

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

**Approved by local Board of Education on:** 28-MAY-13

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

**Orange County Schools Vision for local AIG program:** Orange County Schools believes that students who perform or show potential to perform at remarkably high levels of accomplishment when compared to others of their age, experience, or environment have unique learning needs. Because of these unique learning needs, we will provide a responsive educational program that extends and enriches grade level standards. Our responsibility is to recognize and respond to the academic, intellectual, social and emotional needs of our gifted students in order to develop effective global citizens.

Core Beliefs:

Giftedness exists within all ethnic, geographic, and socioeconomic groups.

Students demonstrate gifted behaviors by using a variety of intelligences, and often learn and think in non-traditional ways, and as a result, need intellectual interaction with each other.

All licensed school personnel should be capable of recognizing the needs of gifted students.

Gifted students need differentiated instruction that provides appropriate rigor, depth, complexity and learning environment.

Gifted students have unique social and emotional needs.

Families are important partners in supporting the needs of AIG students.

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$364950.00</b>	<b>\$329984.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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## **Standard 1: Student Identification**

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

### **Practice A**

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

### **This practice is a Focused Practice for 2013-2016.**

**Rationale:** In our program evaluation with community input, this area was one of the practices needing substantial improvement. Through our stakeholder surveys, we learned that many parents and classroom teachers did not feel the district communicated with them adequately regarding the procedures for AIG screening and identification. As a result, this is a focused practice because communication between the district, teachers, and parents is essential in order for Orange County Schools to implement a screening and identification process that responds to our community's needs.

**Goals:** Listed below are our goals for becoming "completely evident" in this practice:

- Hold district and school-based informational meetings regarding AIG identification
- Disseminate the AIG brochure to families at Fall parent-teacher conferences
- Ensure all AIG information is available on the OCS website in English and Spanish
- Explain the AIG screening and identification process to all OCS teachers during faculty meetings
- Have AIG brochures available in the offices and teacher workrooms of all schools

**Description:** In order to adequately relay information regarding the AIG screening and identification process to teachers and families, district and school personnel need to be more proactive in disseminating information to teachers and families. To that end, district and school personnel will hold informational meetings annually. The district will also proactively distribute brochures regarding the AIG screening and identification process to teachers and families. Nomination windows will be displayed prominently on the AIG section of the OCS website. To be sure that information is disseminated adequately, we will take the following steps:

- Principals may request district personnel or their school's AIG specialist to explain the AIG identification process to staff
- Brochures regarding the AIG identification process and program will be distributed to families at Fall parent teacher conferences
- A ConnectEd phone call will be sent to families to advertise dates and times of informational meetings.
- All documents and meeting dates and times will be posted on the AIG section of the OCS website and will be available in English and Spanish

- Copies of the AIG brochure will be available at all schools.

**Planned Sources of Evidence:** \*The Orange County web page and the AIG web page

\*District AIG brochure and parent guide disseminated to parents and posted on the website

\*Translation of all documents pertaining to the identification process

\*AIG brochure available in all schools

**Other Comments:**

**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:** Orange County School currently uses multiple pathways and criteria for AIG student identification. In 2010, the Cognitive Abilities Test (CogAT) was implemented for the 3rd grade sweep, and the Woodcock-Johnson Test of Achievement (WJ III) and the Naglieri Nonverbal Ability Test (NNAT2) were added as alternative assessments. However, input from program evaluators indicates that the current pathways occasionally result in high potential students not being identified. As a result, OCS has revised its identification pathways to obtain a more comprehensive profile of each student considered for AIG identification, but we will still designate this practice as a "maintained practice" since we will continue to use multiple criteria that includes the traditional and non-traditional measures already in place.

