

Greene County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

Approved by local Board of Education on: 13-MAY-13

LEA Superintendent's Name: Dr. Patrick C Miller

LEA AIG Contact Name: Kimberly Sugg

Submitted to NC Department of Public Instruction on: JUNE 05, 2013, 14:15:01

Revision Submitted to NC Department of Public Instruction on: JUNE 05, 2013, 14:15:01

Greene County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). 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 to 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 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Greene County Schools local AIG plan is as follows:

Greene County Schools Vision for local AIG program: Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor; therefore, the Greene County School system is committed to assure that every student will learn and develop in a positive environment with a challenging curriculum focused for the twenty-first century. This commitment includes identifying and meeting the needs of gifted students. These students require differentiated education services beyond those ordinarily provided by the regular education program. Giftedness is developed through appropriate opportunities and programs that stimulate, challenge, and nurture intellectual and creative growth. Gifted students are provided an environment that recognizes and accommodates a variety of learning styles. By providing challenging opportunities for students who demonstrate high intellectual aptitude, specific academic abilities and/or creative talents, Greene County Schools are encouraging gifted students to become life-long learners who will make positive contributions to society. The purpose of the Greene County Academically/Intellectually Gifted (AIG) program is to nurture, screen, place, and serve gifted students to provide for their specific, individual needs.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$159050.00	\$0.00	\$0.00	\$90000.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: This will continue to be a focused practice because the goal for this practice in the 2010-2013 plan has not been fully accomplished. There has been a large turnover of staff at some schools, along with a restructuring of schools at K-5 with the addition of a new 4-5 school. Greene County Schools needs to continue to focus on communicating the screening, referral and identification process to all stakeholders in the community with an emphasis on new personnel, underserved populations and the community-at-large.

Goals: To provide a clear, comprehensive, and equitable screening, referral, and identification system that is communicated to all stakeholders: school personnel, parents/families, students, and the community-at-large, with an emphasis on new teachers and staff members, under-served populations, and community-based outreach resources.

Description: Information about the screening, referral, and identification process will be included in teacher and parent handbooks at each school site and on the system's website for better accessibility for all stakeholders.

Brochures/Fact Sheet pages for various community locations and populations will be shared, and links with other community web pages will be established.

New teachers will receive information about the AIG program during the new teacher orientation period before school starts.

AIG program and referral process information will be shared by the AIG Specialists and/or AIG Coordinator at each school site in initial staff meetings at the beginning of the year.

AIG Specialists at each school will share information with parents during the Open House times at the beginning of school.

AIG program handouts describing the identification criteria and service delivery options are shared with parents when a referral for AIG consideration is made.

Planned Sources of Evidence: Teacher and Parent Handbook information sheets

Copies of Brochures/Fact sheets/Fliers

Staff meeting agenda/minutes/calendar documentation

Open House / DEP meetings documentation

System/AIG Webpage
AIG Program Handouts and Publications

Other Comments: See Appendix for Screening information and procedures
See Appendix for Referral, Identification and Placement procedures

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Greene County has chosen this practice to be a Maintained Practice because there are comprehensive identification procedures in place that utilize multiple criteria to provide a detailed profile of student abilities and achievement/performance levels. Greene County has a wide array of traditional and non-traditional standardized measures that have been in use for many years, with a wide variety of both group and individual assessments available for use on a case-by-case basis.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The identification process employs aptitude/ability, achievement, student performance, and observations by parents and teachers for areas of strength, motivation, work ethic, etc. Interests and other extracurricular activities are also documented. A wide variety of both group and individual measures are available for use.

In addition to the traditional group standardized tests for ability and achievement, Greene County Schools also uses nonverbal tests, and individually administered achievement and ability tests geared to the student's needs. There is a Product Review rubric that is available to evaluate a student's products or portfolio information if traditional testing information does not seem to be valid compared to observed strengths. Interview and self-nomination data can also be considered.

Criteria for Academically and/or Intellectually Gifted service options are as follows:

QUANTITATIVE DATA: (At least one Quantitative area with standardized test data must be met.)

ABILITY- Group or individual Aptitude/Ability Composite, Verbal, Quantitative, or Nonverbal standard score at the 89th percentile. Verbal and/or Composite scores are used with consideration for Reading services and Quantitative, Nonverbal, and/or Composite scores are used for consideration of Math services.

ACHIEVEMENT- Group or individual nationally normed achievement standard scores (either age or grade percentiles) in reading and math at the 89th percentile.

ACADEMIC PERFORMANCE:

Student performance - grades of 93 or higher for Math and/or Language Arts(Reading) are needed for separate class differentiation. A's and B's, with grades of 90 or higher are needed for enrichment services.

QUALITATIVE INDICATORS:

Observations/Rating Scales - evidence of superior level motivation, work ethic, strengths, and/or gifted behavioral characteristics gathered from teacher(s) and parents.

Other Data Considered - Evidence of superior student products, awards, special interests, etc.

AIG SERVICE AREAS:

Tier III - One Quantitative area with the other data

Tier IV - Both ability and achievement area(s) meet criteria with other data for reading and/or math separate class consideration

Tier V - Both ability and achievement are at the 98th percentile or higher; grades are 96 or higher in area of service; student is functioning well above grade level, and extensive individualization and differentiation is required.

Planned Sources of Evidence: Student folder with data

Test Data Profile

Eligibility Meeting Form

Identification process-narrative

Test instrument lists

Other Comments: See Appendix - Identification and Placement

See Appendix - Ways to Document Specific Indicators of Giftedness

See Appendix - Product Review Rubric

See Appendix - Student Self-Nomination Form

See Appendix - Student Interview form

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because the screening, referral, and identification procedures in place have been developed specifically to address concerns with under-represented populations within the Greene County Schools by using a wide variety of tests and alternative assessment procedures, and an open referral policy from teachers, parents and students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Referral information is kept by gender, race, and source of referral so as to be able to

note trends in the referral data. Parents and teachers are always encouraged to refer a student that they feel shows promise, despite grades or other performance indicators, such as EOG or benchmark assessment data, or if they are already identified as exceptional. Referral and permission information/forms are provided to parents in Spanish, which also includes a rating scale form.

Identification criteria enables students with academic and/or ability strengths, including nonverbal ability to be considered for AIG services on three levels or tiers. Product review procedures can also be used to document potential.

Planned Sources of Evidence: Referral and headcount data

Evaluation/eligibility data

Individual student profile/folder information showing various evaluations used

Plan procedures for screening, identification and placement

Other Comments: See Appendix- Screening

See Appendix- Identification and Placement

See Appendix- Ways to Document Specific Indicators of Giftedness

See Appendix- Information about Greene County Schools - demographic data

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because all schools abide by the same screening, referral, and identification procedures and the AIG Coordinator attends all eligibility meetings.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Screening, referral and identification procedures are supervised on a central office level, with all referral information sent to the Coordinator before any assessments are initiated. All assessment resources are available to be used at each school site. Psychological services are coordinated through the AIG Coordinator to ensure equitable resources at each school level. The AIG Coordinator attends the Needs Determination Team meetings where eligibility considerations are made.

