

Alamance-Burlington Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 21-MAY-19
LEA Superintendent's Name: William Benson
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Alamance-Burlington Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). 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 2019-2022. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2019-2022, Alamance-Burlington Schools local AIG plan is as follows:

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

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

Sources of funding for local AIG program (as of 2019)

State Funding	Local Funding	Grant Funding	Other Funding
\$1231812.00	\$40072.35.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response: Alamance-Burlington recognizes the importance of K-12 screening as the first step to properly serve academically/intellectually gifted (AIG) students.

Students in kindergarten through twelfth grade may be referred for evaluation by a teacher, parent/guardian or a school administrator. This referral must be in writing and sent to the school administrator and/or AIG Teacher before Thanksgiving Break. Multiple indicators of academic/intellectual giftedness are considered when screening students for AIG evaluation such as district assessment data, previous standardized test data, historical grades, student quantile and Lexile levels, and teacher perception ratings. Children in kindergarten through second grade should be referred for evaluation only if there is a clear need for instruction that is consistently two or more grade levels above their current grade level. Parents should begin with a conversation with their child's teacher to discuss grades, testing data, etc. before making a referral. The AIG Committee at each school will consider all the above indicators, in addition to the social, emotional, and developmental needs of each student referred and will determine which students need further assessment.

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

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

Practice B

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

District Response: Alamance-Burlington recognizes the importance of continuing to use multiple criteria and pathways to identify students for the AIG program. Our 2019-2022 plan has criteria to identify students who are academically gifted, intellectually gifted, and both academically and intellectually gifted. Academically gifted children typically perform well on standardized achievement tests, such as the Iowa Test of Basic Skills, Beginning-of-Grade (BOG), and End-of-Grade (EOG) tests. Intellectually gifted children typically perform well on activities that involve reasoning, questioning, and problem-solving and on aptitude tests, such as the Cognitive Abilities Test. The Cognitive Abilities Test (CogAT), including the verbal, quantitative and nonverbal sections, will continue to be administered. The Iowa Test of Basic Skills (ITBS) will also continue to be administered, but starting in 2019, it will be administered on grade level in order to better identify students who perform at higher levels when compared to others at their age, experiences, and environment. These tests are only administered to students who have been referred for testing by parents/guardians, teachers, or administrators and have gone through an initial screening by the school's AIG committee who determines if testing is warranted.

Grades K-2

AIG Pathway (Academically and Intellectually Gifted Services)

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

AG Pathway (Academically Gifted Services)

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

IG Pathway (Intellectually Gifted Services)

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

Students identified as AIG or IG in grades K-2 will be reevaluated in 3rd grade during the Cognitive Abilities Testing sweep

- If the CogAT score falls below a 97% for those identified as IG, the student receives a full re-eval for continued placement.
- If the CogAT score falls between 90-96% for students currently identified as AIG, their placement will stay the same.
- If the CogAT score falls between 97-99%, they will receive a re-eval for acceleration.
- If the CogAT score falls below 90% for those identified as AIG, their placement will change from AIG to AG.

Students identified as AG (AR or AM) in grades K-2 will be reevaluated in 3rd grade during the Cognitive Abilities Testing sweep

- if the CogAT subtest or composite score is between 90-99%, the identification will change from AG to AI
- if the CogAT subtest is between 97-99%, they will receive a re-eval for acceleration
- if the CogAT score falls below 90%, no change in identification will occur.

Grades 3-8

AIG Pathway 1 (Accelerated Academically and Intellectually Gifted Services)

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

AIG Pathway 2 (Academically and Intellectually Gifted Services)

- Standardized Achievement Test Score (IOWA, EOG, or BOG for current 3rd graders) of 93-99%- Total Reading and/or Math
- Verbal, Quantitative, Verbal/Nonverbal partial composite, or Quantitative/Nonverbal partial composite Aptitude Test Score (CogAT) of 90-99%

AG Pathway 1 (Academically Gifted Services)

- Standardized Achievement Test Score (IOWA) of 93-99%- Total Reading and/or Math

AG Pathway 2 (Academically Gifted Services)

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

- Standardized Achievement Test Score (IOWA) of 90-92%- Total Reading and/or Math
- Minimum EOG or BOG (for current 3rd graders in reading) of 93%

IG Pathway (Intellectually Gifted Services)

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

*Note: Students in grades K-8 who are within 3 percentile points of qualifying for AIG services on either the Iowa Test of Basic Skills or the Cognitive Abilities Test may be administered an alternate version of one of those tests with AIG Committee approval. Students who do not score within 3 percentile points on either the Iowa Test of Basic Skills or the Cognitive Abilities Test may not be retested with an alternate test within that school year. For students to retest for the accelerated pathway, one of the criteria must be met (97+ on CogAT or Iowa).

*Identification may also be deferred until EOG scores are reported at the end of the screening school year if current EOG score does not meet criteria.

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

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

Students who meet the above criteria will be eligible to take 7th grade math during their 6th grade year with parent permission. AIG teachers at each school will conference with parents to review this math trajectory in order to help parents make the best decision for their child socially, emotionally, and academically going forward. The math trajectory for students who are placed on this pathway is as follows: 6th grade - enrolled in 7th grade math; 7th grade - enrolled in Math I; 8th grade - enrolled in Math II and III.

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

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

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

Each elementary, middle, and high school will have an AIG Committee who meets to make decisions regarding screening, testing, service, and student support issues. The AIG Committee at the elementary school level may include:

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

The AIG Committee at the middle school level may include:

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

The AIG Committee at the high school level may include:

- School administrator
- The Middle School AIG Teacher assigned to the high school (usually the Committee Chairperson)
- School Counselor, if available
- The teachers of the students being screened
- An ESL/ELL Teacher

Practice C

Ensures AIG screening, referral, and identification procedures respond to 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: In the fall of 2018, our AIG demographic data indicated that over 19% of our

white students were identified as AIG and over 24% of our Asian students were identified as AIG; while only 5% of our black students were identified as AIG, 9% of our mixed race students, and over 6% of our Hispanic students were identified as AIG. By simplifying our identification criteria in our previous plan as well as identifying students who are intellectually gifted but who may not show academic giftedness on traditional achievement tests, we did see a slight increase in the identification of our Hispanic students from 5% in 2015 to 6.15% in 2018, while our Black population stayed the same. Changing our current test practice of above-grade level testing to on-grade level testing will also allow us to identify those students who perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment. We will continue to explore additional opportunities for students to show their strengths in their local learning environment.

The Alamance-Burlington ESL/ELL Director of Services serves as a member of the AIG Advisory board and will work with the AIG Program Specialist on disseminating screening, referral, and identification procedures to the ESL/ELL community. The ESL department will translate the current AIG plan and paperwork into Spanish and post the translated AIG plan on the ESL/ELL website. Currently, any student who is identified by the ESL/ELL Department can have the CogAT directions read in Spanish. The AIG Program Specialist will continue to collaborate with the ESL/ELL Department on ways to best recognize and serve these students.

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

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

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

The AIG Teachers at Title 1 schools will intentionally and regularly review assessment data at their schools to look for students with a minimum standardized test score of 80th percentile and who consistently show academic and/or intellectual potential. This "Potential Development" group will receive enrichment services provided through co-teaching and/or small groups if they continue to show a need for differentiation outside of their regular classes. This enrichment group will be flexible in order to meet students' instructional needs. These flexible groups will be formed each year and

may change based on assessment data. Students placed in these groups will be put on the talent pool to screen for possible AIG evaluation in the spring of each year.

Practice D

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

District Response: According to surveys and input from AIG teachers and the Advisory board, the referral, screening and identification process is consistently implemented across the district. The results of our 2018 Alamance-Burlington School System AIG stakeholder survey indicated that 90.5% of administrators, 81.7% teachers, and 70.5% of parents surveyed agreed or strongly agreed that student identification procedures for AIG in ABSS are clear, equitable, and comprehensive and lead towards appropriate educational services. ABSS offers AIG screening to students referred for evaluation regardless of race, gender or economic status. ABSS recognizes the unique needs of the gifted population and regularly seeks effective ways of meeting the needs of those students.

AIG Specialists are given an "AIG Reference Guide" at the beginning of each school year which includes a yearly AIG timeline of their responsibilities, screening guidelines and forms, testing information, and AIG paperwork that is used consistently at all schools across the district. At monthly meetings, the AIG Program Specialist reviews these responsibilities to ensure consistency across the district.

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

The AIG Coordinator also shares information with administrators regarding the AIG program in a monthly AIG Newsletter as well as the district Curriculum/Student Learning Department Newsletter when appropriate.

A flowchart of identification guidelines is available to AIG teachers as well as school administrators and parents; this will also include when retesting and/or deferment should occur to ensure consistency across the district.

Practice E

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/ families, students, and the community-at-large.

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

AIG letters that outline district referral, screening, and identification procedures are sent home with each child (K-8) in the fall of each school year; high school students and parents have access to this letter through the AIG Teacher's website. This letter is also posted on the AIG district website and linked in the electronic newsletter.

CogAT information letters are also sent home to every 3rd grade child in the district explaining that all 3rd grade students will be tested as well as providing information on what the CogAT assesses and how the information will be used. This letter is also posted on the AIG district website and linked in the electronic newsletter. After CogAT testing, individual score reports are sent home with each child with information on how to read and understand the scoring; AIG Teachers are also available to discuss and explain results.