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

**Description:** To obtain a comprehensive student profile, the Needs Determination Team will examine four criteria:

Criteria 1: Aptitude, as determined by a district-approved aptitude test

Criteria 2: Achievement, as determined by a district-approved achievement test

Criteria 3: Observation of Gifted Behaviors and Characteristics, as determined by a Gifted and Talented Evaluation Scales (GATES) assessment completed by at least 2 teachers

Criteria 4: Performance in the Identification Area, as determined by EOG scores, grades, district and classroom performance tasks, formative assessments, and work samples

This criterion framework will be used for screening students K-12, and students must meet minimum requirements in 3 of the 4 criteria to be AIG identified.

The district will consider both a student's percentile rank using national and local norms when available, and will create a Performance Rubric for evaluating student work samples.

A nationally-normed achievement test, the Iowa Assessments Form E, will be administered to all 2nd graders in May. Students will be administered the 3rd grade level test to ensure a high ceiling.

The CogAT will continue to be administered to all 3rd graders. Parents and teachers may submit requests for students to be screened in other grades.

Parents and teachers may also submit requests for students to be administered alternative assessments.

**Planned Sources of Evidence:** \*Multiple criteria chart and Performance Rubric

\*AIG identification flow chart

\*Needs Determination Team Records

\*Student AIG folders containing identification information

### **Other Comments:**

### **Practice C**

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

### **This practice is a Focused Practice for 2013-2016.**

**Rationale:** Although Orange County Schools has implemented multiple pathways, criteria, and options for alternative assessments in identifying AIG students, local data indicates that this has not resulted in AIG demographics that represent district demographics as a whole. Consequently, the district will continue to designate this practice as a focused practice.

**Goals:** Our goals for becoming completely evident in this practice are bulleted below:

- Continue to use the CogAT Aptitude test for the third grade annual search for AIG identification
- Use local norms when available and are least restrictive to the students
- Continue utilizing the GATES (Gifted and Talented Evaluation Scales) but have 2 teachers complete the assessment for each child under consideration in order to gain a more complete picture of a student, particularly those who may show giftedness outside of academic areas.
- Continue utilizing the Iowa Algebra Aptitude Test for 5th, 6th and 7th grade Algebra Aptitude assessment
- Utilize multiple indicators of giftedness when considering a student for AIG identification, using

traditional and non-traditional measures such district and classroom performance tasks and assessments, teacher observations, work samples, EOG scores and subject grades

- Offer nurturing for all K-2 students
- Expand the co-teaching model to offer nurturing services to students in grades 3-8

**Description:** Currently, we administer the CogAT and Iowa Algebra Aptitude Test (IAAT) tests as traditional testing measures. We will also begin to offer the Iowa Assessments Form E as an achievement test. In order to identify our underserved population, we will continue to offer the NNAT 2 and Woodcock-Johnson III Test of Achievement as alternative assessments. The district will establish guidelines for requesting alternative assessments and will make this available to teachers and families. Additionally, we need to change our evaluation procedures so that a more comprehensive profile of a student is revealed. The use of local norms on standardized tests will allow us to identify high potential students in our local context, and examining work samples will provide a more complete picture of a student's knowledge and capabilities, particularly for students whose giftedness may manifest in non-traditional ways.

Additionally, we will offer nurturing opportunities for all students in grades K-2. All students will be offered opportunities to engage in high-end learning through the use of the workshop model and inquiry-based learning in core content areas, with classroom instruction differentiated based on data. AIG specialists may also push-in to K-2 classrooms to offer whole class experiences in critical thinking activities. AIG specialists will offer nurturing services in grades 3-8 through the co-teaching model.

To determine the effectiveness of these changes, the AIG differentiation coach will monitor AIG demographics annually and share this data with stakeholders. We will also offer professional development to classroom teachers and other specialists, such as EC, ESL, and guidance counselors, to support them in recognizing indicators of giftedness, particularly in historically underrepresented populations.

**Planned Sources of Evidence:** \*Multiple criteria chart and Performance Rubric for evaluating student profiles

\*Student AIG folders containing information on test results

\*AIG identification demographics data

\*Needs Determination Committee results

### **Other Comments:**

### **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:** Since the AIG Plan for 2010-2013 went into effect, Orange County Schools has taken several steps to ensure that AIG screening, referral, and identification is consistent. Students who were AIG identified in other districts are evaluated within 30 to 60 days of the arrival of their records. The Needs Determination Teams meet after CogAT results have been received at the elementary schools, and meet in May at all elementary and middle schools to identify students. The program evaluators indicated that the process is much more consistent now than in 2010, so this is a maintained practice.