Planned Sources of Evidence: Individual student data from all school sites

Eligibility meeting records

Feedback from school personnel

Other Comments: See Appendix - Identification and Placement

See Appendix - Screening

See Appendix - Ways to Document Specific Indicators of Giftedness

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because written policies are in place to address all areas of the practice.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Written parent permission is obtained before any type of assessment is done that is not standard for the whole student population.

Due process information is provided at the point of permission to test, permission to place, and at any other time, requested by the parent.

Identification procedures specify that re-evaluation or re-assessment can be initiated by teachers, appropriate school personnel and/or parents at any level/grade.

Identification and placement procedures include information about handling transfers in and out of the Greene County school system. Transfer student information is reviewed and appropriate service options in Greene County are recommended. Additional or updated information is obtained if needed to ensure appropriate services.

Planned Sources of Evidence: Identification and Placement procedures
AIG forms for permission to test and to place in the AIG program
Parent feedback
Individual student folder information
Due Process policy

Other Comments: See Appendix for Due Process form/policy
See Appendix for ways to obtain parent feedback - Needs Assessment
See Appendix for Identification and Placement policies and procedures

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because there are policies and procedures in place to delineate the identification, placement, and service delivery options that are routinely shared with parents annually.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG Program handouts are provided to each AIG parent at the beginning of each year when the Differentiated Education Plan (DEP) and/or the Individual Differentiated Education Plan (IDEP) are developed.

AIG Program handouts are provided to parents at the time of referral and placement that describes the identification criteria and service options for each Tier level.

Invitations to attend a conference to develop the DEP or IDEP are sent to parents by the lead AIG teacher at each school.

Individual student folders are maintained at the school site and at the Central Office where copies of DEPs and IDEPs are kept.

Planned Sources of Evidence: Invitations to Conference

DEP and/or IDEP forms

Student folders

AIG Program Handout with identification criteria and service options

AIG 3- Student Test Profile (reverse side for Tier Descriptions and Service Options)

Other Comments: See Appendix for DEP forms for each school level

See Appendix for IDEP form

See Appendix for example of AIG Program Handout

See AIG 3-Student Test Profile with Tier descriptions and service options (reverse side)

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because Common Core standards are being implemented this year(2012-13) and teachers are designing curriculum maps for all content areas. AIG specialists are in the process of differentiating the curriculum maps to provide enrichment, extension, and acceleration as needed to meet the needs of AIG students. At the elementary level, differentiation in content areas besides reading and math will be addressed. This will continue to be an on-going process as curriculum maps continue to be designed and revised. New policies adopted by the State Board of Education will also be implemented during this 2013-2016 plan. Greene County Schools will be developing and implementing policies for Credit by Demonstrated Mastery for AIG students in grades 6-12, as well as implementing the Honors Level Course Rubric and Revised Honors Implementation Guide for grade 9-12.

Goals: Enrich, extend, and accelerate content areas other than language arts and math especially at the elementary level and to ensure accelerated and rigorous instructional practices in all content areas.

Develop and implement policies for Credit by Demonstrated Mastery as outlined in the DPI Implementation Guidelines for grades 6-12.

Implement the Honors Level Course Rubric and Revised Honors Implementation Guide for 9th-12th grades.

Description: AIG teachers will differentiate curriculum maps for Honors and Advanced classes and will collaborate with regular education teachers to revise curriculum maps to differentiate instruction for AIG students in all content areas. AIG-IRP lessons will also be used to differentiate curriculum.

Teachers utilize benchmark assessment data based on the NC SCOS objectives obtained on each student to plan their instructional program for their students' needs. These assessments are done on a regular basis and are monitored by each school's and the system-wide administrative team.

AIG teachers use referral and assessment data to help individualize instruction for students and in developing the DEP or IDEP.

Service options are adapted to specific student strengths, as seen in various enrichment activities and subject pull out classes.

Middle school offerings now include honors science and social studies classes. These classes need

to be maintained as well as expanding these options at the elementary level. Cluster grouping in science and social studies already occurs at the 4-5 level, but more emphasis on content acceleration through professional development opportunities for teachers will be established.

A district committee will be formed to develop local procedures for the Credit by Demonstrated Mastery policy adopted by the SBE in December, 2012. The AIG Coordinator will be a member of the district committee. LEA guidelines will be developed for product or performance criteria in each area other than the criteria set by NCDPI for EOG/EOC scores. School committees will be established at each school, 6-12, to implement both state and local policies for Credit by Demonstrated Mastery.

The Honors Level Course Rubric and Revised Honors Implementation Guide for 9th-12th grades will be implemented following the timeline set forth by NCDPI. 9th-12th grade teachers will receive professional development on implementing the revised guidelines.

Planned Sources of Evidence: Student folder information with data about student's profile and DEP/IDEP information

Curriculum maps and lesson plans

Service options for advanced content pullout class instruction in math and language arts on DEPs and/or IDEPs.

Service options for honors science and social studies on DEPs and IDEPs (6-8)

Documentation for opportunities for art and/or music enrichment K-5 on DEPs and/or IDEPs.

Staff development opportunities for acceleration/challenge training in content areas for regular and AIG teachers.

District Policies for Credit by Demonstrated Mastery

Honors Level Course Rubrics and teacher portfolios for honors classes

Other Comments: See Appendix- DEP and IDEP forms

See Appendix- Professional Development

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because professional development opportunities for differentiation strategies need to be more fully developed for all teachers at all grade levels. Curriculum maps developed to implement Common Core and Essential Standards need to be differentiated for gifted learners at all grade levels.

Goals: To have all teachers receive training in how to be more diverse and effective in addressing wide-ranging student needs and interests.

To differentiate curriculum maps for gifted learners.

Description: Professional Development will be offered to all teachers on strategies for differentiation

and meeting student instructional needs at all grade levels.
Professional development for strengthening high school honors class instructional practices to help ensure rigor and challenge will be developed.
AIG teachers will collaborate with regular classroom teachers to differentiate curriculum maps.

Planned Sources of Evidence: Professional development opportunities
Differentiated Curriculum maps
Student products
DEPs and IDEPs
Plan - Differentiation and Instructional Practices

Other Comments: See Appendix for Professional Development plan
See Appendix Differentiated Curricula and Instructional Practices

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because Greene County Schools implements researched-based practices in the classrooms at all grade levels. All teachers have access to curriculum support staff (Literacy Coordinators and Instructional Technologists) that are charged with providing resources, support, and training opportunities for obtaining and using researched-based supplemental resources and instructional practices.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: A concerted effort has been made during the past few years to increase the classroom resources and materials for AIG specialists based on the latest research. Efforts to expand these resources will continue. Specialists use these materials in their direct instruction with students and also provide consultation to the other teachers using these resources. These include materials and teaching resources emphasizing challenge and rigor in technology, critical thinking skills, problem solving, literacy competencies (reading comprehension, writing), math reasoning and applications, science, social studies, and creativity.

