted learners all day, every day. The AIG program includes multiple service options to meet the different levels of need exhibited by gifted learners. Service options are discussed during initial placement meetings and during the annual review of student Differentiated Education Plans to ensure services continue to align with student needs.

**AIG Acceleration:** This service option is available for students who consistently demonstrate work that is two or three years beyond their grade level peers. Students must meet the Moore County Schools' criteria for whole-grade or single-subject advancement for this option to be considered. A minimum of 60 points on the Iowa Acceleration Scale is needed to be considered a good candidate for single-subject or whole-grade advancement. The final decision regarding subject and/or grade advancement rests with the school principal.

**AIG RISE (Realizing Individual Student Excellence):** This service option is available in grades K-8 and was formerly known as AIG Resource. Students are served in this model through a combination of push-in and pull-out direct services provided by the AIG teacher assigned to the school. Service times vary between schools depending on the amount of time a teacher is assigned to a school; however all students should receive a minimum of 45 minutes of direct services with the AIG teacher weekly. Students are served through the implementation of concept-based units and lessons which extend, enrich and accelerate the North Carolina Standard Course of Study as well as integrating the locally developed gifted education curriculum standards.

**AIG LEAP (Learning Enrichment and Advocacy Program):** This service option is available in grades 9-12 and includes a combination of advocacy and enrichment opportunities for gifted learners. Specific enrichment opportunities which may be available include access to guest speakers, college visits and college planning, and lunch groups around specific areas of concern or need. AIG facilitators work with identified students in grades 9-12 to implement a four-year plan of study leading to specific post-secondary goals set by the student. In addition to advocacy and enrichment opportunities, students in grades 9-12 LEAP are encouraged to participate in Honors, Advanced Placement, online course work, and college and career promise courses to meet their post-secondary goals.

**AIG Consultative:** This service option is available in grade K-12. Students who are identified but elect not to receive direct AIG services through pull-out are served through AIG Consultative services. Identification under AIG Consultative services requires the development of an IDEP for the student to

set specific goals and quarterly progress monitoring meetings with the AIG teacher or facilitator at the school. The AIG teacher collaborates weekly with the regular classroom teacher(s) to ensure the academic and affective needs of the student are being met. Other examples of times when AIG Consultative would be an appropriate service option would be for middle school students participating in online courses or in compacted math.

**AIG Self-Directed:** This service option is available to students in grades K-12 who require individually designed projects, mentorships or internships. Students interested in self-directed opportunities will work with the AIG teacher to develop a product plan and submit regular reflection and progress updates to the AIG teacher. Upon completion of a self-directed project, students should share their product with an authentic audience. Self-directed services are provided in addition to other service options and should not supplant participation in RISE, LEAP or Consultative options.

**AIG Nurturing:** AIG Nurturing is available for students in grades K-8 who are not formally identified as gifted and does not require that a Differentiated Education Plan be developed. Students identified for AIG Nurturing work with the AIG teacher to develop talents and gifted characteristics for a short time before consideration for formal identification.

### **Practice B**

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

**District Response:** Although Moore County Schools provides a wide range of service options to meet individual student needs, alignment of services to student's area of identification has been minimal. Most services provided are aligned to supporting students in English-Language Arts and 21st century skills with minimal support for intellectually gifted students and students identified as math gifted.

AIG teachers will work with the Specialist for Advanced Studies to design and implement common concept-based units for students in grades K-8. These units will incorporate lessons individually aligned to support students according to their area of identification. AIG teachers will have flexibility within the units to utilize the lessons which align to their student's area of identification. Units will be housed electronically in a shared Google folder so all AIG teachers have access to all materials.

Implementation of the AIG Services Framework will also provide guidance for classroom teachers and AIG teachers in aligning enrichment, extension and acceleration opportunities to AIG student's areas of identification.

In order to ensure AIG students are appropriately served in the classroom according to their area of identification, the AIG teacher will provide classroom teachers with a list of students who are AIG identified within their classroom as well as the specific area of identification for each student.