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

**Description:** To ensure that OCS continues to be consistent in implementing the screening, referral, and identification process, we will also take additional steps to become completely evident in this practice:

- A winter nomination window will be added at the middle school level
- A nomination window will be added at the high school level
- District and school AIG personnel will disseminate information regarding the AIG identification process to faculty and families
- An AIG identification process flow chart will be developed to ensure consistency across the district
- AIG specialists will meet to review the screening and identification process before each nomination window.

**Planned Sources of Evidence:** \*AIG head count reflective of the district's demographics

\*Screening, referral and identification trends

\*LEA's AIG Plan and surveys

\*AIG identification process flow chart

**Other Comments:**

**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:** Orange County Schools currently has several written policies already in place to safeguard the rights of students and families. Permission to Test, Placement, and Non-placement letters are distributed in English and Spanish. There is a written procedure for resolving disagreements, aligned with state-level grievance procedures and Article 9B, that is posted on the AIG section of the OCS website. Students who have been AIG identified in other districts are evaluated within 30-60 of receiving their records. Because there are already written policies and documents that safeguard the rights of students and families, this is a maintained practice.

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

**Description:** Orange County Schools will continue to strengthen its efforts to safeguard the rights of AIG students and their families by adding components to the documents and processes already in place. The bulleted items below will begin with the 2013-2014 school year for us to achieve a "completely evident" rating.

- Create an AIG Identification Flowchart
- Develop a calendar depicting the dates for nominations
- Procedures, Flowchart and Calendar dates will be provided on the web and by hardcopy to parents, in English and Spanish

In the event that a parent/guardian disagrees with a decision, there are six steps to resolve a disagreement:

1. Appeal to needs determination team and the AIG coordinator
2. Appeal to the building level principal
3. Appeal to the director of elementary or secondary education and the chief academic officer
4. Appeal to the superintendent
5. Appeal to the local board of education
6. Appeal according to state level grievance procedures

**Planned Sources of Evidence:** \* School-based Needs Determination Team meeting minutes

\* District calendar for AIG identification procedures and other documents

\* AIG Identification Flowchart housed on the Orange County Schools website

\* Checklist found on the outside of the AIG folder denoting the information found in the student file folder

**Other Comments:**

### **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:** Currently, Orange County Schools already maintains an AIG folder for each AIG student in grades K-8 that includes their identification process and their Differentiated Education Plan (DEP.) Annually, parents must sign their child's DEP and have the right to review it with the AIG specialist at their school. Additionally, AIG folders travel with students as they move through key transition points. Because there are already procedures in place for maintaining documentation for AIG students at the K-8 level, this is a maintained practice.

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

8/8/2013

**Description:** Orange County Schools is committed to maintaining proper documentation of AIG identification and service options for students. Differentiated Education Plans are completed annually and are shared with parents. At the end of each school year, elementary AIG specialists hand deliver AIG folders to middle school AIG specialists so the folders follow AIG students. The district has also created a "Parent Guide to AIG Services in OCS" document. This document defines and explains the different service options and differentiation strategies that AIG students receive, and is available in English and Spanish on the AIG section of the OCS website.

Beginning in 2013-2014, AIG folders will also be hand delivered to the assistant principals responsible for AIG at the high schools. Additionally, DEPs will be completed annually for high school students and will be reviewed and signed by guidance counselors and parents.

**Planned Sources of Evidence:** \*AIG Program Brochure

\*AIG Parent Guide to AIG Services in OCS

\*Annual meetings with parents to discuss their students DEP (Differentiated Education Plan)

\*Parent surveys, handbook, parent communications

\*Student AIG folders containing written consent

**Other Comments:**

## **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:** The Common Core State Standards (CCSS) and the NC Standard Course of Study (SCOS) require that teachers use on-going assessment and data to identify where students are in their learning and offer support or enrichment as needed. Currently, our classroom teachers and AIG specialists are still developing their ability to analyze student data effectively to make instructional decisions. Because this is an area that needs development immediately, this is a focused practice.