The literacy and technology specialists are available to aid regular classroom teachers and the AIG staff in obtaining researched-based resources to augment instruction.

Each school provides research-based professional development based on their strategic instructional plans and goals.

Planned Sources of Evidence: School level offerings from regular/weekly staff development sessions
Curriculum resources/materials at each school
AIG Professional Library

Professional development logs

Other Comments: See Appendix- Professional Development
See Appendix-Bibliography of Resources

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Greene County Schools has chosen this as a Focused Practice because all of the skills and content areas in this practice will be addressed with the implementation of Common Core and Essential Standards. Greene County considers twenty-first century issues as a priority and is currently involved in teaching and developing advanced curricula in these twenty-first century skills and content areas. There is an emphasis on real world contexts, critical thinking and problem-solving, and the incorporation of technology and its applications to students' daily lives.

Goals: AIG teachers will collaborate with other professional staff to design and implement curriculum maps with 21st century content and will differentiate these maps to ensure rigor. AIG teachers will work with faculty and staff at each school to teach 21st century skills at an advanced level. AIG teachers will plan for real world learning in local, regional, and global contexts and will use available technology to provide experiences. Leadership skills, ethics, accountability, adaptability, productivity, responsibility, people skills, self direction, and social responsibility will be infused in lessons in all content areas, and also in collaboration with counselors and other professional staff.

Description: Curriculum maps will be differentiated for gifted learners.

AIG teachers will participate in professional development, such as Big 6 and Little 3, to incorporate applied information and media literacy, including concepts, systems, and operations in challenging research contexts in lessons for gifted learners.

AIG teachers will plan for real world learning in local, regional, and global contexts and will use available technology to provide experiences.

Content will include global awareness, civic and economic literacies, and health awareness. Instructional practices will emphasize critical thinking and problem solving; high-level communication and collaboration; and creativity and innovation.

Leadership skills, ethics, accountability, adaptability, productivity, responsibility, people skills, self

direction, and social responsibility will be infused in lessons in all content areas, and also in collaboration with counselors and other professional staff.

Planned Sources of Evidence: Curriculum maps and lesson plans
Professional Development logs

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because the system employs a variety of continuous assessment activities that are tracked and discussed at regular intervals.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Teachers are required to assess their students through benchmark assessments as a part of the system's continuous monitoring expectations. The assessment results are used to develop specific lesson plans to meet individual student needs.

Progress reports are provided at the mid-point in the grading period in each school. This information serves as a way to inform students, parents, and teachers about the student's status and any academic needs before the end of the grading period.

AIG teachers conduct mid-year reviews on all identified AIG students K-12, in addition to the annual review of the DEP. The mid-year review allows for adjustments to the DEP or IEP regarding service options, class schedules, and/or curriculum needs.

Planned Sources of Evidence: Benchmark testing results; data notebooks
Progress reports/report cards
Mid-year reviews
Administrator reviews
Teacher lesson plans reflecting differentiated strategies.

Other Comments: See Appendix- Mid-year Review form

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because there has been a concerted effort within the system

to address counseling issues for students through the Comprehensive Counseling Plan that was developed by the student services staff.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG department has collaborated with student services staff in revising the Comprehensive Counseling Plan for the system.

AIG issues have been addressed in the Comprehensive Counseling Plan.

Counselors and AIG staff plan jointly for addressing specific needs of students.

Elementary counselors visit enrichment classes for planned lessons on topics, such as perfectionism.

Resource materials have been purchased for each school's counseling department that address social-emotional development in AIG students.

SENG (Serving the Emotional Needs of Gifted) Organization website information has been shared with all AIG and Counseling staff persons, with access to the regular SENNG organization's online updates and online professional development modules.

There is a Differentiated Education Counseling Action Plan form to use as an addition to a DEP or IDEP as needed.

Counselors, who are already involved in the enrollment and record transfers for students, are also responsible of alerting the AIG Coordinator of newly enrolled AIG students, obtaining records for review, and transferring records to the new system of an identified student.

Planned Sources of Evidence: Comprehensive Counseling Plan
Plan section - Social-Emotional Guidance and Counseling
Differentiated Education Counseling Action Plan form
Lesson plans and schedules of counselors

Other Comments: See Appendix- Differentiated Education Counseling Action Plan
See Appendix- Social-Emotional Guidance and Counseling
See Appendix- Professional Development
See Appendix- Bibliography of Resources

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because the Greene County Schools system has a very well defined nurturing/enrichment program already in place.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Currently there is an AIG licensed teacher at the K-3 level that is involved with small group and whole class enrichment for the whole school. These classes emphasize critical thinking and problem solving, language arts, science, technology, research skills, global awareness, and twenty-first century skills. These lessons serve as opportunities for challenging instruction for students, models for regular teachers, and as a means of observing and nurturing students who may need more challenge. See the Appendix for nurturing information in the Screening and Identification sections.

The AIG lead teachers and regular teachers collaborate closely about classroom and individual student needs. There is a pool of resources available in the AIG enrichment room for teachers to use in their classrooms to offer more differentiation.

There is a well-defined process for observing and selecting students for enrichment described in the plan narrative, that uses the K-3 Enrichment Referral and Eligibility form.

Planned Sources of Evidence: K-3 AIG/Enrichment teacher's lesson plans and schedule
K-3 Enrichment Referral and Eligibility forms

Student enrichment folders

Resources in Enrichment classrooms (examples: Primary Education Thinking Skills, Math Superstars, Math Rules, Wordly Wise 3000, Scholastic publications, research projects, AIG Wiki)
AIG Program Handout

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because each school has in place procedures providing opportunities for all professional staff to plan during grade and team meetings and through various committees.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Professional Learning Communities (PLCs) have been established at each school site.

Regularly scheduled professional development/planning sessions are established at each school site.

Each school has an Enrichment Committee that helps oversee the AIG program at the school level. This committee has staff members from various disciplines, (example- regular classroom teachers

across grade levels and disciplines at the secondary level, EC teachers (if needed), counselors, administrators, and at least one meeting with parent representatives.

Planned Sources of Evidence: Professional Learning Community notes and meeting agendas
Data Notebooks
School Improvement Plans
Shared planning notes for grade level and team meetings
Staff meeting agenda/notes
Enrichment Committee agendas

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because there is a process in place to document differentiated curriculum and instruction and offer varied service options.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: DEPs or IDEPs are developed for each identified student based on student needs.

See the Appendix for sections on Differentiated Curricula and Instructional Practices and Tiers and Service Options

Planned Sources of Evidence: DEPs and IDEPs
Invitations to Conference for DEP development and review meetings
Mid-year Review form

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because the person serving as AIG Coordinator is AIG licensed and works to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The current AIG Coordinator is a licensed AIG teacher with twenty-five years of experience, including thirteen years serving as a lead AIG teacher at the elementary level. The AIG Coordinator oversees the AIG program and collaborates with administrators, AIG teachers, and other personnel to guide, plan, develop, implement, revise, and monitor the AIG program and AIG plan for Greene County Schools.