The AIG Program Specialist shares information regarding screening, referral, and identification process in the monthly AIG Newsletter that is sent to parents, teachers, and administrators as well as posted on the AIG district website.

The AIG Program Specialist holds regular meetings with AIG Teachers in elementary and middle/high schools throughout the year. Implementation of the AIG plan in regards to referrals, screening, and identification procedures are reviewed annually with AIG Specialists who then review it with the staff at their individual schools. A standardized district presentation regarding the AIG program (screening, referrals, identification, and programming) will be shared with all schools K-12 and posted on the district AIG website and on the ABSS AIG Team Drive for easy access.

AIG Parent Brochures that outline referral, screening, and identification procedures as well as AIG programming are available in both English and Spanish at schools and will be posted on the district AIG website and on the ABSS Team Drive.

Transitional parent meetings are held annually for rising 6th and 9th grade students. At these meetings, information regarding secondary AIG programming and advanced learning opportunities are shared with students and families.

Practice F

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

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

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

are also kept at the district AIG office.

Letters are sent home to parents indicating whether their child was identified or not after testing occurred. AIG teachers meet with parents to sign documentation and discuss the placement and services that their child will receive once in the program. All documentation is copied and the original set is kept in the AIG folder and the copy is given to the parent. Copies are also kept at the district office.

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

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

Curriculum nights and/or Registration Fairs are held at the high schools for rising 9th graders where informational sessions on AP/Honors and AIG in the high school are available to parents and students. Middle School AIG teachers are assigned to a high school and will be available at these sessions to help answer questions and guide students and parents regarding course placement. Parents will be given information regarding advanced content and coursework available to high school students in ABSS, along with other advanced learning opportunities available in the district. Each rising 9th grader is given a Four-year Planning Document in order to map out their high school course trajectory with the guidance of AIG teachers, classroom teachers, and counselors.

Ideas for Strengthen the Standard: ABSS will continue to explore avenues to identify underrepresented populations including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and those who are twice-exceptional (both AIG and EC).

Develop a portfolio pathway for identification.

Sources of Evidence: AIG Demographic Data
AIG Survey Data
AIG Plan (English and Spanish) on ABSS website
Parent Letter Regarding AIG Referral Process and Identification Criteria
Parent Letter Regarding 3rd Grade CogAT Testing
AIG Screening Guidelines
AIG Screening Form

AIG Specialists' Reference Guide
AIG Parent Brochures (English and Spanish)
AIG Advisory Board Agendas and Rosters
AIG Student Files
AIG Committee Meetings
Identification Flowchart

Standard 2: 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 an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

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

The AIG Program begins identifying students for the gifted program in reading and math as early as kindergarten. The instructional services provided to those who qualify are aligned with the area(s) of identification. The curriculum "provides engaging work for our students that will enable them to meet high academic standards and become responsible citizens in a rapidly changing world," as stated in the Alamance-Burlington School System's mission statement. Enabling AIG students to become lifelong learners and working to help them reach their full potential is a privilege and responsibility that is taken seriously.

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

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

Identified 4th and 5th grade students may receive enrichment services with the AIG teacher at their school a minimum of 45 minutes two times each week in their area(s) of identification. The NC Standard Course of Study is extended, enriched, or accelerated during enrichment or small group settings. Critical thinking and problem solving are embedded in the lessons taught. A co-teaching model will also be used in our elementary schools. In this model, the AIG specialist collaborates, plans, and teaches with the regular education teacher of AIG cluster-grouped students.

AIG Teachers are also expected to collaborate with 4th and 5th grade teachers on a regular basis in order to provide support with differentiated lesson ideas in order to meet the needs of gifted students in the regular classroom setting. In the spring of 2019, AIG teachers included suggestions for classroom teachers to differentiate for their AIG students on the existing ABSS standards maps and lesson documents.

AIG students in middle schools are grouped with other identified students in advanced math and/or English/Language Arts classes. In the advanced classes, concepts in a student's current grade level are extended, enriched, or taught at a faster pace and some of the concepts in the next grade level are taught. In order to be in compliance with House Bill 986, students who earn a level 5 on the Math EOG in grades five or higher will be placed in the next level advanced math course; seventh grade students who score a level 5 on the 7th grade Math EOG should be placed in Math 1 during their 8th grade year. Beginning in 6th grade, students may qualify for grade acceleration in math which allows them to take 7th grade math as a 6th grader, Math I as a 7th grader, and Math II and III as an 8th grader. Subject accelerated AIG students may also receive enrichment services with the AIG Specialist at their school.

Middle School AIG specialist teachers attend grade level PLC meetings and collaborate with classroom teachers to help them plan advanced lessons and/or projects and provide them with resources to use with gifted students. They also model lessons or co-teach with classroom teachers in the advanced classes. Flexible grouping practices are used to reteach, review, enrich, and extend the NCSCOS.

In a survey given in the fall of 2018, 85.7% of administrators and 72.1% of teachers surveyed agreed or strongly agreed that the AIG teacher and classroom teachers at their school collaborate with each other in order to meet the needs of AIG students.

High school students can choose to take Honors and/or Advanced Placement classes; apply to enroll in our International Baccalaureate Program at Williams High School; enroll in CTEC (Career and Technical Center) classes such as Engineering and Design, NC School of Science and Math virtual courses, or other career oriented courses; participate in dual enrollment courses at ACC or Elon University; or any number of different course options that cater to career and academic interest. Identified AIG students are encouraged to pursue these classes and the pathway that most appeals to their interests and aspirations.

High schools are expected to offer a minimum number of AP courses, and each high school has an AP Coordinator who oversees the program at the school level. In addition, the AP Capstone is offered at one of our high schools (Western Alamance High School); International Baccalaureate (IB) courses are offered at another site (Williams High School) where students can enroll from all over the district. AP and IB courses by nature are a rigorous academic curriculum.

The Alamance-Burlington Early College is a cooperative innovative high school whose goal is to produce high school graduates with two years of college credit - earning an Associate's Degree, a High School Diploma, and/or a certificate.

The unique social and emotional needs of gifted learners is always an area of focus and concern for ABSS. Decisions regarding student testing, placement, and service will be made in the interest of the whole child while meeting the student's academic/intellectual gifts and social/emotional needs. Student support plans will be created to address the academic/intellectual and/or social/emotional needs of AIG students who are underachieving. The school's AIG committee, which includes a school counselor, will identify academic, behavioral, and/or social/emotional issues preventing a child's success in order provide them with targeted support. Professional development on the social and emotional needs of gifted learners will be offered as a part of the district AIG Professional Development. In addition, articles and information on the social and emotional needs of gifted learners will be shared in AIG newsletters that are sent to parents and staff members, and at AIG Teacher meetings. AIG teachers will work with counselors at their schools to support the social and emotional needs of their gifted students.

In 2018, ABSS began using Panorama Education, which helps educators use data to support student's needs by collecting reliable feedback from students, families, teachers, and staff about school climate and culture, engagement, communication and more. Each school is able to track student progress across academics, attendance, behavior, and social-emotional learning, so every student is able to receive the support they need. The AIG Department will continue to work with Student Support Services on how to use the information provided and support our students.

In a survey given in the fall of 2018, 85.7% of administrators and 81% of teachers surveyed agreed or strongly agreed that our district provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. 93.1% of parents surveyed in the fall of 2018 agreed or strongly agreed that their child's participation in the AIG program has been a worthwhile experience and has led to their child's academic growth. 56.6% of parents agreed or strongly agreed that their child has shown an increased interest in school as a result of participation in the AIG program. 70% of students surveyed said their academic needs are being met in school most of the time while 26.8% said their needs are met at least some of the time. When asked if their participation in the AIG program been a good experience overall, 88.3% of students surveyed said yes.

Practice B

Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

District Response: Since the AIG Department is housed under Curriculum/Student Learning Department, collaborating with instructional departments to ensure AIG services are integrated and gifted curriculum resources are aligned with the total instructional program is seamless. The Curriculum Specialists assist in vetting resources as well as provide additional support to the elementary and middle school AIG Teachers that are assigned to each school. The AIG Program Specialist is also a part of planning, creating, and delivering district-wide professional development, providing support to Instructional Coaches, and provide support for all programs and curriculums

across the district that support advanced learners. This allows for integration of AIG services with the total instructional program of ABSS.

The ESL and EC specialists also partner with the AIG Specialist in order to ensure we are appropriately serving our twice exceptional students and English Language Learners. The MTSS Coordinator assists with the understanding of the tiering process as well as social/emotional issues.

AIG Teachers have access to all ABSS Curriculum resource documents including Standards Maps, NCSCOS, Data Trackers, DPI Lessons, and other vetted curriculum materials. These resources are used to create lessons for the AIG classroom that enrich or extend the instruction in the regular classroom setting. Students are given learning opportunities that enhance their interests and talents through creative and academic exploration, as well as instruction that is designed to broaden their understanding of a standard by adding depth and complexity. Problem-based learning, interdisciplinary projects, STEM or STEAM projects, and real-world learning opportunities are all a part of the AIG curriculum.

The AIG Program Specialist works with the elementary and middle school administrators to ensure that best practices are put in place in order to address the needs of gifted learners. For example, gifted learners are clustered together and placed with teachers who have Gifted Licensure or at the minimum have completed or are enrolled in the Local AIG Professional Development. This allows for co-teaching opportunities between the AIG teacher and classroom teacher. Gifted learners are not penalized or given extra work when missing class during pull-out enrichment opportunities. Gifted learners do not miss "specials" or P.E. to attend AIG class.

