

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

**Approved by local Board of Education on:** 27-JUN-16

**LEA Superintendent's Name:** Mr. Aaron Greene

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**Submitted to NC Department of Public Instruction on:** JUNE 29, 2016, 15:25:43

Polk 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, Polk County Schools local AIG plan is as follows:***

**Polk County Schools Vision for local AIG program:** Our motto for AIG is Inspiration through Inquiry!

The AIG vision for Polk County Schools' Gifted Education Program is to provide students in our community with an education that is challenging and prepares them for success in college and for the changing needs in a globally competitive world. Our schools deliberately and diligently strive to identify all gifted students and serve their unique learning styles with intention, rigor and affective support. With the presence of caring teachers, dedicated administrators, effective educational programs, involved parents, supportive community members, and incredible students, the Polk County Schools AIG program will continue to grow and improve, increasing capacity to nurture our gifted and talented learners.

**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>\$117000.00</b>	<b>\$10000.00</b>	<b>\$50000.00</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:** Communicate procedures for AIG student identification for the district K-12.

Outline procedures for screening, referral and identification processes.

Share process with all stakeholders in a variety of modes/formats.

Strengthen search for underrepresented AIG population.

Information shared on district website.

\*Lead Coordinator meets with faculties at each LEA, speaks at PTO meetings, community organizations, sends article to local newspaper, and creates all-call messages to share information about the identification process.

\*English/Spanish brochures describing the process disseminated to schools, library branches, childcare facilities and community groups.

\*Provides written protocol for the process with qualifying criteria to schools and parents.

\*Elicits assistance in the development of screening pools with Title 1, EC, ELL and counselors at each LEA.

\*Lead Coordinator monitors the process in each LEA for consistency of placement and procedures.

\*Lead Coordinator speaks at faculty meetings a minimum of 4 times a year to clarify procedures, answers questions/concerns and provide support/information.

### **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:**

\*Lead Coordinator establishes/coordinates LEA AIG teams.

\*Qualifying assessments include BOG (90%, level 5), EOG (90%, level 5), CogAt currently administered in 4th grade, CogAt 7 (120 + subtests or composite SAS) administered in grades 3 - 5 in small groups or individually, Gifted Characteristics Checklist (based on Renzulli/Hartman Scale), classroom reading/math assessments including R3D for K – 3, Fountas and Pinnell Assessment System for grades 4/5, classroom performance (grades, portfolios, teacher observations) and final decision made by consensus of LEA AIG team (students meet 3 of identifying assessments).

\*Parents are allowed to nominate child for screening pool.

\*Students who are identified in middle school or later: Must meet 4 of 5 criteria for differentiated

services: Aptitude, Achievement, Student Interest (self-motivation, student interest, student interview), Observation (work samples, school rating forms, strong classroom performance, teacher recommendations, advanced problem solving, leadership ability, characteristics and examples) or administrative recommendation.

### **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:** \* English/Spanish brochures describing the process disseminated to schools, library branches, childcare facilities and community groups.

\* Provides written protocol for the process with qualifying criteria schools and parents.

\* Elicits assistance in the development of screening pools with Title 1, EC, ELL and counselors at each LEA.

\* Lead Coordinator or designated representative conducts PET lessons in K – 2 to nurture potential AIG students of diverse or underrepresented populations.

It is essential to provide fair access to all students, especially those whose gifts may not be evident such as students being culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted or twice-exceptional.

\* Polk County Schools uses standardized aptitude tests, the Cognitive Abilities Test, WISC IV, and includes verbal and nonverbal measures from the CogAt 7. A student's capacity for learning involves reasoning, problem solving, memory, and creativity and these are considered as part of the process. Data from standardized achievement tests in reading and/or are math also included. Tests may include the NC End of Grade (EOG) or End of Course (EOC) test, or the Woodcock-Johnson IV Test. Achievement may also be reflected on criterion-referenced formative and summative tests designed by teachers.

### **Practice D**

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

**District Response:** \* Lead Coordinator meets with faculties at each LEA, speaks at PTO meetings, community organizations, sends article to local newspaper, and creates all-call messages to share information about the identification process.

\* Lead Coordinator conducts parent meetings annually at each LEA to review DEPs and IDEPS.

\* Lead Coordinator maintains folders of identified AIG students and maintains a watch list for potential qualifying students.

\* Lead Coordinator monitors the process in each LEA for consistency of placement and procedures.

\* Lead Coordinator speaks at faculty meetings a minimum of 4 times a year to clarify procedures, answers questions/concerns and provide support/information.

7/7/2016

- \* Lead Coordinator and LEA AIG teams investigate testing data ongoing throughout the year for additions to screening pool.
  - \* Lead Coordinator and LEA AIG teams create students for consideration on list for evaluation.
  - \* Lead Coordinator maintains/monitors parent contacts/permissions and explanation of parent/student rights.
  - \* Evaluations for placement occur annually.
  - \* Lead Coordinator is charged with conducting the student search phase of the placement process. A broad sweep of the student population is conducted annually. The following guidelines are used in the mass screening:
    - Review of 3rd, 6th and 9th Cognitive Ability Scores
    - Identify those with aptitude - 120+
    - Identify those with achievement - 90th percentile or greater in reading, language arts, or math
    - Review student performance in classroom
    - Review teacher recommendations
    - Consideration of student interests/motivation or specific achievements in related fields (art, drama, music).
- In order to deliver appropriate AIG services consistently across the district, Polk County Schools work to ensure that all students who have potential receive equal opportunity within the LEA for an appropriate AIG program with a variety of educational experiences.

### **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:** Our rationale is providing clear and established written policies that protect and inform the rights of AIG students and their families ensures equal and fair access to consistent procedures.