Planned Sources of Evidence: See Appendix - Job Description for AIG Coordinator

Other Comments: Greene County is a small, rural system with a small pool of available AIG licensed personnel. The other educators that work closely with the coordinator are the lead AIG specialists in each school, an AIG licensed Principal, two AIG licensed Assistant Principals, an AIG licensed Literacy Facilitator, and an AIG licensed Instructional Technologist.

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because there are processes already in place in each school and from a central level that monitor AIG specialists' instructional practices through regularly scheduled data reviews and instructional monitoring activities.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG Specialists participate in each school's data review process where their students' progress and their instructional practices are monitored. Each teacher is required to keep a data

notebook which guides instructional practice.

AIG Specialists are observed using the NC Teacher Evaluation process.

Lesson plans and schedules of the AIG Specialists are monitored by school site administrators.

Greene County Schools' DEP and IDEP forms designate responsible parties for carrying out the education plan for AIG students. (Ex. Regular class teacher; Gifted Teacher)

AIG Specialists are members of school leadership committees that monitor these topics for all learners at their site.

AIG Specialists are members of school Professional Learning Community groups (PLCs) that discuss these issues.

The AIG Coordinator schedules regular staff meetings with the lead AIG specialists in each school where the academic/instructional, intellectual, and social-emotional needs of students are discussed.

Planned Sources of Evidence:

Data Review spreadsheets/notebooks for each AIG student and class.

Observation recommendations

Lesson plans based on benchmark results; general lesson plans, and teacher schedules

Staff Meeting and PLC agendas and notes

DEP and/or IDEP forms for students (See Appendix for forms)

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: This practice remains focused because Greene County Schools has been focused on providing research based professional development to all teachers in the last two years for total school improvement and implementation of Common Core and Essential Standards. There is a need to ensure that all stakeholders within the school setting are provided with specific and appropriate professional development experiences related to the needs of gifted students. In addition, there is a need to develop a system-wide set of basic gifted education professional education requirements for all teachers and staff involved with gifted students.

Goals: To develop a set of gifted education professional development requirements for all personnel involved with AIG students, services, and programming in Greene County Schools.

Description: Central Office and school site personnel, representing classroom teachers,

administrators, exceptional children teachers , counselors, instructional technologists, and literacy facilitators will convene to discuss and develop gifted education requirements for all educational staff with respect to their targeted needs.

Get feedback from staff members as to their personal needs regarding gifted education topics through surveys, focus groups, and personal growth plans.

Professional development requirements for gifted education will be integrated with existing system and school initiatives via this committee.

See the Appendix, Professional Development, for more detailed information about proposed specific topics, resources, and formats for delivery of professional development to be considered.

Planned Sources of Evidence: Committee agendas and minutes
Gifted Education guidelines for required basic training modules
Documentation of participation in specified professional development activities
Feedback from school level stakeholders

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a Focused Practice because at this time, identified gifted students are only served by AIG licensed teachers for enrichment and separate class instruction for reading and math areas in grades K-5. Students are scheduled into regular classrooms with AIG licensed personnel when those teachers are available. However, the pool of available teachers is very limited at this time. Also, due to retirements and other personnel changes, middle school AIG students(6-8) have few teachers with an AIG license. High school students are served by an AIG licensed teacher through both direct instruction with honors and AP classes and indirect activities that includes counseling for course selections, college planning, monitoring of grades, and help with specific independent/individualized courses based on student need. Gifted education professional development requirements for personnel need to be established for personnel teaching AIG students and training provided in order to place AIG students in general education classrooms with teachers trained in gifted education.

Goals: Establish gifted education professional development requirements and ensure that general education teachers who teach gifted students meet these requirements.
Encourage, recruit, and support teachers who seek to earn an AIG add-on license through university AIG licensure programs to broaden the pool of available AIG licensed professionals.

Description: Teachers who teach AIG students will have an AIG license or will be taking or have taken professional development in gifted education provided by Greene County Schools. See the Appendix, Professional Development for more detailed information about proposed topics, resources,

and formats for delivery of professional development to be considered.

Planned Sources of Evidence:

See Appendix – List of AIG licensed teachers

See Appendix – Professional Development

Professional development logs or certificates

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because more collaboration is needed among system and school administrators, teachers, and AIG personnel to assure alignment of school and AIG professional development needs as professional development is planned each year.

Goals: Align professional development goals for gifted education requirements with system and school professional development plans.

Description: See Practice 3c for ways to align AIG goals with system and school initiatives using representative committee format.

The AIG Coordinator and/or AIG teachers will meet with district and school administrators as professional development calendars are created for each year to plan for professional development needed for AIG program goals at each school and its alignment with other system initiatives.

Planned Sources of Evidence:

System and school professional development calendars

Documentation of meetings to plan professional development calendars

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because AIG professional development needs to be aligned with Practice 2d for 21st century skills and content delineation and with the professional development plans from 3c and 3e to assure best practices in gifted education.

Goals: The AIG Coordinator and/or AIG teachers from each school will collaborate with other

professionals to help develop the professional development calendar for the district/schools to assure alignment with state and/or national teaching standards and best practices in gifted education.

Description: Greene County Schools has provided many professional development sessions on incorporating 21st century skills and increasing rigor in the classroom as the LEA implements Common Core and Essential Standards. AIG professional development will be planned to meet national and state teaching standards and best practices for gifted education including 21st Century skills and content at advanced levels. The alignment of the professional development to standards and best practices will be documented. The AIG coordinator will collaborate with district and school administrators and other personnel, such as literacy facilitators, to plan and provide this professional development.

Planned Sources of Evidence:

Professional Development calendars

Documentation of alignment of professional development to standards and best practices

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because schools have worked during the last plan cycle to establish common planning time for AIG teachers and regular classroom teachers of AIG students and to include AIG teachers in the development of grade level curriculum maps and other grade level planning. Teachers of AIG students have common schedules to allow for common planning and collaboration.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG teachers have common planning times with other classroom teachers who have clusters of AIG students.

AIG teachers participate in grade level and PLC meetings to collaborate and plan with other classroom teachers. These planning times allow opportunities for discussing the needs of the AIG students they teach and the differentiation needed in both the regular classroom and the AIG classrooms.

At the middle school level, AIG students are clustered on teams of teachers who have common planning time and teach all of the AIG students at that grade level.

The high school AIG teacher also participates in PLCs and other planning meetings with teachers who teach in the same content area.