The AIG Program Specialist also works with high school administration regarding scheduling of advanced classes and recruiting for AP/IB courses and other advanced courses to ensure the needs of advanced learners are being met.

Most of the AIG funding is directed toward AIG personnel. As funding is available, resources are purchased through the AIG department to enhance the program such as reference material, instruction and curriculum materials, and professional development opportunities.

AIG Advisory Board members include representatives from a variety of stakeholders including teachers, principals, parents, Central Office Directors, Curriculum Specialists, Exceptional Children's Specialists, MTSS Specialist, and counselors. This allows for communication and collaboration with all instructional departments.

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

1. Extending and enriching the NC Standard Course of Study for Gifted Learners
2. AIG Advisory Board
3. School Improvement Plans
4. AIG Professional Development Offerings
5. AIG Committees at each school
6. M.I.N.E. (Modern, Innovative, Nurturing Education) for personalizing learning across the district

Practice C

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

District Response: ABSS recognizes the unique educational needs of gifted students and considers that "research clearly documents the benefits of keeping gifted students together in their areas of greatest strength for at least part of the day" (The Council for Exceptional Children, March 2001). AIG students are to be cluster-grouped within the regular classroom. In addition, students identified as "accelerated" or highly gifted in an area are to be cluster-grouped together within the regular classroom. In order to be in compliance with HB 986, students who earn a level 5 on the Math EOG in grades three or higher should also be cluster-grouped within the regular classroom. Since ABSS does not offer advanced courses in the elementary level, this will give these students the opportunity to be with students of like-ability as well as allow teachers to provide more challenging material to small groups. Not only does this grouping practice benefit gifted students academically by allowing them opportunities to regularly learn and interact together, it also allows time for scheduling out-of-class activities and enrichment services with the AIG teacher. 80% of AIG students surveyed in the fall of 2018 said they benefit from being able to interact with other students who have similar abilities and interests in their classes. An additional 18.1% said they benefit from this interaction at least some of the time. Beginning in 2019, the AIG Program Specialist will review the school-wide cluster model each spring with Elementary and Middle School Administrators to ensure this practice is being implemented on a consistent basis. Cluster-grouping also allows for co-teaching opportunities between the classroom teacher and AIG teacher, who would also be able to work with flexible small groups.

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

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

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

Practice D

Informs all teachers, school administrators, and support staff about delivery of differentiated services

and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

District Response: AIG teachers present information regarding the AIG plan and services to their school staff annually. A common powerpoint is provided for consistency when presenting to school staff members. Each school has an AIG Committee that discusses instructional services, testing, support plans, and other issues pertaining to gifted students.

AIG Teachers also hold annual DEP meetings where they present information to parents regarding AIG program services and give parents time to review their child's DEP and ask questions. A letter regarding referrals to the AIG program is sent home to parents with their child's first report card (K-8), and all third grade parents receive a letter informing them of Cognitive Abilities Testing in the fall of each year. Both of these letters are sent home in both English and Spanish and are posted on the AIG district website.

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

Information about testing, legislation, or other important updates are sent to K-12 district and school administration through a weekly Curriculum/Student Learning Department Newsletter.

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

Practice E

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

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

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

Middle School AIG teachers are also involved in the scheduling process for rising 9th graders who are AIG identified. They meet with the high school team and analyze the available data to discuss

where these students need to be placed and what courses need to be offered to best meet their needs.

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

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

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

Practice F

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

District Response: Only 43% of parents surveyed in the fall of 2018 agreed or strongly agreed that their child's social and emotional needs are addressed through the guidance program. It is a goal to collaborate more with guidance counselors at schools to more intentionally address the social and emotional needs of our gifted learners. It is clear that we need to develop clear programming options to support the social and emotional needs of gifted learners. Through the use of Panorama data, ABSS is now able to gather a clearer picture of student needs across the district at each school and use that data to establish strategies to support those needs of all students.

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

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

As a member of the MTSS District Implementation Team, the AIG Program Specialist is also able to

collaborate with other members including representatives from Student Support Services, Curriculum and Instruction, ESL, and EC. More specifically, our work involves supporting school leadership to create a support plan and implement a problem-solving model that supports the work of total school improvement. It is an expectation in ABSS that social/emotional needs be a focus of the 2019-2020 School Improvement Plan for each school.

Practice G

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.

District Response: Subject and grade level acceleration are for those students who consistently perform above their peers and may be best served by receiving grade level instruction in the next grade. Subject acceleration is recommended for those students who demonstrate performance above grade in one subject but not necessarily in all areas. Students who are grade accelerated should be learning two grade levels above their peers.

Requests for subject or grade acceleration, including early entrance to Kindergarten, are typically initiated by the parent and are brought to classroom teachers or principals. Each case is reviewed by the AIG Committee considering the following: student aptitude, achievement, performance, observable student behavior, and motivation/interest; the final decision rests with the principal.

ABSS has criteria in place to identify students as "accelerated" in reading and/or math for grades 3-8 (See Standard 1, practice B for identification criteria.) Students who qualify for accelerated services in grades 3-8 will receive additional differentiated service time with the AIG specialist teacher above and beyond their regular AIG services (as outlined in Standard 2, practice A). They will also have additional individualized modifications made on their Differentiated Education Plans. Their additional enrichment time with the AIG specialist will focus specifically on individualized modifications and on accelerating academic content for highly gifted students.

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

90.4% of administrators and 76% of teachers surveyed in the fall of 2018 agreed or strongly agreed that teachers at their school provide enrichment and acceleration for students as needed based on student data. 96.6% of parents surveyed agreed or strongly agreed that their child has benefitted from the opportunity to interact with students who have similar abilities through the AIG program.

High school AIG students have opportunities to take Advanced Placement courses offered at their school or online through NC Virtual Public School, enroll at Williams High School in the International Baccalaureate Program, take college courses offered at Alamance Community College through Career and College Promise, and take college courses at Elon University through the Collegiate Start

Program. Students may also elect to attend Alamance-Burlington Early College, where they can complete their high school requirements and gain college credits simultaneously.

ABSS has several SPLASH school sites where students participate in a Spanish Immersion program, learning to speak Spanish through their academic classes. Students who continue the program through elementary and middle school are generally able to accelerate through high school Spanish Courses or complete a CDM.

ABSS also has an established process and guidelines for Credit by Demonstrated Mastery CDM). This is an option available for students (rising 9th graders and up) to show mastery of a course without completing seat time. Students who earn CDM for a course get credit for completing that course, but it does not apply to their GPA. Each year, our middle school AIG teachers discuss this option with rising 9th graders and their parents to decide if this is an option for the student. Information is also posted on the ABSS Website with links to a brochure, application, process chart, FAQs, and the appeals process.

Practice H

Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

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

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

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

Practice I

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

interests of AIG students.

District Response: The AIG Program Specialist and AIG teachers consistently share information with students, parents, teachers, and other school personnel regarding contests, programs, camps, and other events that could enhance the development or help meet the needs and interests of the AIG population. AIG teachers and high school counselors send information directly home with students (flyers, websites, brochures), post information on their websites, or email parents as they learn about extra-curricular programs and events that would benefit their students. The AIG Program Specialist also posts extra-curricular opportunities on the ABSS AIG Website and in monthly newsletters in order to share with parents, students, and staff.

Some of the extra-curricular opportunities shared include: writing and math contests, Spelling Bee, Battle of the Books, Odyssey of the Mind, Online contests, Scholastic Art competitions, MathCounts, Mad Science, Science Olympiad, Science Fair, Math Fairs, Art Competitions, Science and History competitions, All County Band, National Honor Society, on site clubs (STEM, Science, Robotics, Rubik's Cube, Chess, Legos, etc.) School of Math and Science, School of the Arts, etc.

63.8% of parents surveyed in the fall of 2018 agreed or strongly agreed that their child's school has offered opportunities for competition for their AIG child. 87.4% of students surveyed said their school has offered them opportunities for competition, but only 60.9% of students surveyed said they had actually participated in those opportunities.

AIG students with qualifying scores are nominated for and strongly encouraged to participate in the Duke TIP program that supports academically talented students in 4th - 12th grades. All Duke TIP programs are designed specifically for gifted students. Talent searches help students and their families evaluate and grow their academic abilities while the educational programs provide them with motivation, challenge, inspiration, advanced interactive learning opportunities, peer interaction, and more.

The AIG Program Specialist meets with high school counselors each September to encourage the nomination of high school students with qualifying scores to attend NC Governor's School, which is a five and one-half week summer residential program for intellectually gifted students, integrating academic disciplines, the arts, and unique courses on each of two campuses. These students are also encouraged to apply to the Elon Summer Honors Institute, which is a collaborative effort between Elon and ABSS to provide a summer enrichment experience for talented and motivated students.

At the annual High School Course Fair, Governor's School, Elon Summer Honors Institute, and other summer enrichment opportunities are showcased for parents and students to gain information about these programs.

Elon University also sponsors a summer FLEX camp (Formative Learning Experience) for K-8 academically gifted students in Alamance County for a nominal fee, with full scholarships available for economically disadvantaged students. As soon as Elon provides information to the AIG department each spring, it is shared with AIG students and parents.