### **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:** The AIG program and services in Moore County Schools are an integral and connected part of district practices and policies. The Specialist for Advanced Studies, along with the AIG teachers, serve as the primary advocates for the AIG program with senior leadership and principals. The Specialist for Advanced Studies provides updates related to AIG programming and services during leadership team meetings and with various advisory council meetings as requested.

The Specialist for Advanced Studies position is a part of the department for Curriculum and Instructional Support Services. As such, this position is well-placed to share information relating to the AIG program with content area specialists to ensure alignment with instructional practices in the classroom. In addition, the Specialist for Advanced Studies collaborates with the department of Planning, Accountability and Research as well as with Student Support Services to ensure AIG programming and services are aligned with assessment and counseling practices and policies within the county.

#### **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:** Moore County Schools is committed to ensuring all stakeholders are informed about AIG policies and procedures. According to a survey of teachers in 2014-2015, only 50 percent of teachers were aware of referral procedures and 40 percent were aware of identification criteria. Only 40 percent of parents surveyed in 2015-2016 felt screening, referral and identification procedures were clearly communicated. Based on this data, we need to ensure that all information related to the AIG program is clearly communicated and readily accessible to parents, students, teachers and the larger community.

Once approved by the local school board, the AIG plan is made available on the Moore County Schools AIG website. The website also includes a frequently asked questions page for parents to help answer common questions related to the AIG program and services. The publication of a brochure outlining the AIG program and services is available in both English and Spanish online and in each school's office. This brochure provides a basic outline of the identification process and the services provided for students in grades K-12.

The Specialist for Advanced Studies communicates regularly with AIG teachers to ensure policies and procedures related to the AIG plan and services are clear and consistent across the county. AIG teachers provide information to teachers and parents on a regular basis to address misconceptions about the AIG program and communicate AIG policies and procedures. The Specialist for Advanced Studies and AIG teachers collaborate on a back to school presentation which is shared at each school by the AIG teacher. The emphasis of this presentation is to clearly communicate information related to screening, nurturing, referral and identification practices as well as including information about services provided for identified AIG students.

### **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:** Communication among and between teachers and schools to ensure a seamless continuation of services has improved since the implementation of the previous plan. However, the transition of records relies heavily on individual teacher schedules and the process is not as seamless as necessary. Additionally, some schools do not communicate student needs consistently enough to ensure that students are placed in any cluster grouping with intent. This results in misplaced students and frustration for parents, students, and teachers. Very little communication occurs past eighth grade regarding student needs other than folders moving from one grade level to another.

The Specialist for Advanced Studies and AIG teachers must work together to determine a timeline to transfer student folders and communicate student needs and strengths, especially during key transitions between grade levels and schools (2nd to 3rd grade for students in primary schools, 5th to 6th grade, and 8th to 9th grade). For students in transition grades, annual review of their Differentiated Education Plan should occur in the spring before their transition while other grade levels may conduct annual DEP reviews in the fall. Whenever possible, the AIG teacher from the receiving school should be included in these transition meetings to allow a chance to discuss student strengths and how best to meet student needs the following school year.

Inputting information related to student identification and services into PowerSchool will also help ensure a more seamless transition between schools as these records will move automatically with the student.

AIG teachers must communicate with regular classroom teachers to ensure teachers are aware of students who are AIG identified and their area of identification. This communication is crucial to ensure that AIG students receive appropriate differentiation within the regular classroom.

### **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:** Meeting the needs of gifted students must go beyond their academic and intellectual needs to include their affective needs as well. AIG teachers must plan collaborative time to meet with school counseling personnel and regular education teachers to ensure social and emotional needs are met for all gifted students within the school. One way to include school counselors within the discussion is to include them on the school-based Gifted and Talented Review team. This team meets to review student data and evidence prior to determining whether to test students for formal identification.

The professional development courses developed for teachers to earn a local credential in working with gifted students will contain modules related to the unique social and emotional needs of gifted students.



In addition to collaboration and professional development, articles relating to the unique social and emotional needs of gifted students are shared with the AIG Community Advisory team.