- \* Lead Coordinator or LEA designee conducts parent meetings annually at each LEA to review DEPs and IDEPS.
- \* Lead Coordinator or LEA designee maintains folders of identified AIG students and maintains a watch list for potential qualifying students.
- \* Lead Coordinator monitors the process in each LEA for consistency of placement and procedures.
- \* Lead Coordinator speaks at faculty meetings a minimum of 4 times a year to clarify procedures, answers questions/concerns and provide support/information.

Service Delivery Options for K-3:

#### **LEARNING ENVIRONMENT**

Class grouping, AIG consultation for classroom teachers, Nurturing with PET curriculum, Critical and group skills training

#### **CONTENT DIFFERENTIATION**

Open-ended assignments, Subject integration, Thematic instruction, Differentiated instructional approaches and assignments

#### **INTEREST DEVELOPMENT**

Enrichment in the arts, Science integration, Independent study projects, Thematic instruction

#### **SPECIAL PROGRAMS**

Jacob's Ladder (William and Mary), Junior Great Books with Socratic/Shared Inquiry, STEM activities and summer camps, Literacy Nights, Clubs, Reading Competitions (Battle of the Books), Challenge

Math and/or Superstars

#### INSTRUCTIONAL STRATEGIES

Conceptual discussions, Flexible project deadlines, IDEPs, Learning Contracts, Problem Based Learning

#### SERVICE DELIVERY OPTIONS FOR 4-5

#### LEARNING ENVIRONMENT

Class grouping, Pull out classes, AIG consultation with classroom teachers

#### CONTENT DIFFERENTIATION

Abstract content, Critical thinking skills training, 21st Century skills training, Open-ended assignments, Subject integration across disciplines

#### INTEREST DEVELOPMENT

Enrichment in the arts (drama, music, and art), Flexible tasks, Independent study projects, Oral presentations based on interest, Field trips/experiential learning with community partners

#### SPECIAL PROGRAMS

Junior Great Books and Jacob's Ladder (William and Mary), Battle of the Books, Odyssey of the Mind, Math Olympiad, Challenge Math, Webcast instruction

#### Service Delivery 6-8

#### LEARNING ENVIRONMENT

AIG Consultation for classroom teachers, Cluster grouping - AIG language arts and math

#### CONTENT DIFFERENTIATION

Abstract content, Complex tasks, Critical skills training, Group skills training, Open-ended assignments, High school courses offered at 8th grade, Research/expert projects, STEM "Wheel" Course and mini courses, Math Olympiad, On line courses, Technology integration, Subject integration, Enrichment in the arts, Flexible tasks, Independent study projects, "Real Audience" feedback; Jr. Great Books, Odyssey of the Mind, Science and Math Olympiad, Bridge Building competition, Geography Bee, Student created newspaper, Content specific contests and competitions, School Webcast, Invention Convention, Plays/Musicals, Talent Identification Program (TIP) (Duke and PCCF), "Challenge" courses in core areas, Theater and pageant productions, Book studies

#### Service Delivery Options 9-12

#### 9-12 Early Graduation

Students must have completed their 28 credit hours required for graduation by the end of fall semester of their senior year. Students must fill out a form with the principal and parent's approval.

#### Three Year Graduation

Students may graduate in three years if they meet the requirement of 28 units of credit.

#### Honors

Honors courses are demanding and rigorous. They require additional outside work and time commitment and involve more sophisticated reading, writing and problem solving skills. Honors selections are available in every course area with most occurring beyond the second year level.

#### Concurrent Enrollment - Career and College Promise

Concurrent enrollment occurs when high school students are permitted to enroll in community college courses. The purpose is to provide flexible, seamless, student centered educational opportunities that are not otherwise available to high school students.

#### Polk County Early College

Provides five-year district program whereby student marries high school and community college coursework to earn high school diploma and associate's degree (30 - 60 hours)

#### Advanced Placement Courses

AIG Students are encouraged to enroll in AP courses, AP Calculus, AP Statistics, AP U.S. History, AP Chemistry, AP Biology (Other AP Online offerings through NCVPS)

Learn and Earn / Huskins / CCP courses are available through Isothermal Community College and Blue Ridge Community College.

Existing data is annually reviewed for program adjustment. This may include test scores, grades, portfolios, anecdotal evidence, and work samples. Determination of service options are reviewed with parents annually.

#### INSTRUCTIONAL PRESENTATIONS

Accelerated pace of presentation, Conceptual discussions, Cooperative learning groups, Flexible project deadlines, Higher-order/critical thinking skills

**Ideas for Strengthen the Standard:** Communicate procedures for AIG student identification for the district K-12.

Outline procedures for screening, referral and identification processes.

Share process with all stakeholders in a variety of modes/ formats.

Strengthen search for underrepresented AIG population.

**Sources of Evidence:** \* Lead Coordinator meets with faculties at each LEA, speaks at PTO meetings, community organizations, sends article to local newspaper, and creates all-call messages to share information about the identification process.

\* English/Spanish brochures describing the process disseminated to schools, library branches, childcare facilities and community groups.

\* Provides written protocol for the process with qualifying criteria schools and parents.

\* Elicits assistance in the development of screening pools with Title 1, EC, ELL and counselors at each LEA.

\* Lead Coordinator monitors the process in each LEA for consistency of placement and procedures.

\* Lead Coordinator speaks at faculty meetings a minimum of 4 times a year to clarify procedures, answers questions/concerns and provide support/information.

## 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:** \* Teachers are provided with resources to advance the SCOS by enhancing current grade level standards and extension to the next grade level(s) standards.

\* Teachers have access to credible and research-based sites and resources. Teachers use formative and summative data to compact curriculum, create flexible groupings and address deficits. Teachers are reviewed on the use of these strategies yearly.