8/7/2013

Planned Sources of Evidence: Schedule of common planning times on school/system calendars
PLC agendas/minutes
Joint staff development agendas, notes, and products
AIG and system/school professional development plans noted in school improvement plans and overall system goals and initiatives

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because although there is a well developed system-wide comprehensive counseling plan and support staff in place, social and emotional needs of gifted students need to be more fully delineated and addressed within the realm of comprehensive AIG and Student Services programming for students. Since the implementation of the 2010-13 AIG plan, there have been many personnel changes in the counseling departments at each school and new counselors need to be informed of the counseling component for AIG students in both the Greene County Comprehensive Counseling Plan and the Greene County AIG Plan.

Goals: To more fully implement the Greene County Comprehensive Counseling Plan and expand that plan as related to social-emotional issues of AIG students.

To develop cooperative planning, training, and discussion opportunities between teachers of AIG students and counselors and other support personnel, including new teachers.

To inform new counselors of the AIG goals related to social and emotional issues of gifted students.

Description: Establish cooperative planning/training opportunities for social-emotional professional development for teachers of AIG students and other support personnel.

See Standard 3 for Professional Development goals and plans related to social-emotional issues.

Develop Differentiated Education Counseling Action Plans (See Form in Appendix) as needed for AIG students

See the Appendix section - Social-Emotional Guidance and Counseling

Planned Sources of Evidence: Agendas and notes from cooperative professional development sessions on social-emotional issues for the gifted.

DEPs, IDEPs, Counseling Action Plans

See Standard 3 Professional Development, evidences related to social-emotional training needs

See Standard 2, Practice f

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because there are procedures in place that align identification, service options, and system resources for AIG students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: See Appendix-Identification and Placement procedures

See Appendix - Tiers and Service Delivery options

See Appendix- Forms for DEP and IDEP that delineate specific student services

See Appendix- Budget for how AIG funds are allocated to meet student needs

Incorporate planning for AIG needs within the larger system through cooperative planning with school and central office administrators

Planned Sources of Evidence:

Plan descriptions for Identification and Placement and Service Delivery

Individual student folders for DEP and/or IDEP records and identification data

Budget line items for service delivery resources for AIG and other system funding sources

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because AIG teachers and their instructional plans and services are a part of their school's instructional plans and school improvement plans. Ultimately, these plans are incorporated into the LEA's overall instructional plan and monitoring systems.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: School-based AIG instructional services align with school, LEA and state mandated instructional standards through established instructional plans developed at each school at system levels.

AIG teachers participate in grade, team, and school-wide instructional training, discussions, and planning pertinent to the school, system, and state goals and standard course of study.

Planned Sources of Evidence:

School and system instructional plans
Documentation of AIG teacher participation in instructional professional development
Documentation of AIG teacher participation on school leadership teams and committees

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because more effective communication about AIG program plan initiatives, procedures, and service delivery is needed for all educational staff and support personnel.

Goals: To establish an effective information delivery system for disseminating AIG program information to all staff and administrative personnel.

Description: Include AIG program information in teacher/staff handbooks to include procedures for referral and identification, explanations of differentiated services, regulations, plan, etc.

AIG teachers/coordinator present AIG information at staff meetings and/or grade/team meetings early in the year

Central Office will provide powerpoint presentations for school and district use explaining the AIG program and services

Use online resources to communicate about AIG program information to all staff members at school and district levels - webpages etc.

AIG coordinator present information about the AIG program to district and school level administrations at the beginning of school administrative retreat

Central Office and/or school level AIG personnel present AIG information to beginning teachers during the new teacher orientation at the beginning of the school year.

Planned Sources of Evidence: Teacher/staff handbook
Presentations to staff and administrators
Website information - school and district
Agendas, notes, and schedules of meetings with staff

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because practices are in place to ensure communication for effective K-12 services.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Coordinator, and when possible the EC/AIG Director, meets monthly with lead AIG teachers from each school for AIG staff meetings to discuss overall program and school issues.

The AIG Coordinator meets with central office and school administrative staff for issues relating to the AIG program as needed.

The AIG Coordinator maintains and distributes roster/student information to schools from the central office level.

AIG teachers meet/communicate at the end of each year with the corresponding transition school's teachers to share information about specific student needs for the upcoming year.

AIG teachers between schools communicate, as needed, about curriculum and resource information especially dealing with specific student needs

AIG teachers are responsible for transferring AIG confidential records/folders to the next school for transitioning students at the end of each year.

Planned Sources of Evidence: Monthly staff meeting agenda/notes
AIG teacher records per communications about transitions
AIG plan procedures about record transfer and transitions
AIG Coordinator roster information
Agenda/meeting notes with central office and/or school administrators

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because collaboration and involvement among all the stakeholders listed in the practice needs to be better developed. Regular education teachers,

exceptional children's teachers, other specialists, instructional staff, and administrators collaborate to provide differentiated programming and services, but more involvement and collaboration with parents and families for differentiated programming and services is needed.

Goals: Seek the involvement of parents/families when planning differentiated programming and services.

Improve collaboration among all stakeholders when planning differentiated programming and services.

Description: Involve parents/families in the Gifted Education Advisory Committee and School Enrichment committees as described in Standard 5 – Partnerships.

Provide parents/families information about differentiated programming and services at all grade levels by sharing the AIG plan on website and providing information during annual DEP meetings with parents.

Elicit parent involvement through surveys and other forms of communication.

Involve parents in the development of extra-curricular activities for AIG students as described in Standard 4, Practice J.

Also see Standards 1, 2, 3, and 5 for planned strategies to improve collaboration and communication to all stakeholders.

Planned Sources of Evidence:

Advisory and Enrichment Committee membership

AIG Program Handout

Lists of parent volunteers

Parent surveys

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because collaboration among all stakeholders needs to improve with respect to addressing social and emotional needs of AIG students as stated in other standards.

Goals: To increase the awareness of social-emotional needs of gifted students among all stakeholders.

To develop methods of collaboration among all stakeholders that especially include parents/families and other support personnel for the delivery of services to meet social and emotional needs of AIG

students.

Description: See descriptions for expanding collaboration, mutual planning, and professional development opportunities for school staff on social and emotional issues under previous standards.

See Appendix- Social-Emotional Guidance and Counseling

Methods to expand the collaboration between school personnel and parents/families and other support personnel in the delivery of services for social and emotional needs of AIG students could include:

Needs assessment on social-emotional issues among stakeholders;

Parent information session/seminars;

Resource lists on school and district web sites;

inclusion of parents on school planning sessions on social-emotional issues

Planned Sources of Evidence: Documentation of professional development sessions

Documentation of parent information sessions

Individual student review meeting notes and records

DEPs and/or IDEPs

Counseling Action Plans

Needs assessment results

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: This has been a maintained practice because there are already established practices and procedures related to acceleration in place, but will be a focused practice for 2013-16 as Greene County Schools develops local policies and procedures to go along with state criteria for implementing the Credit by Demonstrated Mastery policy passed by the SBE in December, 2012.

Goals: The Greene County School System will establish a district committee to oversee the establishment of policies and procedures for Credit by Demonstrated Mastery for grades 6-12. The AIG coordinator will be a member of this committee.