The Specialist for Advanced Studies will collaborate with the director for Student Support Services to ensure that communication is clear between AIG staff and school counselors. This will also allow counselors and teachers to collaborate on strategies to best meet the unique social and emotional needs of our gifted students.

### **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:** Moore County Schools is committed to providing acceleration services for students who consistently demonstrate a need for additional challenge. Whole-grade and single-subject acceleration is available as well as Credit by Demonstrated Mastery. Finally, teachers are encouraged to utilize pre-assessment to plan for curriculum compacting within the regular classroom as a method to allow students who are already have mastery of a particular unit's content to accelerate through the curriculum.

#### Grade or Subject Acceleration Process

1. Parents must present a request for acceleration to the AIG teacher in writing.
2. The AIG teacher will notify teacher(s) of the parent's request for acceleration. The classroom teacher(s) will gather work samples that demonstrate work 2-3 years above grade level. The AIG Teacher will determine how long work samples will be collected. A timeframe of 3-6 weeks is recommended.
3. The AIG teacher will gather any prior testing data available. At least one classroom teacher(s) will fill out the Ann Harrison STAGE rating scale found in the AIG teacher nomination packet.
4. The AIG teacher will gather the classroom teacher(s), principal or designee, and other interested parties to review data and work samples. The team will decide if they are going to pursue the request for acceleration based on the available data and work samples.
5. The AIG teacher and administrator or designee will meet with the parents and explain the decision of the team. If exploring subject advancement, the meeting may include the current subject teacher and if possible the potential receiving teacher. If it is decided that acceleration services need to be explored, the AIG teacher will explain the Iowa Acceleration Scale to parents.
6. Once parents have signed the permission to test, both the AIG teacher and the school psychologist can complete the required testing.
7. When testing is finished, the Iowa Acceleration Form will be completed by the school. The student must score a minimum of 60 points on the Iowa Acceleration Scale to be eligible for Grade or Subject

acceleration.

8. Once the total points on the Iowa Acceleration Scale are calculated, the AIG teacher will convene a meeting with the parents, an administrator, the current teacher(s), the potential receiving teacher(s), and the Specialist for Advanced Studies to make a final decision on acceleration for the student. If acceleration is recommended, an Individual Differentiation Education Plan will be developed to best meet the needs of the student. This plan will outline the transition process and a timeline for review of performance.

#### Credit by Demonstrated Mastery (CDM)

"Credit by demonstrated mastery" is the process by which Local Educational Agencies shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. Access to the Credit by Demonstrated Mastery process is open to all NC public school students for high school courses in grades 9-12 and those high school courses offered in middle school that a district chooses to offer. CDM promotes personalized learning and removes the requirement for seat time so that a student may take a more advanced course in that same subject area or provide time in the class schedule to explore a new topic. It allows subject-level acceleration without requiring full grade-level acceleration. Additional information related to CDM is available from all middle school and high school counselors including specific timelines related to application due dates and testing windows. This information is also available on the Moore County Schools website under the Curriculum and Instructional Support Services department page.

1. Students complete and submit the Credit by Demonstrating Mastery Application to their school counselor.
2. The school counselor will contact the family to discuss the process and application.
3. Students will complete phase 1 (assessment of foundational knowledge) through a locally developed exam, North Carolina Final Exam or End-of-course test.
4. Students who earn a 94 (non EOC courses), 93 (CTE courses), or a minimum scale score in EOC courses (Math 1 – 264, Biology – 261, English II – 165) will move onto the performance based task in Phase 2. Students who do not meet the minimum qualification in Phase 1 will be required to register for and complete the course in order to earn credit.
5. Students eligible for Phase 2 will complete the performance based task provided by the school within the set time limit.
6. A panel of content experts from the district will review the performance based task and determine if the student meets the necessary qualification to receive credit for the course.
7. The student and family will be notified of the panel's recommendation regarding the awarding of credit. If the student does not earn credit based on phase 2, they may appeal the process.
8. Students who earn credit for the course after completing phase 2 will be awarded a "pass" for the

course on their transcript.