\* Teachers use surveys to determine interests and learning styles/preferences of their students.

\* Teachers develop 21st Century Skills by infusing the following at an advanced level:

- a. high-level content for global awareness, civic and economic, literacies, and health awareness
- b. high-level communication and collaboration
- c. applied information and media literacy, including concepts, systems, and operations in challenging research contexts
- d. creativity and innovation
- e. real-world learning in local, regional, and global context
- f. applied life skills for leadership, ethics, accountability, people skills, self-direction, and social responsibility.

\*Utilization of PowerSchool system to record and monitor program services/information for gifted learners.

### **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:** \* Teachers use surveys to determine interests and learning styles/preferences of their students.

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

\* Lead coordinator models use of PET lessons in grades K - 2 and monitors use in the four elementary schools.

\* Lead coordinator or LEA designee, when meeting with teachers, assists in reflection on their differentiation: Are my gifted students able to accelerate when needed? Do gifted students have regular opportunities to expand upon their areas of interest and strengths? Are gifted students



encouraged to extend learning beyond the basic level of understanding? Do my students have an opportunity to NOT succeed with ease in order to develop their talent and potential?

\* Teachers have access to credible and research-based sites and resources. Teachers use formative and summative data to compact curriculum, create flexible grouping and address deficits. Teachers are reviewed on the use of these strategies yearly.

### **Practice C**

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

**District Response:** \* Teachers have access to credible and research-based sites and resources. Teachers use formative and summative data to compact curriculum, create flexible groupings and address deficits. Teachers are reviewed on the use of these strategies yearly.

\* Teachers use surveys to determine interests and learning styles/preferences of their students.

\* Teachers develop 21st Century Skills by infusing the following at an advanced level:

- a. high-level content for global awareness, civics and economics, literacy, and health awareness
- b. high-level communication and collaboration
- c. applied information and media literacy, including concepts, systems, and operations in challenging research contexts
- d. creativity and innovation
- e. real-world learning in local, regional, and global context
- f. applied life skills for leadership, ethics, accountability, people skills, self-direction, and social responsibility.

\* Provide AIG teachers with planning time to research and identify resources to utilize with gifted learners.

\* Attend NCACT and other professional conferences when resources allow to gather materials and new research based resources to support gifted programming.

\* Provide resource library for AIG teachers with differentiation lessons and other resources.

\* Teachers create teacher-made, curriculum guide based, Class works, and/or use School Net assessments to create groupings and drive instruction.

\* Teachers are given professional development in differentiation and provided resources by Lead Coordinator.

### **Practice D**

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

**District Response:** \*In order that every AIG student will graduate from high school competitive for work and college in the 21st century, we immerse students in an exploration of the rapid global changes in government, economics, environment and health, culture, and technology impacting their schools and communities, our country and the planet.

\*Polk County Schools' teachers utilize instructional approaches that lend themselves to the development of global awareness and interpersonal skills needed for the workplace of the future.

\*Strategies such as: communication and collaboration, critical thinking and problem solving, cooperative learning, applied information and media literacy, including concepts, systems, and

operations in research context, problem-based learning, creativity and innovation, inclusion of higher order thinking and reasoning, applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility, and application-based learning aid in helping students develop these skills.

\*In the middle school and high school, challenging core content classes include an accelerated pace of presentation and enriched content. For example, vocabulary development based on common Greek and Latin roots and grammar as an analytical approach to language enrich the language arts class for the gifted at the middle school level.

\*Polk County Schools, through the College Board's Advanced Placement Seminar, provides training for teachers in all content areas and these challenging strategies are used in core curriculum classrooms throughout middle and high school.

\*In support of the philosophy of the Advanced Placement Institute and the College Board, Polk County Schools aims to make challenging content and strategies available to able students from culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional populations.

\* Continued use of programs like "World View" through Chapel Hill and the "Chinese Teacher Exchange" help educators in Polk County learn about and access many resources aimed at increasing the district's capacity to educate students for a global and interconnected workplace and society.

\* Polk County Schools supports the development of integrated curriculum units incorporating 21st century skills and provides intentional professional development on 21st century content and skills.

\* Polk County Schools offers opportunities to apply learning in real life contexts, such as goat farming, biodiesel fuel process, Odyssey of the Mind, real world scenarios, AP courses, through mentoring, job shadowing, or apprenticeships, seminars, and community service projects.

### **Practice E**

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

**District Response:** \*Teachers use balanced assessment approach including formative, diagnostic, and summative to inform instructional decisions.

\* Teachers create teacher-made, curriculum guide based, Class works, and/or use School Net assessments to create groupings and drive instruction.

\* Teachers are given professional development in differentiation and provided resources by Lead Coordinator and/or administrative choice.

\* Teachers are allowed by administrators to create flexible groups for instruction.

\* Teachers utilize professional development, Booster Shot series on NC AIG Wiki site, and other Home Base resources to evaluate student data and respond appropriately to student needs.

\*Lead coordinator or LEA designee assists in building a balanced assessment approach into school-wide programming.

### **Practice F**

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

**District Response:** \*Polk County continues to develop strategies to address aspects of social and emotional needs within the curriculum and instruction (annually update book lists appropriate for grade levels that support these needs).

\* Teachers, counselors, and principal designee provide opportunities for bibliotherapy study groups to support the social/emotional needs of AIG students.

\* Lead Coordinator provides lists of resources for these small groups (such as, Creative Problem Solving for Kids, 5 Traits of Competent Kids, The Gifted Kid Survival Guide, Too Young for This, Too Old for That, Psychology for Kids I and II, 7 Habits of Highly Effective Teens, Doorways to Decision Making, Who Moved My Cheese? TED Talks suggestions, etc.)