Maintain all other acceleration policies.

Description: Acceleration opportunities will be provided by Credit for Demonstrated Mastery in grades 6-12. The AIG coordinator and/or AIG teachers will be involved in the process for AIG students and will collaborate with other district and school personnel in the implementation of this policy. AIG handouts will inform parents and students of this acceleration option.

Greene County Schools will continue to use the established acceleration procedures that follow the Iowa Acceleration Scale, 2nd ed. for whole grade acceleration considerations. The Iowa Acceleration Scale involves an in-depth case study of the student's current performance levels, ability, and social-emotional status and needs, and provides objective data and a systematic way to determine recommendations for grade acceleration.

Greene County Schools will continue the established system-wide Needs Determination Team deliberation process that holds meetings that include professional staff, parents and the student, as appropriate. This team discusses student needs and makes decisions regarding service delivery options based on those needs. Acceleration needs within regular and AIG classroom settings would be a part of these discussions when the DEP and/or IDEP plans are developed or modified.

AIG specialists will use appropriate instructional practices within classrooms that promote student acceleration in various curricula areas, such as compacting, tiered assignments, differentiated units, and independent study opportunities.

Planned Sources of Evidence: DEPs and IDEPs for delineating acceleration plans for individual students

Needs Determination Team meeting notes

Lesson plans describing differentiated instruction addressing specific student needs

Credit by Demonstrated Mastery policies and procedures

AIG Handouts

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice for Greene County Schools because there are identification procedures and service options currently in place that have been developed to identify, nurture and develop talents and gifts of these populations. Greene County's demographics are already reflective of minority and economically disadvantaged subgroups and there has been an emphasis on developing programming to better meet these students' needs.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Enrichment/nurturing classes are designed to offer talent development opportunities to maximize student strengths that may not be typically included in traditional academic classes, such as nonverbal reasoning abilities for English language learners or under-served/minority population students.

Resources for AIG teacher classrooms include a wide variety of materials and instructional supplies

to help meet wide ranging student needs, including a wide variety of technology resources. Efforts to expand these resources will continue.

IDEPs delineate the specific services needed for highly gifted students and twice-exceptional students.

Planned Sources of Evidence: Teacher lesson plans
IDEPs
Classroom resource inventories
Research-based resources for these specific populations
Tier III identification and service option descriptions and procedures

Other Comments: See the Appendix for: nurturing/enrichment services, service delivery options, the IDEP format, and Bibliography of Resources

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Opportunities for extra-curricular programs and events in Greene County need to be expanded across all grade levels. The majority of extra-curricular activities for AIG students are at the high school level with activities such as quiz bowl, history day competitions, mock trial, etc. There needs to be more opportunities for extra-curricular programming at the K-8 level, as well as expanding offerings at the high school level.

Goals: Explore the options available for extra-curricular programming for AIG students.
Provide information to AIG students about the available extra-curricular programs and encourage them to participate.
Seek ideas from students about the types of extra-curricular programming that would interest them.
Recruit parents and others from the community to serve as volunteers for extra-curricular programs.
Recruit sponsors to help support extra-curricular programs (example: DuPont)
Provide funding for resources/supplies for extra-curricular programs as AIG budget allows.

Description: Search out and expand academic competition opportunities. Possible source could be the North Carolina Association for Scholastic Activities (NCASA) which offers Quiz Bowl, Art Showcase, Show Choir, The Quill(writing competition), Twelve(academic competition), and also provides information about other scholastic competitions.

Collaborate with the existing Young Scholars program to include AIG students if possible.

Offer after school and Saturday events for students (and parents) as resources become available.

Search out mentors for shadowing experiences for career awareness.

Conduct surveys to get input from students at all grade levels about their extra-curricular interests and needs.

Compile a list of extra-curricular programs offered through community organizations, such as 4H, and distribute list to students to make them aware of opportunities outside of school.

Communicate with community businesses/organizations to elicit support for extra-curricular activities for AIG students.

Planned Sources of Evidence: Information sheets listing extra-curricular opportunities

List of volunteers

Letters or other communications with businesses and organizations

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because there is a need to expand communication lines with community and family stakeholders in providing for AIG student needs and to involve them in ways that will be meaningful to them.

Goals: Improve communication with the community at-large and students' parents and families in efforts to provide appropriate services for the social-emotional, academic and intellectual needs for AIG students.

Develop meaningful partnerships by providing ways for parents/ families and the community to be involved in supporting the needs of AIG students.

Description: See Appendix - Parents and Community Involvement narrative section

Plan parent/family/community sessions on topics related to gifted education that will help them support the academic, intellectual, social, and emotional needs of AIG students. Coordinate these efforts with other parent involvement initiatives provided by the schools, such as sessions during open houses, parent conferences, and parent nights.

Planned Sources of Evidence: Committee membership rosters indicating community and parent/family participation, such as AIG Enrichment Committees at each school; AIG Advisory committee, and others that may be developed

Needs assessment results from parents and community sources

Brochures, fact sheets, website communications

DEP and/or IDEP parent meetings (DEP/IDEP forms in student folders)

Community partnership links

Agenda/notes from parent and community information sessions, seminars, outreach efforts, etc.

Other Comments: All of the ideas and strategies of the practices in this standard will be implemented and refined through research-based resources to better serve the specific needs of diverse stakeholders.

Needs assessment efforts will help define more specifically the needs of these stakeholders.

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because all stakeholders need to be included in the communication about AIG plans and programming.

Goals: Improve communication with all stakeholders concerning the Greene County Schools AIG Plan and program offerings.

Description: See description for expanding and improving communication about the AIG plan and Program components and collaboration with stakeholders from Standard 1a, Standard 2h, Standard 3g, and Standard 5a.

Planned Sources of Evidence: Refer to Practice 5a evidences
AIG plan available on system website
AIG Program Handouts given at DEP/IDEP meeting and Referral/Eligibility communications and meetings

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because there is a need to reach out to diverse populations groups more consistently and appropriately.

Goals: To improve the representation and involvement of parents/families and community members from the diverse demographic make-up of Greene County on committees that help develop, implement, and monitor AIG plans and programs.

Description: See Appendix - Parents and Community Involvement

Initiate outreach to diverse populations within their own community, such as at cultural events and community-based organizations

Ensure diverse population representation on School Enrichment Committees and Needs Determination Teams

Continue to seek parent input, including materials in native languages as appropriate, in needs assessment efforts (See Appendix-Needs Assessment)

Include parent/families and community members of diverse populations in Greene County on county-wide steering committee(s) that help develop, implement, and monitor the AIG program and plan

Planned Sources of Evidence: Membership rosters and roles of committees at schools and at the central level

Needs assessment findings

Documentation of outreach events and publications

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because there is a need to expand the translation of AIG plan components and forms in appropriate native languages.

Goals: Improve communication with parents/families and the community about the Greene County AIG plan by expanding translation efforts in native language(s) in written and oral forms.