### **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:** While Moore County Schools provides a wide menu of service options to meet the needs of all students within the AIG program, there has been little intentional programming to specifically address under-represented populations.

Development of professional development offerings related to recognizing and identification traditionally under-represented populations have been on-going and will continue through the development and offering of an online course through Canvas.

In addition to professional development, the development of concept-based curriculum units and plans provides an opportunity for AIG teachers to ensure they are intentionally planning culturally responsive lessons that will include all populations, culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional.

The Specialist for Advanced Studies provides information on an as-requested basis about the AIG program to the Minority Parent Advisory Council and the Hispanic Parent Advisory Council. These meetings have resulted in more interest and clearly communicating information related to the AIG program to populations that have been traditionally under-represented in the AIG program as well as increased interest in advanced coursework in grades 9-12.

Finally, AIG teachers will work to develop a list of suggested books and video titles for various grade spans that could be used for small-group sessions, lunch groups, and bibliotherapy sessions.

### **Practice I**

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

**District Response:** A variety of extracurricular opportunities are available in grades K-12 including Battle of the Books, Math Counts, speech and debate, Future Cities, Odyssey of the Mind, Science Olympiad, and robotics club. While the extracurricular offerings vary by school and grade span, these supplemental opportunities provide additional areas where students can experience enrichment, extension, and acceleration to meet their academic and affective needs.

### **Practice J**

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth

of AIG students.

**District Response:** Teachers are encouraged to utilize flexible grouping practices within the regular classroom to promote student growth and effective instructional practices. Cluster grouping of AIG students is encouraged at the school level to allow teachers more options when grouping students within the classroom. Cluster grouping has been defined for principals and data managers as scheduling a minimum of 4-5 AIG identified students within one class whenever possible, to ensure that AIG students have opportunities to work with students of similar needs and interests. In addition, it is recommended that cluster classes are assigned a teacher who has earned their AIG licensure or local credential. The use of cluster grouping within the regular classroom supports the work of the classroom teacher to differentiate and flexibly group students according to their need, interest and ability.

**Ideas for Strengthen the Standard:** The Specialist for Advanced Studies will work to develop an AIG teacher handbook to more fully outline all AIG program policies and practices. While we traditionally have low teacher turnover within the AIG program, the creation of an AIG teacher handbook would ensure all AIG teachers had access to consistent information related to the AIG program policies and services. This handbook will be reviewed at the beginning of each year to help ensure consistency of the services provided across the county. Input AIG identification and service information into PowerSchool beginning in 2016-2017 school year.

**Sources of Evidence:**

- Creation of an AIG Teacher Handbook
- DEP and IDEP outlining service options

## Standard 5: Partnerships

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

### **Practice A**

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

- ☐ academic and intellectual
- ☐ social and emotional.

**District Response:** Based on our 2015-2016 parent survey, only 23 percent of parents feel they are intentionally involved in meaningful ways in the AIG program. We recognize the importance of involving parents and the community in support of AIG student's academic, intellectual and social-emotional needs and will continue to seek additional opportunities to develop partnerships with parents and the community. Parents and community members are encouraged to partner and volunteer with their local schools to support our teachers and AIG student needs.

In an effort to strengthen our partnerships we will utilize our AIG Community Advisory team to seek out and develop partnerships with community members and local businesses. In addition, we will collaborate with groups such as the STEM Community Leaders and organizations such as the Ruth Pauley Lecture Series to build academic and intellectual opportunities for AIG students that go beyond the traditional classroom. One example of this would be the Moore Forward Shark Tank, which is part of the entrepreneurial program through Career and Technical Education courses. Students who participate in the Shark Tank present their original inventions and business ideas to local businesses in a competition event.

### **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:** Based on results from our 2015-2016 parent survey, 75 percent of parents who responded felt that information related to the AIG program was not clearly shared on a regular basis. We will be revising our AIG website to more clearly communicate information related to identification, referral and services. Once approved, the AIG plan will be posted on the website and available in print as requested.