\*Provides a lending library for teachers with curriculum materials that highlight best practices for support of social/emotional needs of AIG students,

\* Pair students who require personal, 1 to 1 attention with a community or faculty mentor facilitated through the guidance offices at each school.

### **Practice G**

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

**District Response:** \*Polk County Schools addresses the academic, cognitive, social, emotional needs of young student with outstanding potential by:

\*Providing K - 2 PET (Primary Education Thinking Skills) for each classroom in the 4 elementary school (conducted by Lead Coordinator or designee).

\*Lead Coordinator collaborates with teachers to recognize K-2 students in need of differentiated instruction.

\*Lead Coordinator and AIG team develop curriculum and instructional service options to support K - 2 students with high potential.

\* Grade 3 students are provided the opportunity for formal identification, as the need arises. If not formally identified by midyear of 3rd grade, students are monitored and nurtured through consultation with Lead Coordinator.

\* Administrators allow for flexible grouping, advancing grade levels for small group or half-day instruction, if needed, to provide advanced instruction.

\* Lead Coordinator visits every K-3 classroom to establish relationship with classroom teachers and students and observes student responses and behaviors to PET lessons and other lessons designed to showcase creativity, problem solving and thinking skills (occurring a minimum of 1 time each 6 weeks period).

\* These practices support the development of potential by promoting affective and cognitive growth, foster creativity and critical thinking, enhance students strengths and problem solving skills and begin to uncover and develop the student's strengths that may lead to identification.

### **Practice H**

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

**District Response:** \*AIG teachers meet with classroom teachers during regular grade-level and PLC meetings to provide strategies for differentiating instruction.

\* AIG staff lead professional development during workdays and mini-lesson presentations at faculty meetings on strategies and activities for gifted learners.

\*AIG staff will present "mini lessons" as exemplars in identified classrooms or by teacher request to provide a model/example of how instruction is differentiated appropriately to meet the needs of AIG students.

\* Principals and evaluators of instruction make a concerted effort to look for, evaluate, and offer suggestions to improve differentiation in the classroom.

\* Lead coordinator or LEA designee collaborates and plans advanced content with classroom teachers on a rotating basis.

\* Lead coordinator or LEA designee establishes a relationship with grade level chairs to plan, troubleshoot, and support instruction for gifted learners.

\* Lead coordinator establishes a relationship with special education, ELL, guidance, Title 1 and other personnel who engage students to be certain that underrepresented and twice exceptional populations are not overlooked.

\* PLCs are encouraged to reflect on their practices for differentiation and seek support from LEA AIG staff and Lead Coordinator.

### **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:** \* DEP/IDEPs articulate the differentiated curriculum and instruction services matching the needs of AIG students in grades 3 - 12. Potentially gifted students in grades K - 2 are placed on watch lists and provided individual/differentiated instruction, if performing well above peers. All students are nurtured in grades K - 2 with PET (Primary Education Thinking Skills) lessons. This practice is monitored/maintained by the lead coordinator.

\* Lead coordinator facilitates annual DEP/IDEP meetings at all four elementary schools with families/parents.

\* AIG staff facilitates annual DEP/IDEP meetings at middle and high school and early college families/parents/students.

\* Team meetings include families/parents, and regular classroom teachers, administrators.

\* Service delivery options and eligibility criteria are listed on DEP/IDEPs.

\* Provide end of year reviews for students transitioning to a new school.

\* Include lead coordinator/AIG teacher in IEP meetings for twice-exceptional children, remembering if AIG programs and services are incorporated in the IEP, then the IEP becomes the IDEP for the student.

\* Gifted Progress Reports are included with the regular report card at each marking period to provide additional communication on data, observations, and service regarding the student's progress.

\* High School DEP integrates the four-year plan of coursework, and is reviewed and updated on an annual basis at a parent meeting. AIG representative attends all registration meetings and beginning of the year parent meetings.

\* Informational brochures (Spanish and English) are available at registration and Welcome Back to School meetings.

**Ideas for Strengthen the Standard:** \* Provides opportunities for collaboration and study of resources routinely throughout the school year.

\* Identifies an AIG faculty representative at each school to support efforts to differentiate instruction and identify/nurture AIG students.

\* Lead Coordinator administers assessment and models differentiation practices, as needed.

\* Teachers are provided with resources to advance the SCOS by enhancing current grade level standards and progress to the next grade level(s) standards.

**Sources of Evidence:** \* Teachers use surveys to determine interests and learning styles/preferences of their students.

\* Employs multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures that are based on current theory and research.(see Standard 1).

\* Lead coordinator models use of PET lessons in grades K - 2 and monitors use in the four elementary schools.

\* Lead Coordinator meets regularly with administrators, ELL, EC, Title 1 and guidance teachers to monitor the progress and maintain focus on the differentiation and social/emotional needs of all identified and potential AIG students.

\*DEP/IDEPs articulate the differentiated curriculum and instruction services matching the needs of AIG students in grades 3 - 12. Potentially gifted students in grades K - 2 are placed on watch lists and provided individual/differentiated instruction if performing well above peers. All students are nurtured in grades K - 2 with PET lessons. This practice is monitored/maintained by the lead coordinator or LEA designee.

### **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:** \* AIG educator with state licensure hired as lead coordinator in November, 2015.

\* Lead Coordinator and county administrators ensure local plan is developed, enhanced and implemented with fidelity.

\* Maintains and recruits interested and motivated teachers to engage/instruct the AIG students in each LEA with the support of administration.

\* Lead coordinator is the vocal advocate for AIG students and programming to the school board, administration, LEAs, and community.

\* Lead coordinator recruits and encourages parents to advocate for their gifted children and gifted education.

\* AIG personnel in middle school and high school meet as PLCs teams to plan and monitor services, with assistance from Lead Coordinator, by request, and maintain records on their identified students.