Ideas for Strengthen the Standard: Summer programs for rising 9th graders to gain an understanding of high school expectations and opportunities.

Provide an abridged AIG handbook for all staff to understand the essential components of the AIG plan.

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

Talent Development needs to be consistent and strengthened for each school.

Additional service learning opportunities need to be explored for our AIG students.

Sources of Evidence: ABSS Strategic Plan

School Improvement Plans

AIG School Committees

AIG Progress Reports

Differentiated Education Plans

Advanced/AP/Honors Classes

Student Identification/Placement Program Profiles

AIG Lesson Plans Aligned with the Common Core Curriculum

K-12 Service Options

Curriculum Team Meeting Agendas

AIG Specialist Meeting Agendas

The AIG Plan on the District Website

The AIG Plan on Teacher Websites

A Translated AIG Plan on the ESL Website

AIG Parent DEP/Informational Meeting Agendas

Advisory Board Meeting Agendas

Parent Letter regarding AIG criteria sent with first report card

Parent Letter Regarding Third Grade Cognitive Abilities Testing

AIG Newsletters

ABSS AIG Google Team Drive

Standard 3: 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: It is an expectation that all K-12 ABSS teachers teach the NC Standard Course of Study and utilize the district provided curriculum and instructional tools, such as Standards Maps for ELA, Math, Science, and Social Studies which include links to Standards Guidance Documents or DPI Standards-Aligned Lessons. Differentiating the curriculum or content for students is also an expectation as personalizing learning for all students is a priority for ABSS. Modern, Innovative, Nurturing Education (M.I.N.E.) is the vision for the Alamance-Burlington School System: creating a personalized educational journey for every student through a rigorous learning experience, timely and meaningful feedback, and student ownership.

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

ABSS provides regular opportunities for AIG specialist teachers to collaborate and plan lessons together in order to create more consistency across the district. In addition, AIG teachers share lessons, advanced learning opportunities for students, educational articles, and instructional resources and strategies on the ABSS AIG Google Team Drive. During the 2019-2020 school year, AIG teachers will have the opportunity to create a standards map of their own with lesson plans that include enrichment and extension activities that will act as a guide to the AIG curriculum.

AIG teachers are also expected to collaborate with classroom teachers at their schools to help plan differentiated lessons for the regular classroom. In the spring of 2019, AIG teachers will be working on the existing ABSS standards map to include suggestions for classroom teachers in order to differentiate the content, process, and/or product for their AIG students. AIG teachers may also co-teach with regular classroom teachers to provide differentiated instruction in the form of station teaching, parallel teaching, alternative teaching, and/or team teaching. This will also allow time for flexible small groupings to occur.

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

Identified AIG students receive instruction from an AIG specialist in their area of identification a minimum of two times per week in elementary schools (30 minutes 2 times per week for K-3 students and 45 minutes 2 times per week for 4-5 students). Accelerated AIG students in grades 4-5 receive an additional 30 minutes of enrichment in their identified area(s). This service time may include pull-out enrichment with the AIG teacher, the AIG teacher co-teaching with the regular classroom teacher, or the AIG teacher working with advanced students in a small group within the regular classroom. In middle schools, opportunities exist daily for advanced instruction through advanced English Language Arts and Mathematics courses. Advanced math courses in the middle school allow students to receive instruction at the next learning progression based on level of student need. This includes placement of students who scored at a level 5 on a Math EOG to be placed in the next level advanced math course in compliance with House Bill 986. Students who meet the criteria for Math Course Acceleration may take math at the next grade level. Accelerated AIG students also receive instruction from the AIG specialist at their school in their area(s) of identification at least once a week as the schedule allows.

Honors courses are offered at every high school; in the summer of 2019, honors teachers will work to create an honors framework for English II, Biology, Math I, Math III, and Calculus to establish a more consistent set of expectations for honors courses across the district, distinguishing them from standard level courses. The following summer, additional courses will be added until all honors courses have their own framework in place.

Advanced Placement (AP) Courses are also offered at every high school or through online programs. These courses enable willing and academically prepared students to pursue college-level studies while still in high school. The program consists of college-level courses developed by the AP Program that high schools can choose to offer, and corresponding exams that are administered once a year. Students may also enroll in International Baccalaureate (IB) Courses at our IB site.

Students may also show Credit by Demonstrated Mastery. This is an option which allows students to demonstrate mastery of a course's content, getting credit and a pass/fail grade for the course by passing the End of Course test and completing an artifact.

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: AIG teachers will continue to create lessons aligned with the standards that are based on student interest, readiness, and/or learning profiles. AIG teachers are expected to collaborate with the regular education teacher to personalize instruction for AIG students based on existing data such as benchmarks, NC Check-ins, CFAs, and other classroom assessments. This collaboration should lead to flexible grouping practices in the regular classroom, as well as curriculum compacting and tiered assignments to challenge AIG students. Teachers are expected to incorporate

technology into lessons when appropriate to enhance the overall learning experience, as well as instructional strategies such as discussion seminars, literature circles, and Problem-Based Learning opportunities.

AIG elementary and middle school teachers are supported in their professional growth through regular AIG specialist meetings that focus on instructional strategies and best practices in gifted education. Yearly professional development is also offered to AIG specialist teachers based on their feedback through surveys, group discussions, and individual conversations with the AIG Program Specialist.

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

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

In high schools, there remains a need to further differentiate curriculum as a means of addressing student interest, career pursuits, strengths and weaknesses. In the summer of 2019, ABSS will create Honors Level Frameworks in order to create a more consistent process to review honors level courses in regards to instruction, rigor, appropriate differentiation for advanced students. This will also allow us to monitor the implementation of approved honors level curriculum that will meet the needs of our advanced learners at each of our high schools.

Middle school AIG teachers support both middle and high schools in facilitating support of AIG students and assist in communicating advanced learning opportunities available to high school students. AIG identified students in high school have several opportunities for enrichment and acceleration. These may include:

- Honors Level Courses
- Advanced Placement Courses
- International Baccalaureate Courses
- Early College at ACC
- CTEC Courses
- BioTech Academy
- Credit by Demonstrated Mastery
- Dual Enrollment
- NC Virtual Public School
- Governor's School
- Elon Summer Honors Institute

NC School of Science and Mathematics
Alamance Community College Career and College Promise
Elon University's Collegiate Start Program

Practice C

Incorporates a variety of evidence-based resources that enhance student learning.

District Response: AIG teachers have access to an AIG resource library. The resource library includes a variety of research-based materials for math, ELA, science, and STEM enrichment. There are also multiple resources on incorporating critical thinking into lessons and books specifically designed to build thinking skills in K-3 students, including the PETS series (Primary Education Thinking Skills). All AIG teachers in Title 1 elementary schools have individual copies of the PETS books (K-3). Most elementary schools also have sets of tangrams, pentominoes, and attribute blocks to use with AIG enrichment groups or when pushing in to work with students in the general K-3 classrooms. Elementary AIG teachers also have access to Junior Great Books materials, which focus on inquiry-based learning opportunities through challenging literature. Many schools also have "Hands-on Equations" materials, used to introduce algebra and teach students how to balance algebraic equations, as well as "Building Proportional Reasoning Across Grades and Math Strands, K-8." Middle School AIG teachers have access to ELA Lessons by the Advanced Curriculum From Vanderbilt University's Programs for Talented Youth. In addition, AIG specialist teachers use a variety of other published resources like the AIG Instructional Resources Project through DPI, SchoolNet, the Mathematics Assessment Project, and a host of other web based resources and programs. AIG teachers regularly share instructional strategies and resources at monthly AIG meetings and on the ABSS AIG Google Team Drive.

AIG teachers are also working to include differentiated lesson ideas and standards-based learning tasks in the ABSS Curriculum Documents for regular education teachers in math and ELA, grades 4-5. Enrichment and extension ideas are already included in the middle school math and ELA standard maps. During the 2019-2020 school year, AIG teachers will have the opportunity to collaborate with one another to create lesson plans for pull-out services that extend and enrich the NCSCOS.

AP teachers are provided resources through the NC AP Partnership (NCAPP), AP Central, and various texts and other AP resources through district and school purchases. They are also given opportunities to share resources and collaborate with other like-subject teachers during our district-wide AP Saturday events.

More research-based materials, specifically designed for gifted students, are needed district-wide K-12 in order to increase consistency across all schools. As funding becomes available, additional resources will be purchased to supplement what is currently in place. Sending regular education teachers to conferences such as NCAGT and NAGC would also provide teachers with valuable resources to teach identified students.

Practice D

Fosters the development of future-ready skills including critical thinking, communication,

collaboration, creativity, and leadership.

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

Future-ready skills have been imbedded into district-wide instructional units. 90.1% of teachers and 95% of administrators surveyed in the fall of 2018 agreed or strongly agreed that critical thinking and problem solving are incorporated into the lessons taught at their schools. Students in Alamance-Burlington School System are also taught creativity and innovation, real-world learning, ethics, and applied leadership skills through a variety of advanced courses.

All ABSS elementary schools have a designated program which incorporates a variety of future-ready skills in their daily instruction:

*Global School - Students in a global school setting will gain a greater knowledge of worldwide geography, peoples of the world, and a greater understanding of many diverse civilizations and cultures that make up our world. Global content will be integrated into the curriculum that our children study inclusive of language arts, math, science, social studies, the arts, and physical education.