At the beginning of each school year, the AIG teacher will present information regarding Article 9B and the local AIG plan to all teachers. This professional development will be followed with DEP information on each child for respective teachers. The AIG teachers will also collaborate with teacher PLC's to discuss issues, concerns, and/or curriculum modifications needed for gifted students.

At the beginning of each year a parent meeting should be held at each school to review service

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options and information related to the AIG program for all students, parents and guardians. Information regarding specific extra-curricular activities and support for the site will be provided as well. Additionally, AIG teachers will utilize other opportunities such as report card pick up dates, special school events like art shows and plays, and student-led conferences to involve stakeholders and communicate information about the AIG program. Information will also be available through a published brochure outlining the AIG program identification process and services. This brochure will be available in all school offices and available for parents at back-to-school night in August.

The AIG Community Advisory Team will be asked to provide suggestions for ways to continually improve our communication related to the AIG program and plan with all stakeholders.

The Specialist for Advanced Studies will partner with the Communications Department to ensure that information related to the AIG program and plan is effectively communicated with local media outlets. Through support of the Communications Department, a Connect Ed automated calling list will be set up to share information related to the AIG program with parents and guardians.

### **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:** Moore County Schools has created an AIG Community Advisory team which meets quarterly with the Specialist for Advance Studies. Despite the creation of this team and meeting for the past three years, only 35 percent of parents surveyed in 2015-2016 were aware that an advisory group had been created and meets regularly. This team meets to provide feedback in the development and implementation of the AIG program at a county-wide level. In addition, the Community Advisory Team monitors progress towards full implementation of the AIG plan. In the past, the AIG Community Advisory team has consisted only of parent representatives from each school; however in 2015-2016, the team was expanded to include teachers and administrators from each school as well. We will continue to refine and expand opportunities for participation in the AIG Community Advisory team to better reflect the diversity of our district and community and improve communication about the purpose and structure of this group.

Schools are encouraged to create a school-based AIG advisory team to review school level concerns.

### **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:** Moore County Schools continues to grow as a diverse community and reaching out to parents and families on an ongoing basis and in their native language is important in ensuring that all students and families have access to information related to the AIG program and the opportunities available to AIG students.

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The Specialist for Advanced Studies coordinates with the English as a Second Language Specialist to arrange translation as needed for documents and/or meetings. The district website has a translation feature built in which allows parents to translate information quickly and easily. Information related to the AIG program is shared on an as-requested basis with the parent advisory councils.

**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:** Moore County Schools recognizes that involving parents, community leaders, and local businesses in support of the AIG program and services helps to strengthen the overall program and opportunities available for our students. We believe it is critical for AIG students to have real-world opportunities to develop leadership skills and work with various community organizations. Several community organizations that our students have worked with in the past include No Kill Animal Shelter, Boys and Girls Club, Ruth Pauley Lecture Series, Make a Wish foundation, and Words of Wisdom-Cancer Survivors.

We will continue to explore additional opportunities to partner with community organizations to provide our students with a wide-variety of opportunities. In particular, we would like to expand offerings for our AIG students in grades 9-12 to develop mentorships, job shadowing and internships with local businesses and industries. These opportunities would ideally parallel with student's four-year plans and post-secondary goals.

The Specialist for Advanced Studies will work to partner with institutes of higher education and other organizations to provide high quality professional development for teachers and administrators on issues related to gifted education and support for gifted students.

**Ideas for Strengthen the Standard:** During this plan cycle we will work to create a district-wide Connect Ed calling list to share information related to the AIG program with all stakeholders within the community.

During this plan cycle we will be revising our AIG website to more clearly communicate information related to the AIG program with the community and parents. In addition, we will be revising our AIG brochure to reflect changes in the 2016-2019 AIG plan. We publish this brochure in both English and Spanish to make it more available to parents. In addition, we will plan to publish copies of this brochure to send home with parents on back-to-school night.