\* Lead Coordinator facilitates DEP/IDEP meetings in elementary schools.

\* Lead Coordinator maintains education data and plans in folders for all elementary students.

\* Lead Coordinator offers professional development opportunity annually countywide and makes time to meet individually or in small groups at each LEA to provide support for service delivery.

\* Lead Coordinator attends regional meetings, professional development opportunities, and statewide conferences.

#### **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:** \* Lead coordinator and administration ensure educators who are interested in gifted education are present in each LEA. These teachers explore, refine, and extend their talents in the school environment to address the unique needs of the student engaging the school counselors to assist in the integration of social and emotional factors necessary for high performance in gifted students.

\* AIG teachers at each school collaborate with counselors to recognize and nurture the unique social and emotional needs of gifted learners, counseling to meet the unique needs of the gifted, in course choice, personal and social issues related to being gifted, help in college selection, information and assistance with scholarships, information and assistance with financial aid for college, career counseling, and programming to develop life-planning skills that are consistent with student's needs and interests.

- \* System in place to monitor programs at each LEA in differentiation and attention to the specific needs of gifted students: reports made to team leaders, department chairs, administrators, or PLC leader in middle school and high school; reports made to Lead Coordinator in the elementary schools. Each LEA provides professional articles and books, i.e., Teaching Gifted Kids in Today's Classroom (S. Winebrenner), Best Practices in Gifted Education (A. Robinson, B. Shore, D. Enersen) 21st Century Skills: Learning for Life in Our Times (B. Trilling and C. Fadel), referral to the NCAGT and national gifted association websites and newsletters, current research information on best practices, legislative updates, etc., in a central location labeled: Gifted Resources.
- \* Lead coordinator references those who are pivotal in gifted advocacy, statewide and nationally.
- \* Each school receives updates from NCAGT.

### **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:** \* Professional development in identifying gifted students, instructional strategies, material development and unit planning to better meet the needs of AIG students is offered annually.

- \* Message of AIG ALL DAY, EVERY DAY spread by Lead Coordinator and LEA advocates for the gifted.
- \* Administrators expect and require every teacher to be aware and plan for the individual needs of their students. Teachers are allotted time for planning and PLCs.
- \* Maintains specific professional development requirements for regular classroom teachers, school counselors, special education teachers, ELL personnel, administration, speech/language therapists, and other specialists, with training modules adapted to the specific role of the stakeholder.
- \* Continue to recruit teachers to obtain AIG licensure.

### **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:** \* Administrators place AIG students with general education teachers who have obtained licensure, pursue licensure, demonstrate high growth and/or maintain distinguished performance ratings on evaluations.

- \* Administrators cluster group students in the elementary grades with general education teachers who have obtained licensure, pursue licensure, demonstrate high growth and/or maintain distinguished performance ratings on evaluations.
- \* Administrators consult with lead coordinator and LEA AIG designee to ensure effective AIG student placement.
- \* Lead coordinator and administration advocates school board members to recognize and support those who seek licensure.

### **Practice E**

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

**District Response:** \* Address how AIG Professional Development relates to best practices in gifted education and NC AIG Program standards through staff meetings at each LEA (Lead Coordinator, Administrator or AIG designee).

- \* Administrators ensure Professional Development addresses needs of AIG students in K-12 with current best practices through maintained on this subgroup.
- \* Request all teachers who attend conferences or professional development outside county to share information with staff during faculty meetings or on required workdays.
- \* Utilize AIG teachers to provide "AIG 101" courses that cover topics such as Characteristics of Gifted Learners, Methods and Models for Gifted Instruction and social/emotional needs of gifted learners - using current research and models.
- \* Lead Coordinator shares resources such as "Booster Shots" and others available on the DPI AIG wiki site.
- \* Administrators ensure teachers have input on professional development opportunities.
- \* Lead Coordinator and administration support the vision and outline of strategic priorities to ensure AIG perspective is being heard and considered,
- \* Lead Coordinator recruits Polk County educators and employees who are the parents of identified gifted students to form a PLC to promote 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:** \* Polk County administrators support facilitation of collaborative opportunities for AIG personnel and other teachers to build capacity for AIG.

- \* Provides sessions, time and opportunities for sharing of information from professional development, related professional articles, books, AIG Wiki sources and websites during Early Release days, optional and required workdays, or monthly PLC structures.
- \* Administration allows time at the beginning and end of the school year for vertical planning.
- \* AIG teachers and administrators use technology to share new ideas and grade appropriate resource materials.

**Ideas for Strengthen the Standard:** \* Identifies teachers in each LEA who are experienced and interested in gifted instruction.

- \* Placement of students in classrooms with instructors who excel in differentiation strategies.
- \* Placement of students with classroom teachers who maintain accomplished and/or distinguished ratings on evaluations.



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- \* Each LEA purchases a membership in NCAGT.
- \* Professional development opportunities align with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels.

**Sources of Evidence:** \* Lead coordinator with state licensure hired and engaged at schools as mentor, resource, and provider of instructional modeling and support.

\* Offers staff development in identification, instructional practices and services for the gifted student annually.

## **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:** Polk County Schools offers a variety of embedded and stand-alone programming for AIG students as well as access to appropriate resources, opportunities and support. In addition to the specific description of AIG service options in the district outlined in this plan in "Standard 1 Practice F," Polk County Schools strongly recommends inclusion/use of the following strategies and activities:

Accelerated pace of presentation  
Conceptual discussions  
Cooperative learning groups  
Critical thinking skills  
Flexible project topics / deadlines  
Higher Order Thinking Skills  
Individual Differentiated Educational Plans  
Learning Contracts  
Mentoring  
Problem Based Learning  
Proof and Reasoning  
Student Led Conferences

\* Lead Coordinator directly and indirectly supports regular education teachers and other instructional staff by coaching for instructional support; helping teachers with differentiation strategies to enrich, extend, and accelerate as needed; consulting for affective support; helping problem solve around the affective needs of gifted learners; and resource development.