*Leader in Me - The Leader in Me empowers students with the leadership and life skills they need to thrive in the 21st century. The process helps students learn to become self-reliant, take initiative, plan ahead, set and track goals, do their homework, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life.

*STEM/STEAM - STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process.

*A+ (Arts Integration) - The A+ Schools Program is a whole-school reform model that views the arts as fundamental to teaching and learning in all subjects. In A+ Schools, teaching the state's mandated curriculum involves a collaborated, multi-disciplined approach, with the arts continuously woven into every aspect of a child's learning.

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

ABSS offers many different pathways to foster future-ready skills for high school students in order to prepare for their future.

-The Career and Technical Education Center (CTEC) offers additional classes for high school students, including several advanced courses that focus on career development and technological skills. High school students have the opportunity to attend CTEC to take career-centered courses as well as advanced courses, such as Project Lead the Way and AP Computer Science courses that are

not offered at the traditional high schools. Project Lead the Way (PLTW) programs are designed to serve students of diverse backgrounds, from those already interested in STEM-related fields to those who are more inspired by the application of STEM than they are by traditional mathematics and science courses.

-The Biotechnology Pathway is open to students from all high school students and offers hands-on laboratory classes. Upon successful completion of all classes, students earn certification in Basic Laboratory Techniques. Students can advance to an associate's degree in Applied Sciences in Biotechnology at Alamance Community College and/or continue to one of ACC's partnering four-year colleges or universities.

-ABSS Early College @ACC is a cooperative innovative high school whose goal is to produce high school graduates with two years of college credit, earning an Associate's degree, a diploma, and/or certificate.

-ACC and Elon University both offer dual enrollment courses.

-Honors and Advanced Placement courses are offered at each high school, as well as virtual access. International Baccalaureate Program is now offered at one of our high schools and students from all high schools can apply.

-Fire and EMT Academy are both open to all high school students who would like to pursue a career in either Emergency Medical Technology or as a firefighter.

-Career Accelerator Program (CAP) is a partnership between industry, ACC, and ABSS that offers an apprenticeship program and paid tuition toward an associate's degree in Mechatronics Engineering Technology, with a job guarantee upon completion of the program.

Practice E

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

District Response: The Alamance-Burlington School System recognizes the importance of using formative, diagnostic, and summative assessments to inform instructional decisions. The implementation of the data teaming process in ABSS has improved teaching, student learning, and leadership district-wide. AIG specialists attend Data Team and/or PLC meetings at their schools, as their schedules permit, to review CFA and district assessment data (AimsWebPlus, TRC, Benchmarks, etc.) on AIG students in order to drive their own instruction and to support classroom teachers in planning differentiated lessons that accelerate, enrich, or extend the curriculum for those students who have already mastered content. The AIG teacher is also expected to support classroom teachers with flexible grouping, learning stations, and other differentiated instruction. Regardless of ability level, students should make academic gains if the curriculum and instruction are differentiated to meet their individual needs. In a data-driven classroom, there should be a direct correlation between assessment results and classroom differentiation and instruction.

In order for growth to occur in gifted students, the Alamance-Burlington AIG Program recognizes the importance of differentiated instruction that is driven by data. A variety of resources will be used to support schools and individual teachers as needed in evaluating data and differentiating for gifted learners through the AIG department. These resources include, but are not limited to, the Booster Shot Series on the NC AIG Website and materials from Shell Education. The AIG Program Specialist

is also available to provide professional development on differentiation and research-based instructional strategies.

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

Practice F

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

District Response: ABSS recognizes the importance of addressing the social and emotional needs of gifted learners for their overall well-being and academic success. During the 2018-19 school year, ABSS incorporated Panorama Education, which helps educators use data to support student's needs by collecting reliable feedback from students, families, teachers, and staff about school climate and culture, engagement, communication and more. Each school is able to track students' progress across academics, attendance, behavior, and social-emotional learning, so every student is able to receive the support they need. The AIG Department will continue to work with Student Support Services on how to use the information provided and support our students in the classroom setting as well.

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

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

Elementary AIG Teachers have access to lesson plans based on the Habits of Mind, which allow students to establish and maintain positive relationships both in and out of the classroom, develop and use effective communication techniques and strategies, apply flexible thinking strategies, and demonstrate powerful character traits. Creating units of study that focus on social/emotional issues is a goal for our AIG teachers, as well as providing a lending library for students who could benefit from bibliotherapy.

Each summer, Elon University hosts a FLEX (Formative Learning Experience) camp for ABSS AIG students, grades 3-8, to provide a summer learning opportunity for academically gifted students that allows them to investigate a topic of interest, make new friends, and challenge themselves intellectually under the supervision and guidance of Elon University M.Ed. candidates in the field of Gifted Education. Students will be encouraged to explore their own unique skills and abilities through experiences designed to reinvigorate their enthusiasm for learning.

ABSS, through its partnership with Elon University, also hosts an Honors Institute to provide a summer enrichment experience for talented and motivated high school juniors and seniors. The four-week institute, which meets daily on the campus of Elon University, challenges students to become more engaged citizens.

The AIG Department also provides professional development opportunities for administrators and their school staff on Growth Mindset. Several schools have had year-long training or book studies on Carol Dweck's Mindset, Mary Cay Ricci's Mindsets in the Classroom, and Annie Brock/Heather Hundley's The Growth Mindset Coach.

Currently, we have seven elementary schools that are designated as "Leader in Me" schools. Leader in Me helps schools create well-rounded learners by developing the whole-person and preparing students to become life-ready leaders. Every child has the opportunities to study, learn, and live the seven habits of highly effective people.

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

It is an expectation for each school in ABSS to make social/emotional needs a focus for the 2019-2020 school year in each School Improvement Plan. The MTSS District Implementation Team is also currently working on an SEL matrixes to help schools identify student needs and the best plan of support.

Practice G

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

District Response: AIG specialists work with K-3 teachers on a consultative basis to provide enrichment opportunities for students who are outperforming their peers, but who have not been formally identified as AIG. AIG specialists may model lessons, co-teach, and/or provide materials and resources to K-3 teachers as needed and requested. It is a goal that AIG teachers will add extension and enrichment ideas to the K-3 math and ELA standards maps to give regular education teachers ideas on how to differentiate for their advanced students.

Some students may receive small group instruction with the AIG specialist to receive enrichment in reading, math, and/or critical thinking skills. These groups are flexible and may change depending

upon the needs of the students. Student confidence will be built as students become successful learners in these small group environments. The PETS series (Primary Education Thinking Skills) as well as materials from "The Thinking Skills Company", Jacob's Ladder, and/or Habits of Mind are sometimes used in these small groups. As indicated in Standard 1, K-3 students who are consistently working well above grade level may be referred for a formal AIG evaluation.

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

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

Practice H

Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

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

The AIG Program Specialist is also a member of the District MTSS Implementation Team. This allows for input and discussion from various departments at the district level.

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

All elementary and middle schools have an AIG teacher who will collaborate with classroom teachers and offer differentiated opportunities for gifted learners. AIG teachers participate in professional learning communities (PLCs) at their schools as their schedules allow. AIG specialists also

communicate with teachers, parents, and students to share AIG programming and service options, advanced learning opportunities, and opportunities for academic competition.

AIG teachers are included in the development of Curriculum Guidance Documents, such as Standards Maps and Lesson Plans. In Spring of 2019, AIG teachers will be working on adding suggestions for classroom teachers regarding differentiation on the 4th and 5th grade ELA and math Standards Maps. During the 2019-20 school year, AIG teachers will be creating AIG Curriculum Guidance Documents, including enrichment and extension tasks that align to the grade level standards.

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

Practice I

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

District Response: Each student identified as AIG has a Differentiated Education Plan (DEP). The DEP documents learning environment options, content modifications, and instructional strategies to use with gifted students. The DEP is reviewed annually and adjustments to service delivery and/or additional modifications are documented. Parents are invited to annual meetings (usually held the first nine weeks of school) to review their child's DEP and to receive updated information regarding the AIG program. However, parents may request individual conferences with the AIG teacher at any point in the year to review their child's DEP.

The student's DEP will be housed on the ABSS Data Warehouse (DWH). Classroom and AIG teachers will be able to review and update a child's DEP as needed and will be able to electronically send copies of the DEP to parents via email.

In elementary school, all AIG students receive quarterly progress reports to document their progress in critical/creative thinking, task commitment, cooperative learning, self-discipline, time management, and reflective thinking. A component of the progress report is a student self-evaluation and an opportunity for student goal-setting. In middle school, accelerated students who receive AIG enrichment pull-out services also receive a quarterly progress report that is sent home with classroom report cards. AIG teachers also utilize data trackers so students can track their individual mastery of standards being assessed in class. Parents of AIG students may schedule individual conferences with the AIG and/or classroom teachers anytime throughout the school year to address concerns or obtain information.

At the middle school level, the AIG teacher helps with the registration process of AIG students to ensure proper placement and services in middle school and in ninth grade. The middle school AIG teacher attends the high school Registration Fair at their assigned school in order to assist AIG students and their parents with planning and mapping out their future courses. Each 8th, 9th, 10th,

and 11th grade student is given an ABSS Registration Manual, which includes course descriptions and information, as well as a four-year planning worksheet. ABSS high school counselors also use Naviance and CFCNC to help students create their 4-year plans.