Description: Translate parent communications regarding the Greene County AIG plan, beginning with forms and procedures related to specific individual student issues (referral, identification, eligibility, program service options, etc.)

Translate parent and community communications including brochures, website information, about the overall AIG plan and outreach efforts.

Planned Sources of Evidence: Translated documents and forms in the various modes used to communicate to parents/families and the community

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because we need to strengthen partnerships with parents/families and institutions of higher education and form partnerships with local businesses and industries and other stakeholders within the community to support the AIG program.

Goals: Expand stakeholder commitment to supporting the AIG program.

Description: Share the AIG program goals with businesses, industries and other stakeholders in the community through the district website, brochures, and other forms of communication to elicit support for the AIG program.

Seek support from all parents/families, institutions of higher learning, local businesses and industries and other stakeholders within the community to accomplish specific program goals, such as volunteers for extra-curricular opportunities for AIG students.

See Appendix – Parents and Community Involvement

Planned Sources of Evidence: AIG Plan shared through the district website, brochures, and other forms of communication.

Communications showing stakeholder support of the AIG program (example: business leaders serving as resource speakers, volunteers, and mentors)

Other Comments:

Standard 6: Program Accountability

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because the Greene County School system has in place a written AIG plan that has been approved by the local board of education and reviewed by NC Department of Public Instruction.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Maintain and implement a written plan for serving the needs of the AIG students in Greene County Schools.

Planned Sources of Evidence: The Greene County AIG Plan
Board approval documentation
DPI review documentation

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because processes are in place to monitor plan implementation.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Internal monitoring occurs through school and central office level oversight and review via the school-level teachers' and administrators' evaluation procedures, the school enrichment committees, other relevant school level committees (leadership, school improvement, etc.) the AIG Coordinator, the Exceptional Children/AIG Director, the Assistant Superintendent for Instruction, the Instructional Accountability Coordinator, the Superintendent, and the Board of Education.

There are regularly scheduled meetings with the various parties involved with monitoring the AIG program.

External monitoring occurs through needs assessment efforts with all stakeholders and committee membership with non-school personnel members at the school and central levels.

Planned Sources of Evidence: Analysis of student performance indicators – Performance events, MSLs, State mandated tests (EOG, EOC)
Needs Assessment results
Agenda/minutes/notes from various committee meetings regarding monitoring and oversight
Board of Education minutes dealing with AIG program presentations and updates
School/central level administrator classroom walk-through observations

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because there is a well-defined process for using and monitoring state funds for the AIG program in place.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Coordinator canvasses teachers and administrators per specific student and teacher resource needs.

A budget is developed based on current year needs and resources.

AIG Budget Procedures are in place, with Request for Supplies and Staff Development required that includes teacher and school administrator signatures.

The AIG Coordinator maintains budget worksheets and running balance totals based on monthly reports from the system's finance officer.

All AIG orders are checked in by the AIG Coordinator and matched with purchase orders and packing slips.

The EC/AIG Director oversees the AIG budgeting process by signing all purchase orders, travel, and other reimbursement requests (ex: staff development registration).

See the Appendix- Budget narrative

Planned Sources of Evidence: AIG Budget
AIG Budget Procedures for staff

AIG Request for Supplies and Staff Development - form
AIG Budget Worksheet
AIG Running Balance forms for all codes
Monthly budget report from finance office
Purchase Orders/packing slips/Reimbursement forms

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Greene County Schools maintains student performance growth on AIG students that is analyzed and shared with central and school level administrators, AIG teachers, and AIG students' classroom teachers. Drop-out data is maintained by the LEA and AIG student drop-out data is included in the drop-out data.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Drop-out data is maintained, analyzed, and shared with stakeholders through regular reports from data managers.

Student performance growth data is maintained through the instructional accountability coordinator and shared with relevant school and non-school stakeholders as appropriate.

School level student testing results showing performance growth are reviewed on a regular basis by teachers and administrators.

Information will be shared via websites and other school and central office publications to parents and community stakeholders.

Planned Sources of Evidence: Drop-out data documentation
School level reports of testing and data analysis (data notebooks and spreadsheets)
State Report Card
Greene County data and data analysis for student performance
Websites / publications
EOG/EOC/MSL data
EVAAS data

Other Comments:

Practice E

Monitors the representation and retention of under-represented populations in the local AIG program,

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because the AIG Coordinator maintains this data or has access to data managers with this data.

*(Information about students who are classified as free or reduced lunch as a measure of economic disadvantage is confidential and thus not available to the AIG department for tracking students.)

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Coordinator keeps a record of all referrals and placements with gender, race/ethnic status and does a summary each year.

NCWISE(PowerSchool) database provides information about AIG child count data that is provided to the AIG Coordinator for analysis.

The AIG Coordinator and ELL Coordinator collaborate on students as needed.

The AIG Coordinator and the EC Director and EC Case Managers collaborate on students as needed.

The AIG Coordinator monitors system administered Cognitive Ability Test results with respect to target population data.

High school/Early College schedules are monitored and courses are reflected on the DEP or IDEP for each student. (See Appendix-GCS Service Delivery)

Planned Sources of Evidence:

Summary documentations of data analysis as noted in Description

High School/Early College DEP/IDEP and schedule monitoring

Meeting or conference notes/agendas

Headcount/NCWISE(PowerSchool) data

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because information about AIG teacher and support staff licensure credentials is indicated in the AIG Plan.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Information about persons serving AIG students with direct and indirect services is maintained by the Human Resources Department and the AIG Coordinator and updated as needed.

Planned Sources of Evidence:

See Appendix - AIG Personnel

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because there needs to be more consistency and better organization in a central level advisory committee/steering committee that is reflective of the local demographics. School enrichment/advisory committees are already established.

Goals: Form a stable advisory group reflective of local demographics and composed of community, parent/family, AIG teachers and staff, and other professional support staff that meets on a regular basis for reviewing, monitoring, and making recommendations about the local AIG plan and program

Description: See previous standards and practices dealing with community and family outreach, communication, and partnerships.

After forming a central level advisory/steering committee reflective of the above criteria, a regular meeting schedule will be established.

See Needs Assessment descriptions in previous standards and in the Appendix.

Planned Sources of Evidence: Membership list of committee(s)

Operational Plan for meetings

Agenda/minutes of meetings

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because the current practices to elicit feedback from program stakeholders need to be more specific and more user-friendly for stakeholders.

Goals: Develop a well-defined needs assessment process that seeks information from all stakeholders using specified data collection and dissemination schedules.

Description: Greene County Schools has developed a continuous and consistent process for assessing the needs for gifted education from all relevant stakeholders, students, parents, faculty, and the community. All information sources are based on two-way communication between the stakeholder and the school system. Referrals are made to the appropriate responsible party or parties for considerations of and responses to identified needs or concerns. There are a variety of survey methods and information sources such as, surveys, focus group discussions, event feedback forms, open house forums, individual parent/student conferences and meetings, weekly parent folders, school and teacher E-Chalk communications, progress reports and report cards, and mid-year and annual reviews of student DEPs/IDEPs.