\* Lead Coordinator provides descriptions of programs and services available for each grade span and setting (located on school website).

\* Monitors and ensures all aspects of student development (academic, intellectual, social, and emotional needs) within each grade level, classroom environment, and setting.

\* Teachers, specialists, and guidance counselors are provided access to information on student DEPs.

\* As stated, Polk County provides services and offerings for students that focus on the development of interests and special talents of students.

\* As stated, Polk County provides services for students that encourage the development of critical thinking, problem solving, and other 21st Century skills.

### **Practice B**

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

#### **District Response:**

- \* Aligns AIG identifying area(s) with the LEA's goals and resources
- \* DEP development reflects programming and services for Academically Gifted (Reading, Math, or both), Intellectually Gifted and support in the content areas (science, social studies, etc.).
- \* Collaboration occurs within the LEA to ensure programs are aligned and resources are available.
- \* Creative resource allocation, pursuit of grant monies, and sharing of responsibility for serving students occurs across the county.

### **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:** \* Maintain strong and productive partnerships with students, parents, teachers, and administrators in assuming responsibility and accountability for successful performance and academic excellence.

- \* Teachers work with administrative teams to make sure the needs of gifted learners are addressed at all levels.
- \* Actively seek opportunities to align gifted curriculum resources with the LEA instructional program and existing LEA programs (i.e., Afterschool, Advocate, ELL, STEM Offerings and Art Integration).
- \* Continually review board policies related to gifted education to ensure those policies are effective and based on current best practice, making recommendations for new policy as needed.
- \* Polk County Schools provide both stand-alone programming and embedded AIG services to students. \* Schools work with AIG staff to ensure AIG services are dove-tailed with existing efforts in a manner that addresses both "regular education" and AIG programming. For example, instructional strategies emphasized by the district are intended to "push" all students to extend their learning. Furthermore, activities like Science Olympiad, Math Olympiad, Battle of the Books, etc., are open to all students and serve to extend their learning regardless of designation or potential. Any program offered for AIG students necessarily adheres to policy and practice in the district.

### **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:** \* In an age of accountability and scarce resources, teachers, school administration, and support staff in Polk County continue to increase awareness of all services available to AIG students and how they can be accessed.

- \* Stakeholders continue to be informed of the AIG program, its goals and available resources to author quality service plans and ensure appropriate delivery of said services for AIG students.

- \* Provides teachers, administrators, and support staff with access to student DEPs, the local AIG program and plan, and other legislation and regulations related to gifted education.
- \* Lead coordinator ensures all principals receive a print copy of AIG plan and brochures about the program.
- \* Lead coordinator ensures teachers receive a print copy of brochures that contain identification, service delivery options, and instructional methods for AIG program.
- \* Polk County Schools will communicate the AIG Plan and available resources via school meetings and online resources to all schools and staff annually, and the AIGT will meet regularly to determine if further information dissemination/training is necessary.

### **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:** \* Maintains an effective vertically aligned and sustained K-12 AIG program, teachers and staff ensuring the quality and continuity of AIG services, especially at key transitional ages/grades.

\* As the AIG Team authors/reviews individual students plans, special attention is given to facilitate continuation of services, especially during the transition years of grades 3 to 4, 5 to 6, and 8 to 9. Documentation transitions with students from year to year and includes academic information on cognitive abilities, End of Grade/Course data, classroom grades and other assessments. Any relevant information used by the AIG Team from year to year is used to ensure continuity and assist in transition years.

### **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:** \* In order to provide quality differentiated programs and services, the LEA provides opportunities for collaboration among classroom teachers, exceptional children's teachers, and all providers of services to the AIG student.

\* Regular consultations with school counselors to address the social and emotional needs of AIG students occur in each LEA.

\* Polk County utilizes Student Services Teams (CARE teams) to problem solve issues, address the emotional/social needs and issues around supporting the holistic development of gifted learners.

\* Polk County Schools communicates the AIG Plan and available services/resources via school meetings and online outlets to all schools and staff annually, and the AIGT meets quarterly to determine if further information dissemination/training is necessary. All instructional staff, including specialty teachers and administrators receive information on programming, the identification process, and their "role" in providing differentiated services. Parents of AIG students and non-school based stakeholders on the AIGT meet annually to address service options and delivery and take part in quarterly meetings to aid in improvement efforts.

### **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:** \* Polk County addresses the needs of those who would benefit from acceleration by using school and district wide policies and practices to support grade and subject acceleration options for K - 12 students, when needed. These decisions involve all of the stakeholders - parents, the student when age appropriate, classroom teacher, counselor and other school personnel, administrators, and lead coordinator/AIG designee.

\* If grade skipping is not a team decision, then LEA ensures student is provided opportunities for vertical alignment in collaboration with grade level instructors and lead coordinator/AIG designee.

\* Through the AIG team, services and programs are matched with demonstrated student needs.

\* Opportunities for distance learning off grade level are provided, if appropriate.

\* IDEPs used to support acceleration.

\* Polk County seeks to remove barriers from policy and practice, within the LEA that may hinder acceleration decisions.

### **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:** \* Polk County Schools, in order to meet the needs of ALL gifted learners, makes special efforts to identify and serve students from under-represented AIG populations and to implement services and programs to meet their learning needs and develop giftedness.

\* Polk County develops programming that is responsive to all students who are in need of advanced opportunities.

\* Lead coordinator communicates service options to ELL, EC teachers, Title 1 and other teachers who have a specialized focus and partner with these teachers for effective programming and to synergize efforts.

\* IDEPs created based on student service needs.