At the high school level, the AIG Program Specialist checks the schedules of all AIG students to ensure that they are being properly challenged and are placed in appropriate advanced level courses. If not, then principals and counselors will be notified and a conference will take place to discuss why the student is not enrolling in advanced level courses.

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

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

AIG Intervention Plans
AIG Enrichment Services (K-8)
AIG Specialist Teacher Schedules
Honors Curriculum Framework for Secondary Courses
Math and ELA Placement Documents
Established CDM Process
Advanced ELA/Math Classes in Middle School
Advanced Placement Courses in High School
International Baccalaureate Program at WWHS
AP Approved Syllabi
Dual Enrollment
Data Teams
EOG/EOC data
Classroom Observational Data
ABSS AIG Google Team Drive
AIG Standards Maps and other ABSS Core Documents

Standard 4: Personnel and Professional Development

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

Practice A

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

District Response: The Program Specialist for K-12 Advanced Learners for ABSS is AIG licensed and oversees the development and implementation of the AIG Program.

AIG Program Specialist Roles and Responsibilities:

- Chairs AIG Advisory Board
- Organizes writing and implementation of AIG plan
- Oversees delivery of services
- Supervises screening and identification procedures
- Works with the Chief Learning Officer in managing the AIG budget
- Provides leadership and support for AIG teachers
- Maintains accurate and appropriate records/data of AIG program
- Communicates with schools and others regarding AIG policies and issues
- Holds monthly meetings with AIG specialist teachers
- Communicates with parents, teachers, and administrators regarding AIG programming
- Oversees NC Governor's School district nominations
- Communicates with high schools on AP Course Audit requirements
- Orders AIG Testing materials
- Administers and scores AIG tests as needed
- Provides professional development on teaching the gifted learners
- Maintains ABSS AIG Website
- Attends regional and state AIG Coordinator meetings
- Provide support for all programs and curriculums across the district that support advanced learners, such as but not limited to, the AIG program, honors courses, AP courses, IB courses, dual enrollment CCP courses, etc.
- Collaborates with members of the Student Learning Division

Practice B

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

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

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

AIG teachers are also encouraged to attend the NCAGT Conference and other statewide programs offered that support gifted learners. When the budget permits, the AIG Department will fund these opportunities.

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

AIG teachers collaborate with Student Support Services when behavior or social/emotional issues arise. Together, along with the parent and/or guardian, they create support plans for the individual needs of the student.

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

Practice C

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

District Response: The Alamance-Burlington Schools' AIG program recognizes the importance of having well-trained personnel and needs every teacher who works with AIG students to be highly qualified. It is a goal that all teachers who teach AIG students will have AIG licensure or complete local AIG professional development training. Information on Masters in Education programs for gifted education and AIG licensure will be sent to all interested stakeholders. At the end of each school year, a staff roster of AIG licensed teachers and those who have completed the ABSS AIG Local PD is sent to each principal to assist with the scheduling process. This is also an opportunity to have the principal encourage teachers who do not have either credential to take advantage of the professional development opportunities.

ABSS began a local online AIG professional development training open to any ABSS employee in the fall of 2013. Since then, 170 teachers (including elementary, middle and high school) have completed that training and have received ABSS certificates of completion. Currently, this is a blended course with seven online modules through Canvas and three face-to-face modules/sessions. Additionally, a summer online course will be provided for a faster-paced version of the year-long course. Participants are given a copy of *Differentiating the Curriculum for Gifted Learners*, the book

that is used throughout the course. Links to other required readings, videos, etc. are provided in Canvas. Participants are expected to complete the assignments at the end of each module based on their reading. Assignments are posted and submitted in Canvas. Many assignments require participants to answer questions or reflect on a discussion board to allow for collaboration and sharing of ideas. ABSS will continue to offer annual AIG professional development that will include the following topics:

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

AIG teachers have many opportunities to share best practices and differentiation strategies with classroom teachers, special education teachers, and administrators through Early Release days and other ABSS Professional Development days.

The AIG Program Specialist has opportunities to share information to school administrators and counselors, such as scheduling practices, SchoolWide Cluster Grouping Model, Growth Mindset, and other needs of gifted learners.

For the next three years, ABSS is planning a Summer Symposium for ABSS teachers. This conference-style opportunity will introduce the components of personalized learning through a modern, innovative, and nurturing lens. Teachers will have the opportunity to attend sessions on differentiation, Growth Mindset, Social/emotional Learning, and other topics that center around advanced learning.

Practice D

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

District Response: Alamance-Burlington recognizes that every AIG student should be placed in a classroom setting with a teacher who is highly qualified. In order to be considered highly qualified to teach gifted students, teachers should have an AIG teaching license, a degree in Gifted Education, or minimally a certificate that shows completion of local AIG training requirements. The AIG Program Specialist will inform administrators of the teachers who are AIG licensed or have completed the local AIG training when scheduling their classes each year.

AIG students will be cluster grouped with an AIG licensed teacher or, if an AIG licensed teacher is not available, with a teacher who has completed or is working to complete local AIG professional development. A cluster group should consist of a minimum of five students. If less than five students are identified in a grade or academic area, those students should be cluster grouped with the same teacher. Accelerated (highly gifted) students should also be cluster grouped together. Research shows that gifted children benefit from learning together and need to be placed with similar students in their areas of strength. They show an increase in both motivation and achievement when grouped with other gifted students for at least part of their day. Logistically, AIG specialist teachers are better able to plan and co-teach with classroom teachers when AIG students are cluster grouped, and it also

allows the AIG specialist teacher to schedule students' enrichment time. Cluster grouping has been inconsistently implemented across our district, but it will be required that AIG students are cluster grouped at all elementary and middle schools across ABSS going forward, as it is what is in the best interest of our top students.

ABSS will continue to offer local AIG Professional Development training. Teachers of Advanced Placement courses will also be provided opportunities to attend AP training through the College Board Institutes and Workshops. All International Baccalaureate teachers will also receive the appropriate training needed to teach those courses.

Practice E

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

District Response: The ABSS AIG Program Specialist is part of the Curriculum and Professional Development Department which allows for the development of PD that incorporates the needs of gifted learners, such as social/emotional issues, differentiation, co-teaching strategies, best practices in honors/AP, etc.

Professional development will continue to be provided annually for AIG specialists aligned to their areas of need, with a focus on enriching and extending the standards and on future-ready skills. This professional development is organized by the AIG Program Specialist each year.

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

The AIG Program Specialist is also available to provide staff development at the principal's request on topics such as Growth Mindset, Differentiation, Questioning Strategies, etc.

ABSS is hosting a Summer Symposium over the next three years. The AIG Program Specialist is a member of the planning committee and can ensure that topics that affect advanced learners are included in the list of session offerings.

AP teachers are given the opportunity to attend "AP Saturday" events throughout the school year. This PD allows AP teachers to analyze their Instructional Planning Reports from College Board, plan with administrators regarding scheduling issues, collaborate within their like subjects, and evaluate resources and materials.

The AIG Program Specialist promotes attendance of the NCAGT Conference as well as other statewide offerings for gifted learners through the AIG website, monthly newsletter, and email to

principals encouraging attendance for them as well as sending their classroom teachers.

Practice F

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

District Response: The AIG Program Specialist holds monthly meetings with AIG teachers. Time for AIG teachers to plan and collaborate as a PLC is often a part of these meetings. AIG teachers will participate in creation of their own Standards Maps during the 2019-20 school year where they will have the opportunity to plan lessons together that enrich and extend the NCCOS.

ABSS also has an AIG Team Drive where AIG teachers can collaborate and share lesson ideas, educational articles, websites, lesson plans, and ideas for enrichment.

Teachers who participate in the AIG Professional Development are expected create a differentiated lesson plan aligned with the curriculum and standards that utilizes one or more of the instructional strategies they learned about. They are also expected to share their lesson with the other participants and reflect their ideas.

In a survey given in the fall of 2018, 85.7% of administrators and 72.5% of teachers surveyed agreed or strongly agreed that the AIG teacher and classroom teachers at their school collaborate with each other in order to meet the needs of AIG students. AIG teachers collaborate with classroom teachers who teach cluster groups of identified students by attending PLC meetings as their schedules permit. It is difficult for AIG teachers to plan with teachers on multiple grade levels and in multiple subject areas as often as they would like due to conflicting schedules. As a result, online collaboration is another tool that is utilized when teachers are unable to meet face to face.

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

Expand AIG Lesson Study Professional Development

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

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 that are intentional and meaningful to support the following needs of AIG students:

- * academic and intellectual
- * social and emotional

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

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

Each month, an AIG Newsletter is shared with AIG teachers, school staff (teachers, administrators, and counselors), parents, and other interested parties via email, the AIG Website, and through the Remind App which sends information to participants in the form of a text.

Each school has an AIG committee comprised of, at minimum, an administrator, counselor, classroom teachers, and the AIG teacher at the school. We also suggest that the committee also includes an ESL and/or EC teacher to provide insight and support for those underrepresented students. This committee will work together not only to screen and identify gifted students, but to write support plans for at risk AIG students that support their academic, social, and emotional needs. These plans will be created with parent input in order to support our AIG students.

Electronic surveys regarding the AIG program and services were sent to identified students, their parents/guardians, all teachers, and all administrators in the fall of 2018 to elicit feedback to guide in the writing of this AIG plan. Surveys are also sent to school administrators each year to receive feedback on how we can better support the AIG students in their schools.