**Sources of Evidence:**

- Creation of a Connect Ed calling list for AIG parents/guardians
- Professional development offerings from outside organizations related to gifted education

## **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:** Moore County Schools complies with state legislation and SBE policy for writing and implementing a three year plan for continuous improvement. The AIG Plan describes in detail how Moore County Schools responds to the state AIG program standards. Updates and changes to the AIG program and services reflect feedback gathered from parents, community members, teachers, and students as well as anecdotal data gathered through observation. The AIG Community Advisory team meets quarterly to review progress in implementation of the AIG plan. Changes are implemented to reflect an intentional and purposeful plan for continuous improvement within the AIG program and services. The plan is approved by the local board of education and then submitted to DPI for review.

### **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:** The Specialist for Advanced Studies along with the AIG teachers monitor the implementation of the Moore County Schools AIG plan to ensure compliance with the State Board of Education and Article 9B legislation. Regular feedback on the implementation of the AIG plan is gathered from parents, teachers and students through the use of annual surveys. Survey data is reviewed by the Specialist for Advanced Studies and the AIG teachers to ensure practices are consistently carried out in all 23 schools in the county.

Quarterly meetings of the AIG Community Advisory team provides time for reflection on the implementation of the AIG plan and allows for recommendations to be made which will strengthen the program and services provided for Moore County Schools gifted population.

The Specialist for Advanced Studies will review all feedback on the AIG plan provided by NCDPI and submit required interim reports to NCDPI to assess progress towards full implementation of the AIG plan. Data gathered from annual surveys and observations will be used to complete and submit these reports.

### **Practice C**



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

**District Response:** The Specialist for Advanced Studies, along with the Chief Financial Officer, continuously monitor all funds to ensure that allocated funds are spent in a manner that supports the needs of gifted and talented students. Monthly spending reports are monitored to ensure that all funds are spent according to state policy expenditures and are aligned to policies and priorities within the AIG program and services. State funding for gifted education is based on 4% of the average daily membership of the local school system. Moore County Schools also provides local dollars to support the AIG program.

The Specialist for Advanced Studies, along with the AIG teachers, will meet annually to determine the areas of greatest need within the AIG program related to full implementation of the AIG plan and standards. Prioritizing the needs and standards within the AIG program annually will allow for clear connections between our AIG program goals and our allocated resources and expenditures.

#### **Practice D**

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

**District Response:** The Specialist for Advanced Studies partners with the Department of Planning, Accountability and Research as well as the Director of Student Support Services to monitor student achievement, growth and drop-out data. A digital data notebook is created and shared by the Department of Planning, Accountability and Research to house all assessment information. This data is analyzed for trends and utilized when assessing the AIG program.

Additional training for AIG teachers related to understanding achievement and growth data and interpreting and analyzing data will be requested from the Department of Planning, Accountability and Research by the Specialist for Advanced Studies. This training will allow open communication among the team on common trends within the AIG program and student performance and allow us to discuss programming changes that may be necessary to respond to students needs as shown by the available data.

#### **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 Specialist for Advanced Studies closely monitors representation, performance and retention of all students in the local AIG program. Data is analyzed following the Fall and Spring headcounts in an effort to monitor trends in our AIG population and performance. In addition to monitoring trends within the official headcount, an analysis of screening rosters is completed annually. Screening rosters are completed and submitted by AIG teachers to track student data for those students who are nurtured, nominated or referred for services. All students

who are placed within a screening pool appear on the screening roster. This data allows us to track trends within our identification process even for those students who fail to formally identify. Data related to screening, referral, identification, and performance of AIG students is shared and discussed with principals, AIG teachers, and the AIG Community Advisory Team.

#### **Practice F**

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

**District Response:** Moore County Schools requires all personnel providing direct AIG services to gifted students to have earned their AIG add-on licensure from an institute of higher education.

The Specialist for Advanced Studies communicates regularly with the Office for Human Resources to determine which teachers in the county hold their add-on AIG licensure.

The Specialist for Advanced Studies will monitor and maintain accurate records for all teachers who complete the local credential by completion of the three PD courses available through Canvas beginning in August 2016.

#### **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:** Annual surveys are conducted with teachers, parents and students to gather feedback on the AIG program and services. Participation and feedback from our teacher and parent surveys has been limited in the past despite efforts to expand participation. Surveys are conducted electronically using Google Forms and paper copies are available upon request. The Specialist for Advanced Studies will partner with the Director of Communications, principals, and AIG teachers to ensure that survey windows are widely publicized to increase participation.