\* Focuses on early K-3 programs to cultivate the potential and address the needs of underrepresented populations using observations, interviews with teachers and PET lessons.

\* Specific staff development provides teachers targeted sensitivity in observing for and identifying the traditionally under-represented, culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional populations.

\* The AIGT bears the responsibility of using collaborative meetings with specialty teachers and those serving the traditionally under-represented student populations to disseminate information on the identification of these students and how to best connect them with and implement AIG services

**Practice I**

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

**District Response:** \* Polk County provides opportunities for AIG students to be involved in extra-curricular programs that match their cognitive, academic, social, and emotional needs.

\* LEA provides resource guides and information through county emails for community activities, state and national opportunities/competitions/contests, service projects, clubs, and Duke Tip.

**Practice J**

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

**District Response:** \* Administrators review local and statewide assessment data to determine effectiveness of current grouping practices and educational growth of individual students.

\* Provides professional development for administration and teachers and counselors to understand the following:

- a. Data analysis
- b. Grouping practices for growth of students.
- c. Instructional strategies that are effective with groups of advanced learners.

\* LEA encourages groupings flexibly based on a variety of factors, such as readiness, interest, and learner profile.

**Ideas for Strengthen the Standard:** \*Utilize continuous improvement process and strategic planning to solicit ideas from stakeholders on improving AIG programming.

\*Engage community foundations and civic groups to expand partnerships and mentorships.

**Sources of Evidence:** \*Forms that represent our instruction and service delivery

\*Press Releases as in Battle of the Books, Science Olympiad and Duke Tip

\*AIG Brochure

\*Transition and Collaboration meeting notes

## 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:** \* Annually, the AIG Advisory Committee meets with community stakeholders, parents/families and teachers to both inform stakeholders of available services, and to form partnerships with community organizations to seek creative ways to implement programs and deliver services and provide feedback for program adjustment.

\* Polk County identifies leaders from business and industry, other community agencies, and parent networks who are willing to partner and support programming options and services for gifted learners.

\* Polk County utilizes community partners as guest speakers to address current issues/concerns regarding gifted learners, or speak to an interest or passion area of gifted learners.

\* LEAs showcase AIG student achievements with community partners, through local publications.

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### **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:** \* Polk County schools disseminates information to all stakeholders about the goals and policies of the AIG plan and program through parent meetings, community gatherings, PTO meetings, and school district web page.

\* Brochures and AIG Handbook for Parents are distributed annually and made available during meetings.

\* Automated calls made to parents to notify about DEP meetings.

\* Lead coordinator shares information with Board of Education and Principals' meetings annually.

\* Utilizes local newspaper and media when appropriate to share good news about student accomplishments to improve perception and community relations.

### **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:** \* Polk County's advisory group consists of local community members, parents and families, AIG teachers, and other instructional and support staff and utilizes this group to assist with developing the local AIG program and plan.

\* Recruits parent leaders from each segment of our community to serve as an advisory capacity representing our diverse population.

#### **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:** \* Polk County is intentional in communicating with all parents and community members.

\* Parents and community members are informed of service options and programming opportunities to effectively aid in the development and implementation of the AIG Plan and individual student plans.

\* Polk County utilizes school webpages, emails, letters, automated phone calls, school newsletters, and AIG specific newsletters to inform parents of upcoming opportunities.

\* School personnel ensure interpreters/translators are available at DEP meetings and all AIG functions.

\* Polk County Schools use methods referred to in other areas of this plan to ensure parents and community members are informed of AIG programming and activities for students. Information found on the website and disseminated during meetings are kept current and new offerings or opportunities are communicated as quickly as possible. All communications are available in the student/parent's native language.

#### **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:** \* Polk County Schools partners with parents, local businesses and agencies, colleges and universities, and the community-at-large to secure the type of support and resources needed to implement an effective and comprehensive AIG program.

\* Polk County Schools maintains current and forms new partnerships with parents, local business and industry, and the community-at-large to both enhance and support AIG programming in the district. For example, Polk County Schools works with FENCE to provide "Hands-on-Science" at our elementary schools. This partnership includes a part-time "instructional" position funded by FENCE charged with outreach and partnering with schools for science and nature education. Polk County Schools and the AIGT work to strengthen existing relationships and partnerships while seeking more support and resource options in the community. The Polk County Foundation funds opportunities for students to attend Duke Tip summer programs.

\* Elementary students annually attend college campus tours and programs due to the generosity of a private donor.



**Ideas for Strengthen the Standard:** Polk County Schools maintain and expand partnerships in the community.

**Sources of Evidence:** \* Program Partnership descriptions

- \* Grant letters
- \* Funding budgets
- \* Memorandum of Understandings
- \* Parent meeting notes
- \* AIG committee meeting notes

## **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:** The development, implementation, and monitoring of an AIG Plan was completed in accordance with state legislation and NC Board of Education policy and being necessary in securing resources and delivering services to AIG students.

### **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 development, implementation, and monitoring of an AIG Plan is completed in accordance with state legislation and NC Board of Education policy and is necessary in securing resources and delivering services to AIG students.

\*The AIGT works to provide oversight in the implementation of the AIG Plan and associated programs. The team reviews all facets of the program (all standards and responsibilities - identification, service provision, information dissemination, etc.), identifying strengths and weaknesses in the goals and implementation as well as recommendations for future enhancements/improvements. For example, annual staff development on AIG identification procedures and service options are evaluated for effective delivery. If the committee determines that teachers and staff are informed to a satisfactory level the goal/practice will be reviewed and changes suggested. In addition, the AIG Advisory Committee offers feedback on the AIG Plan and its implementation to help improve programming. Program effectiveness are assessed at all grade levels.

\* Polk County assesses all programs annually, including the AIG plan and implementation.