In the spring of 2018, a Parent Advisory Group was formed to increase advocacy and involvement from interested parents. They have given input on the AIG Plan and have discussed ways to better inform parents of AIG services and events. We are hopeful that a PAGE chapter can be formed from

this group in the future. Another idea is to create some sort of open communication so parents of AIG students can ask questions online and receive an answer from a member of the Advisory Group.

Through the AIG Regional Coordinators' meetings, collaboration with nearby districts has been helpful as we have been able to share ideas and strategies to bring in family involvement and engagement.

Practice B

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

District Response: AIG teachers and other school staff are readily available at each school to address questions and concerns regarding the AIG program according to 89.6% of parents surveyed in the fall of 2018. According to the same survey, 91.4% of parents feel comfortable communicating with the AIG teacher about their child's needs and 79.3% agree that they have had sufficient communication with the AIG teacher.

The complete AIG plan, an informational parent brochure, AIG personnel, informational presentations, as well as other information regarding the AIG program are posted on the district AIG website. AIG teachers also have individual websites where they post information about the AIG program. The AIG department also sends monthly AIG newsletters to school administrators, teachers, and families that includes upcoming testing information, AIG events, and other AIG news.

Parent/staff AIG informational meetings, parent DEP meetings, AIG school committee meetings, AIG Advisory Board meetings, email communication, and parent letters regarding referrals, testing, and advanced learning opportunities are some of the avenues in which appropriate services and information is communicated.

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

The AIG department communicates with teachers, administrators, and other district personnel at face to face meetings, through email, ABSS Curriculum Newsletters, AIG Newsletters, the Remind App, and the AIG Website. Through the ABSS AIG Newsletter, information is shared such as Teacher Spotlight on our AIG teachers, Good News regarding our AIG Students, and news from NCAGT and NAGC is shared.

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

Practice C

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

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

The ABSS AIG advisory board is currently comprised of multiple stakeholders including district leaders, school administrators from both Title 1 and Non-Title 1 schools, parents, classroom teachers, AIG teachers, Curriculum specialists, EC program specialists, the ESL coordinator, the MTSS specialist, and counselors. Under the guidance of the AIG Program Specialist, they used AIG stakeholder survey data, the 2016-2019 ABSS AIG Plan, and resources from DPI to complete a district AIG "self-assessment." Their self-assessment of our AIG program, feedback, and suggestions were integral in the writing of this AIG Plan. Feedback was also solicited through the draft form of the 2019-22 Plan in Google Docs, where members could edit, add comments, or make suggestions directly on the document. This allowed for more "virtual" meetings to take place and let participants work at their own pace.

The AIG Advisory Board will continue to meet at least twice annually to receive AIG updates and to provide feedback for continuous implementation and improvement of the local AIG plan. In order to establish a more cohesive, functioning Advisory Board, we will create a two-year membership cycle for parents, school administrators, teachers and counselors. District staff will need to provide support each year as we implement, rethink, and rewrite our AIG Plan every three years.

A Parent Advisory Group was established in 2018; not only did they assist with the plan writing, but have generated additional ways to communicate with parents.

Practice D

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

District Response: All AIG paperwork, including student profile forms, parent letters, brochures, and DEPs have been translated into Spanish. The entire 2019-2022 AIG plan will be translated into Spanish and will be posted on both the AIG and ESL district websites, along with all AIG parent letters.

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

Translators also assist with the High School Course Fair, which is held annually to provide information about programs offered for all high school students through the Alamance Burlington School System. Representatives answer questions about and explain the International Baccalaureate program, Fire Academy, EMT Academy, Biotechnology Pathway, Early College at Alamance Community College, Pre-Collegiate Academy, Career and Technical Education options, dual enrollment options with ACC and Elon University, Governor's School and other summer opportunities, virtual classes, and credit by demonstrated mastery. Translators are also available at High School Registration Fairs to assist with the registration process.

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

Practice E

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

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

Elon University sponsors a summer camp for gifted students in grades 3-8 of Alamance County for a nominal student fee, with full scholarships available to economically disadvantaged students. Elon also hosts the ABSS Honors Institute for rising juniors and seniors, a four-week summer program to challenge students to understand, explore, and practice engaged citizenship.

ABSS has also formed partnerships through several grants which benefit the advanced students of ABSS, such as: NC State (National Science Foundation grant), NC State and the School of Math and Science (Math Science Partnership Grant 6-12).

The Burlington Times-News (local newspaper) also hosts the District Spelling Bee, and sends the winner to the Scripps National Spelling Bee in Washington, DC on a yearly basis.

Duke TIP is a non-profit organization that has served ABSS AIG students throughout the years. Through their Talent Search programs, our students have access to above-grade-level testing, academic enrichment benefits, and accelerated learning programs that supplement their regular education. Duke TIP also provides free resources and an online community for our AIG and classroom teachers.

ABSS is also fortunate to have several other partnerships that support our students, such as Impact Alamance, whose focus is healthy kids and a healthy community. They have donated more than \$750,000 towards the ABSS Teacher Leadership Academy to provide professional development opportunities for teacher leaders, including several of our AIG Teachers.

Alamance Achieves is a community-driven initiative to ensure that every child in Alamance County is educated, equipped, and engaged from cradle to career. We want all our children to receive the best education possible and be prepared to thrive. Using data to highlight opportunities for strategic improvement, Alamance Achieves partners align their efforts to achieve four community-wide goals: kindergarten readiness, academic progress, high school graduation and career success.

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

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

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

Additional attempts to recruit more AIG advisory board members that reflect the demographics of our district.

Utilize existing parent meetings to share information and data with stakeholders.
Establish a PAGE Chapter.

Sources of Evidence: Identification/Placement process

Fall parent DEP and Informational meetings

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

Quarterly progress reports

Conferences (on an "as needed" basis)

AIG Advisory Board Meetings (agendas)

AIG Committee Meeting Notebooks

ABSS AIG District Website

AIG Teacher Web Pages

AIG Newsletter

End of year communication/paperwork for newly identified yet

AIG Parent Brochure

AIG Stakeholder Surveys

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

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

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

Student Schedules

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 local board of education and sent to SBE/DPI for review and comment.

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

Our 2019-2022 local AIG plan was developed in accordance with NC AIG Program Standards under the leadership of Angelique Austin, AIG Program Specialist. An AIG Advisory board comprised of parents of AIG students, teachers, school administrators, district leaders, curriculum specialists, MTSS and EC program specialists, and the Director of Services for ELL/ESL were a part of the team that suggested changes and updated the local AIG plan. Feedback was gathered in the form of online surveys, various planning meetings, and through Google Docs for online collaboration opportunities.

The ABSS AIG plan addresses the six standards and multiple practices of the North Carolina AIG Program Standards. Since the AIG Standards address the whole child, the needs of the AIG students are best served when the written AIG plan is aligned with the NC AIG standards. The 2019-2022 AIG Plan continues to give direction to create, facilitate, and initiate many educational opportunities for highly capable students through acceleration, enrichment, and continuous motivation by providing an array of service delivery options to meet the diversity of students' needs. The AIG plan outlines the identification process, service options, and delivery of services for AIG students in grades K-12 (formally and informally identified).

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

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 AIG Program Specialist, the Chief of Student Learning, and the AIG Advisory Board will work together to help monitor the implementation of the AIG program and plan. The Advisory Board will continue to have representation from multiple stakeholders and from each

school zone and will meet at least twice a year. AIG stakeholder surveys will be posted on the ABSS AIG district website and on AIG teacher webpages, and they will be sent out to school personnel, students, and parents annually to elicit ongoing feedback about the implementation of the AIG program. Approval of the AIG Plan by the ABSS Board of Education is required before implementation of the plan can occur.

95% of administrators, 78.8% of teachers, and 82.2% of parents surveyed in the fall of 2018 are aware that the district has a board approved AIG plan. 43% of administrators, 57.7% of teachers, and 49% of parents surveyed are aware of North Carolina's gifted law, Article 9B.

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

Informal evaluations also take place through monthly meetings of the elementary and middle school AIG teachers. By meeting periodically, those involved in the implementation of the program will be able to assess progress continuously and make suggestions related to program design and implementation. The AIG Program Specialist also monitors the implementation of the plan through school visits and through communication with school administrators.

Each district is required by DPI to submit an AIG Plan Interim Report during the second year of the plan cycle to reflect on the progress and implementation of the plan. The implementation of the AIG plan is also monitored through a three-year summative evaluation as mandated by the state. Annually, student identification and placement, student services and options, and student achievement resulting from these services, are reviewed.

Practice C

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

District Response: State funds that are allotted for the local AIG program, according to state policy, will continue to be monitored. The AIG Program Specialist will work with the Executive Director of Curriculum and PD as well as the district Finance Officer to develop a budget which aligns with the local AIG Plan.

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

The AIG Program Specialist will continue to advocate for additional funding through other sources to meet the needs of the AIG program and its learners.

Practice D

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

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

An AIG Data Dashboard has been created and will be updated annually to reflect our AIG population, including a breakdown of AIG in grade levels, racial, and gender demographics. This will be posted on our AIG website as well as sent out during our district AIG Back-to-School Newsletter.

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

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

The Director of Testing and Accountability directly shares EOC data with high schools. She will also be asked to create a list with the names of AIG students who score below a "B" on EOCs in English and/or math by the AIG Program Specialist. It will be shared with high school counselors and high school AIG contact teachers so that intervention strategies may be generated and implemented when necessary. A list of students who scored 92% or better will also be shared with high school counselors in September to help with the selection of Governor's School nominees.