In addition to annual surveys, the AIG Community Advisory Team meets quarterly to provide feedback on the implementation and effectiveness of the local AIG program and plan. Informal feedback based on conversations with parents and students related to the AIG program and services is gathered by the AIG teachers during annual DEP meetings and other events such as open-house and back-to-school night.

#### **Practice H**

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

**District Response:** Data related to AIG programming and services are gathered on a regular basis from multiple sources. Formal data, such as annual surveys and student achievement data, is

gathered on a regular basis and analyzed to determine if any changes need to be made within the AIG program to respond to student needs. In addition, informal data is gathered through conversations with parents, community stakeholders, teachers, and students to determine the effectiveness of programming, services and communication within the AIG program.

Revisions are made to the AIG plan as needed and submitted to NCDPI when interim reports are due mid-cycle.

### **Practice I**

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

**District Response:** Data related to any evaluation of the local AIG program is made available to the public through the Moore County Schools AIG website. In past years, this information has not been widely available to the public. Survey results are now posted on the website and available for review by the public. In addition, all data is shared with senior leadership, principals, and the AIG Community Advisory Board on an annual basis.

### **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:** Moore County Schools strives to safeguard the rights of all AIG students and their families. In order to achieve this, consent is required before any testing takes place. This allows the parent/guardian(s) to ask any questions before formal identification begins. In addition, a copy of the Review of Disagreement is provided on the back of all AIG paperwork. Parent/guardian(s) must check that they have received a copy of the Review of Disagreement before signing the Differentiated Education Plan.

## **REVIEW OF DISAGREEMENT**

### **•Local Administrative Unit**

If a parent or guardian disagrees with the local school administrative unit when 1) a child is not identified as an academically or intellectually gifted student or 2) the parent disagrees with the appropriateness of services offered to the academically or intellectually gifted student, the parent must submit to the AIG Team through the principal, a letter stipulating specific areas of concern. The parents may request a conference to discuss the concerns and seek resolution. The members of the AIG Team and the principal will review the specific areas of concern and respond to the parent or guardian.

### **• Specialist for Advanced Studies**

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If the concerns have not been resolved, the parent may appeal the principal's decision and request that the disagreement be reviewed by the Specialist for Advanced Studies. The Specialist will review the specific areas of concern regarding identification and/or services. The Specialist for Advanced Studies will respond to the principal and parent.

- Chief Officer for Academic and Student Services

If the Specialist and parent cannot resolve the disagreement, the parent may appeal in writing to the Chief Officer for Academic and Student Services. The Chief Officer for Academic and Student services or their designee shall review the areas of disagreement and a written response shall be made to the parent or guardian and the principal.

- Superintendent

If the disagreement is still not resolved, the parent or guardian may appeal the Chief Officer for Academic and Student Services decision to the Superintendent in writing. A panel will review the decision and offer a final written decision.

- Contested Case Hearing

In the event that the procedure developed under G.S. 115C-150.87 (b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of chapter 150B of the General Statutes. The scope of review shall be limited to a) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student or b) whether the local plan developed under G.S. 115C 150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains finding of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

- At any point in the hierarchy of discussions, the school system may consider the possibility of mediation with an impartial facilitator.

**Ideas for Strengthen the Standard:** During this plan cycle, we will focus on adding data related to the evaluation of the AIG program to the website to make it easily accessible to all.

**Sources of Evidence:** • Revised website

- Agendas from AIG Community Advisory Team meetings
- Parent, Teacher and Student Surveys

**Glossary (optional):**

**Appendix (optional):**

GiftedBehaviorRatingScale.pdf (*Appendix - Standard 1*)

IdentificationMatrix.pdf (*Appendix - Standard 1*)

ScreeningForm.pdf (*Appendix - Standard 1*)

AIG Services Framework.pdf (*Appendix - Standard 2*)

2015.2016.SurveyResults.pdf (*Appendix - Standard 6*)