### **Practice C**

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

**District Response:** Polk County Schools prepares the AIG program budget and allocates program funds appropriately throughout the LEA.

Polk County Schools uses allotted funds for AIG to employ AIG licensed personnel. Local funds are used to supplement state funds for some teacher salary, materials, curriculum products and other expenses like trips and after-hours activities. The district continues to work with community partners

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and seeks other supports for funding and resources. All monies spent adhere to state policy and guidelines and are used for AIG programs to benefit our students and employ AIG personnel. Lead Coordinator reviews funding with district Finance Officer and discusses alignment of plan with budgeted resources.

**Practice D**

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

**District Response:** Polk County Schools shares student performance and annual drop out data for AIG students in order to follow students' progress and plan for appropriate interventions and instruction to encourage student growth and maintain graduation rates.

Polk County Schools continues to annually review identified student academic performance, growth, and dropout data. The AIGT shoulders this responsibility and engages appropriate stakeholders for insight, clarification, and suggestions for modification. Performance is compared longitudinally and across the district to determine if any school-based programming needs to be evaluated/adjusted. Polk County Schools engages each "dropout" (AIG or gen. ed.) in an exit interview and any information obtained in the process is given to the AIGT for review.

Data is collected on other indicators of student performance that speak to the "success" of AIG students: number of internships or mentorships, college acceptances, scholarship information and successful AP class completion rates.

**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:** Polk County Schools provides fair access to all students (especially those whose gifts may not be evident due to membership in a traditionally under-represented population) the identification, representation, and retention of traditionally "underserved" student groups are monitored and analyzed. Students from underserved and under-represented populations are actively sought and recruited in each LEA.

Polk County Schools utilizes the AIGT to monitor the identification, selection, and retention of under-represented populations in the AIG program with special focus on students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, or twice-exceptional. The Lead Coordinator visits each school to determine that this process is in practice and made a priority for the teachers and administration.

**Practice F**

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

**District Response:** In order to provide quality AIG programming to schools and students, AIG specialists and instructors ideally possess AIG licensure and in lieu of licensure, receive regular professional development on meeting the needs of AIG students in the school and classroom. Polk County Schools seeks to increase the number of teachers with AIG certification and monitors and maintains data related to their employment and training. However, due to the lack of state funding and financial incentives for teachers to obtain licensure, Polk County makes every effort to place AIG students with the highest performing teachers in each LEA. Required attendance in Professional Development in the county increases the skills and knowledge of the needs of the gifted for these teachers. Human Resources are encouraged to embed AIG expertise within local applications for employment.

### **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:** Communication and collaboration among educators, administrators, parents/families and community members establishes a positive vision for the AIG program to enhance the growth of AIG students.

Polk County Schools fields an AIG Advisory Committee/Team annually for the purposes of aiding in the development, implementation, and evaluation of the AIG Plan and AIG programming. This team includes parents from each LEA, administrators, teachers, counselors, and community members who are representative of the community-at-large. The board meets as needed (minimum of three times per year) either as a full group or in sub-groups to address specific aspects of the program. Other instructional and professional staff are included when their expertise is sought or required or can benefit conversations and analysis. The Advisory Committee provides the AIGT with recommendations for improving services and programming.

Parents receive updates each 6 week period to show progress in DEP/IDEP goals. Requests for feedback are included and encouraged.

Feedback is gathered through surveys (students, teachers, parents), interviews, and during established meetings like DEP or parent open house nights

### **Practice H**

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

**District Response:** Communication and collaboration among educators, administrators, parents/families and community members establishes a positive vision for the AIG program to enhance the growth of the AIG student. This vision is revisited annually to determine progress towards goals. Analysis and review determined revisions, if necessary.

Polk County Schools uses the aforementioned communication strategies for dissemination of AIG program evaluation information. As stakeholders (students, staff, parents, community members, business leaders, etc.) are kept informed of the AIG goals and program plan by presenting the former academic year's AIG evaluation to the school board and made a part of the board minutes. This way,

evaluation reporting is not stand-alone, but part of the overall communication/improvement process. Annual presentations to parents of identified AIG students also take place to ensure awareness of the program, its history, and its future direction. The AIGT assesses program effectiveness at all grade levels and requests input from stakeholders.

#### **Practice I**

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

**District Response:** Polk County Schools reviews multiple data sources from AIG programming in order to evaluate current programming and services and to arrive at recommended improvements for continued student growth and enrichment.

Polk County Schools applies the district's "Needs Assessment / Improvement" process to review all aspects of the AIG Plan and programming. The AIGT is charged with the review of the AIG Plan, the review of multiple data sources from the program(program participation data, student growth, AIG teacher licensure, etc.), and the annual revision of the AIG Plan.

#### **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:** By law and out of respect for students and their families, confidentiality, integrity and privacy of all matters regarding the services of AIG students are maintained through reminders during annual parent meetings and with school personnel who engage the AIG students.

Polk County Schools follows all confidentiality procedures with all meetings and student records for AIG students. Polk County Schools Board of Education policies regarding student information and guidelines outlined in FERPA shall be followed. Safeguarding the rights of AIG students and parents is a priority for Polk County Schools. An open-door policy is in place to resolve disagreements for students and parents that is clear, fair, and engages multi-level personnel.

Forms are used to obtain informed consent for identification and services. Rights are translated and available in the student's native language.

**Ideas for Strengthen the Standard:** \* Include AIG evaluation in continuous improvement planning process

\* Conduct stakeholder surveys

**Sources of Evidence:** \* School Improvement Plans

\* AIG Program Plans

\* Survey Results

**Glossary (optional):**

**Appendix (optional):**

AIG Plan Board Approval - Polk Schools 2016-19.pdf (*Local Board Approval Document*)