AP coordinators at each high school have direct access to data from the College Board regarding Advanced Placement participation and performance to inform instruction and support.

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

Practice E

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

District Response: The AIG Coordinator regularly pulls AIG demographic data from PowerSchool.

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

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

Practice F

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

District Response: Current data is maintained regarding the credentials of AIG specialists serving AIG students. All AIG specialists in elementary and middle schools have an AIG teaching license. It is a goal that all teachers who teach AIG students will have AIG licensure or complete local AIG professional development training. ABSS began a local online AIG professional development training open to any ABSS employee in the fall of 2013. Since then, 170 teachers have completed that training and have received ABSS certificates of completion. During the 2018-19 school year, ABSS had 128 AIG licensed employees who worked in the following capacities: 10 district level employees, 10 school administrators, 3 intervention teachers, 2 academic coaches, 1 ESL teacher, 1 EC teacher, 2 counselors, 4 media coordinators, 26 AIG teachers, and 69 classroom and/or special programs teachers.

A report of current AIG licensed teachers is obtained from the ABSS personnel office each year. Information regarding AIG licensure programs will be shared with all principals and their faculties. ABSS will continue to provide professional development for teachers of AIG students and AP/Honors courses who have not obtained an AIG license. Records will be kept to keep track of who has participated in this training and will be distributed to the area principals. AIG teachers at each school will be given a list of teachers who have their licensure or who have completed the local AIG PD for additional collaboration opportunities. AIG teachers will be alerted when teachers at their school are signed up for the AIG PD so that they can give them support through the course.

Cluster grouping of AIG students in elementary and middle schools with an AIG certified teacher is essential. Research indicates that AIG students grow academically when enrolled in a classroom with other AIG students. Instruction from a licensed AIG teacher who understands the characteristics of the gifted, effective differentiation practices, and the social/emotional issues of the gifted, also encourages student growth. The AIG Program Specialist will continue to work with school administrators to ensure this practice occurs.

Practice G

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

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

Online AIG Surveys were sent to all teachers and administrators in the fall of 2015 2018. Parent and student surveys were posted on the district AIG website as well as on some school websites. AIG teachers also shared links to the surveys with parents and students at their annual DEP meetings and through email. AIG students were given time at several schools to complete the student surveys. Responses were received from 204 104 teachers, 19 7 administrators, 212 58 parents, and 442 394 AIG students.

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

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

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

Practice H

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

District Response: To help meet the needs of AIG identified students, the AIG program and plan will continue to be reviewed and revised. Regular monitoring of the AIG Program and its implementation will help to ensure that identified students continue to receive appropriate academic services. Data from several sources will be examined and analyzed to aid in program improvement. The AIG department will gather and evaluate the following data for the purpose of decision-making and planning:

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

In addition:

- Elementary and Middle/High AIG Teachers will continue to discuss the AIG plan and give suggestions for improvement at monthly meetings.
- The AIG Program Specialist will attend regional meetings several times a year to discuss the various

standards and practices with other coordinators and share information and ideas for improvement. Articles and books are often suggested at these meetings that assist in continuous program improvement.

-AIG students, parents/guardians, teachers, and administrators will be surveyed annually. Feedback from all stakeholders on a consistent basis will strengthen the AIG program.

-The AIG Advisory Board will meet at least two times each year to evaluate the effectiveness of the AIG program and make changes as necessary to the AIG Plan, with Board Approval.

Practice I

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

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

-The AIG Plan will continue to be posted on the district website and on AIG teacher webpages

-AIG program evaluation data and AIG demographic data will be shared on the AIG district website

-Information and data will be shared at AIG Advisory Board Meetings and AIG specialist teacher meetings, including AIG demographic data and headcount numbers at each school

-AIG Subgroup Accountability Data is public record and can be accessed on school report cards

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

Practice J

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

District Response: Parents/guardians of students in kindergarten through eighth grade receive a letter at the first parent-teacher conference or in the first report card regarding AIG referral information. Permission to test forms are sent to parents/guardians before formal assessments for possible AIG identification are administered. Parents/guardians grant permission for the child to participate in the AIG program and sign and date the student profile form. Parents/guardians of students who are tested for possible AIG identification are also given a copy of our due process procedures that safeguard the rights of families.

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

Due Process Procedures

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

These include:

Step I: School-based AIG Committee

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

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

Step II: Principal Conference

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

- A. The parent/guardian may make a written request for a conference with the principal within five business days of notification of the AIG Committee's decision.
- B. The principal reviews the recommendation with the AIG Committee chair.
- C. The principal grants the conference as soon as possible.

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

Step III: Appeal to System AIG Program Specialist

- A. The parent/guardian may appeal the principal's decision (or the AIG Committee's response, if appropriate) in writing to the AIG Program Specialist within five business days of notification of the principal's decision (or the AIG committee's response if appropriate).
- B. The system AIG Program Specialist reviews the grievance after receiving the appeal.
- C. The system AIG Program Specialist responds in writing to the parent/guardian and the principal concerning the outcome of the review.

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

Step IV: Appeal to Chief of Student Learning.

- A. The parent/guardian may appeal the decision of the AIG Program Specialist in writing to the Chief of Student Learning within five business days of notification of the AIG Program Specialist's decision.
- B. The Chief of Student Learning reviews the grievance.
- C. The Chief of Student Learning responds in writing to the parent/guardian, the principal, and the AIG Program Specialist concerning the outcome of the review.

If the grievance is not resolved by the appeal to the Chief of Student Learning, proceed to Step V.

Step V: Appeal to Assistant Superintendent

- A. The parent/guardian may appeal the decision of the Chief of Student Learning in writing to the Assistant Superintendent of Student Learning within five business days of notification of the Chief of Student Learning's decision.

- B. The Assistant Superintendent reviews the grievance.
- C. The Assistant Superintendent of Student Learning responds in writing to the parent/guardian, the principal, the AIG Program Specialist and the Chief of Student Learning concerning the outcome of the review.

If the grievance is not resolved by the appeal to the Assistant Superintendent of Student Learning, proceed to Step VI.

Step VI: Appeal to ABSS Superintendent

- A. The parent/guardian may appeal the decision of the Assistant Superintendent of Student Learning in writing to the ABSS Superintendent within five business days of notification of the Assistant Superintendent's decision.
- B. The Superintendent reviews the grievance.
- C. The Superintendent responds in writing to the parent/guardian, the principal, the AIG Program Specialist, Chief of Student Learning, and the Assistant Superintendent concerning the outcome of the review.

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

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

- A. The parent/guardian may appeal the decision of the Superintendent in writing to the Alamance-Burlington Board of Education within five business days of receiving the Superintendent's response.
- B. The Board of Education makes a final decision within thirty calendar days of receipt of the appeal.

In the event that the local grievance procedure fails to resolve the disagreement, the state-level grievance procedure is implemented. Proceed to Step VIII.

Step VIII: State-level Grievance Procedure

- A. The parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to two areas:
 - whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student
 - whether the local plan has been implemented appropriately in regards to the child
- B. The decision contains findings of facts and conclusions of law. Notwithstanding the provisions of Chapter 1450B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

ABSS Due Process Procedures are also available in Spanish

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

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

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

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

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

Sources of Evidence: Alamance-Burlington School System AIG Plan State Review of local AIG plan
Annual DEP/Parent Informational Meetings

Student records

Survey results

Monthly meetings with AIG specialists

Quarterly meeting with high school contact teachers

AIG Advisory Board Agendas

ABSS AIG Website

Teacher Webpages

Screening and Placement Documentation

AIG Committee Notebook

AIG Demographic Data

AIG EOG and EOC Data and other Standardized Test Data

Advanced Placement Reports

AIG Student Growth Data

Due Process Procedures pamphlet

AIG Parent Brochures

Glossary (optional):

In ABSS, our gifted designations are defined as the following:

AI - Academically and Intellectually Gifted in Reading and/or Math; students show strengths in both achievement and aptitude in either Reading, Math, or both subjects.

AG - Academically Gifted in Reading and Math; students show strengths in achievement in both Reading and Math.

AR - Academically Gifted in Reading; students show strengths in achievement in Reading.

AM - Academically Gifted in Math; students show strengths in achievement in Math.

IG - Intellectually Gifted in Reading and/or Math; students show strength in aptitude in Reading, Math, or both subjects.

Differentiated Education Plan (DEP) - a specific plan agreed on by the student, parent, and school that is tailored to meet the individual needs of the learner through differentiation. Students also engage in goal setting and tracking progress towards their goals. The plan should be reviewed annually and discussed on a regular basis.

Appendix (optional):

ABSS AIG Identification Pathways.pdf (*Appendix - Standard 1*)

ABSS AIG Identification Process.pdf (*Appendix - Standard 1*)

2019-2022 CogAT Letter Eng-Sp (2).doc.pdf (*Appendix - Standard 1:2:5*)

2019-2022 Parent Ltr AIG PlanEng-Spanish.pdf (*Appendix - Standard 1:2:5*)

AIG Overview Brochure in Spanish.pdf (*Appendix - Standard 1:2:5*)

AIG Overview Brochure.pdf (*Appendix - Standard 1:2:5*)

HS Course Fair Info.pdf (*Appendix - Standard 2:3*)