The Needs Assessment Process document in the Appendix delineates the schedule for and types of feedback from students, parents, faculty, and community stakeholders. Timelines, persons involved, evidences, actions and responsible parties are specified for each stakeholder population.

Planned Sources of Evidence: Needs Assessment data from all stakeholders
Appendix - Needs Assessment Process for details of types of information sources and feedback documentation.

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because multiple sources of data are available; however, there is a need for regularly scheduled meetings with district and school personnel to review the data and to share data with the Gifted Advisory Committee for continuous program improvement.

Goals: Review AIG data with the Gifted Education Advisory Committee to monitor the AIG program as described in the Appendix under "Evaluation".

Revise the AIG plan as needed for program improvement based on an analysis of multiple sources of data.

Description: The Gifted Education Advisory Committee will schedule at least bi-annual meetings to review the available data and assess the program for effectiveness in meeting the needs of gifted learners. (See Appendix – Evaluation)

The AIG Coordinator will review the plan on a regular basis (at least quarterly) to ensure fidelity of implementation of all goals and descriptors and will communicate with school and district level administrators and AIG teachers any concerns regarding implementation of the AIG plan.

The AIG coordinator or AIG Director will present any revisions of the AIG plan to the Greene County Board of Education for approval and send approved revisions to DPI for review.

Planned Sources of Evidence: Documentation of Gifted Education Advisory Committee members/meetings

Written documentation of interim reviews by AIG coordinator

Documentation of communications between AIG Coordinator, district and school level administrators, and AIG teachers concerning the AIG plan/program

School Board agendas/minutes related to AIG plan

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because reporting mechanisms for disseminating data from evaluation of the local AIG program need to be established. Some AIG data is already reported to the public along with the data from other school programs in published documents from the state or LEA; however, data specific to AIG program evaluation needs to be disseminated to the public.

Goals: Disseminate information about AIG program evaluation data to the public.

Description: Data from AIG program evaluation will be placed on the district website and on other district documents as appropriate.

Data from AIG program evaluation will be shared with stakeholders at AIG district meetings.

Planned Sources of Evidence: District website
AIG district meeting agendas/minutes

Other Comments:

Practice K

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is a maintained practice because there is a well-defined policy with procedures to protect the rights of AIG students already in place.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: See Appendix - Due Process policy

Information about Due Process rights for students are provided at the point of permission to test and permission to place, and is reflected on the Permission to Test and Permission to Place forms, and with the Invitation to Conference letter.

Planned Sources of Evidence:

Copy of Due Process policy

Parent notation of receipt of Due Process rights on the Permission to Test and Permission to Place forms

Invitation to Conference letter

Due Process policy posted on website as a part of the AIG Plan

Other Comments:

Glossary (optional):

AIG - Academically / Intellectually Gifted

DEP - Differentiated Education Plan

DPI - NC Department of Public Instruction

Differentiated instruction - "Changing the pace, level, or kind of instruction you provide in response to individual learners' needs, styles, or interests" [Heacox, D. (2002). "Differentiating Instruction in the Regular Classroom". Minneapolis, MN: Free Spirit Publishing]

IDEP - Individual Differentiated Education Plan

LEA - Local Education Agency (Greene County Schools)

Mean - Average (In reference to standardized test scores)

MSL - Measures of Student Learning - Common Exams

PLC - Professional Learning Community

%ile - Percentile rank- One's ranking on standardized measures with respect to peers on a 1 to 99.9 scale (75 %ile = you scored better than 75% of the population on that measure)

Appendix (optional):

AIG 3 Data Profile plan-6-10.pdf (*Appendix - Standard 1*)

Awards documentation - plan-6-10.pdf (*Appendix - Standard 1*)

Disclaimer - Forms:Tests.pdf (*Appendix - Standard 1*)

Information about GCS-Introduction.pdf (*Appendix - Standard 1*)

Product Review form-plan-6-10.pdf (*Appendix - Standard 1*)

Student Interview Form-plan-6-10.pdf (*Appendix - Standard 1*)

Student self-nomination-plan-6-10.pdf (*Appendix - Standard 1*)

Tiers and Service Options-Handout-plan-6-10.pdf (*Appendix - Standard 1*)

Ways to Document Specific Indicators of Giftedness.pdf (*Appendix - Standard 1*)

Screening.pdf (*Appendix - Standard 1:2*)

DEP 2-3.pdf (*Appendix - Standard 1:2:3:4*)

DEP 4-5.pdf (*Appendix - Standard 1:2:3:4*)

DEP 6-8.pdf (*Appendix - Standard 1:2:3:4*)

DEP 9-12.pdf (*Appendix - Standard 1:2:3:4*)

DEP K-1.pdf (*Appendix - Standard 1:2:3:4*)

IDEP-plan-6-10.pdf (*Appendix - Standard 1:2:3:4*)

ARTICLE 9B.pdf (*Appendix - Standard 1:2:3:4:5:6*)

Identification and Placement.pdf (*Appendix - Standard 1:2:4*)

AIG Program Handout.pdf (*Appendix - Standard 1:4*)

Needs Assessment Process.pdf (*Appendix - Standard 1:5:6*)

Due Process.pdf (*Appendix - Standard 1:6*)

Differentiated Curricula and Instructional Practices.pdf (*Appendix - Standard 2*)

K-3 Enrichment Referral.pdf (*Appendix - Standard 2*)

Mid-Year Review-plan-6-10.pdf (*Appendix - Standard 2*)

Professional Development.pdf (*Appendix - Standard 2:3*)

Personnel for AIG Service Delivey.pdf (*Appendix - Standard 2:3:6*)

Bibliography of Resources.pdf (*Appendix - Standard 2:4*)

Counseling DEP plan-6-10.pdf (*Appendix - Standard 2:4*)

Nurturing-Differentiation Strategies -plan-6-10.pdf (*Appendix - Standard 2:4*)

Social-Emotional Guidance and Counseling.pdf (*Appendix - Standard 2:4*)

Tiers and Service Options.pdf (*Appendix - Standard 2:4*)

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[Links To Other System-Wide Efforts.pdf](#) (*Appendix - Standard 3:4*)
[Early Admission to Kindergarten.pdf](#) (*Appendix - Standard 4*)
[Enrichment Committee form-plan-6-10.pdf](#) (*Appendix - Standard 4:5*)
[Budget.pdf](#) (*Appendix - Standard 4:6*)
[Service Delivery Model.pdf](#) (*Appendix - Standard 4:6*)
[Parents and Community Involvement.pdf](#) (*Appendix - Standard 5*)
[Budget Procedures.pdf](#) (*Appendix - Standard 6*)
[Evaluation.pdf](#) (*Appendix - Standard 6*)
[BOE Approval for AIG Plan.pdf](#) (*Local Board Approval Document*)