**Goals:** In order to become proficient in this practice, Orange County Schools has set the following goals:

- Offer more targeted differentiation at the tier 1 level by using data from universal screening tools.
- Develop a digital archive of differentiation strategies and resources that all teachers can access
- Expand the use of the co-teaching model during tier 1 instruction
- Create and implement professional development modules on differentiation for AIG learners

**Description:** Orange County Schools has developed Essential Learning Outcomes (ELOs) for each nine week marking period and for each grade level from K-8 that are aligned to the CCSS and the SCOS. AIG specialists will continue to use the consultation/collaboration model to support classroom teachers in adapting these ELOs for AIG learners by providing plans and resources that extend and enrich the ELOs.

In elementary school, this includes expandable math activities and extension menus, and providing appropriately challenging literature and content area texts. Teachers will use universal screening tools, such as mClass Reading Assessments, Teachers College Reading Assessments, AMC Math Assessments, district-made Common Formative Assessments, and math unit pre-tests to provide students with appropriate instruction.

In middle school, teachers of advanced ELA and math classes extend and enrich the grade level ELOs and also draw on those in the grades above them. Middle school AIG specialists will also support science and social studies teachers in differentiating instruction for AIG students.

In both elementary and middle school, materials designed for gifted learners, such as the Jacob's Ladder Reading Comprehension program, Primary Education Thinking Skills (PETS,) William and Mary Units of Study in Literature, Challenge Math, Math Rules, and Future Problem Solvers supplement the CCSS and SCOS.

In high school, teachers of honors, AP and IB courses give students the opportunity to delve into topics with a great degree of depth and complexity.

Credit by Demonstrated Mastery will be available as an acceleration option for middle and high school students.

All AIG specialists meet with PLCs on a regular basis to offer support in curriculum compacting, tiered assignments, extension menus, and interest surveys.

Additionally, all elementary and middle school AIG specialists are expected to co-teach one period per day. This allows the AIG specialist and classroom teacher to offer targeted enrichment for AIG students during their core instructional time in the regular classroom. The co-teaching model also allows the classroom co-teachers to become more familiar with strategies for differentiating for AIG learners that can be implemented throughout the day.

A team of specialists from the EC, ESL, and AIG departments are also working together to create a digital database of differentiation strategies and matching resources. When completed, teachers will be able to access the database in order to find materials to differentiate for AIG students.

The AIG team is planning to create professional development modules to support teachers in becoming more familiar with differentiation strategies for AIG learners. These modules, which teachers can complete for CEU credits, will be developed during the 2013-2014 school year, and will be offered to teachers beginning with the 2014-2015 school year.

**Planned Sources of Evidence:** \* Pre-assessments, curriculum compacting choices

\* Sample curriculum units, lessons and activities with embedded enrichment

\* Student work products and assignments

\* Supplementary instructional resources, pacing guides, enhanced frameworks, etc.

\* Classroom data from universal screens

\* Teacher, student survey data

### **Other Comments:**

### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Orange County Schools uses multiple instructional practices that address AIG students' identified abilities, readiness levels, and interests. This includes the workshop model, problem-based learning, advanced courses, enrichment seminars and programs, and online programs. Feedback from student surveys indicates that students enjoy these opportunities and would like for them to continue or be expanded. Because these practices are already in place and just need to be expanded in some areas, this is a maintained practice.

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

**Description:** At the elementary level, Orange County Schools employs the workshop model approach to teaching reading, writing and math. In this model, the class begins with a short mini-lesson to introduce new material, and then is followed by a substantial period of independent work and practice. During this time, teachers can provide materials to students at varied and appropriate levels of challenge. Pre-testing is used in math to identify students who require curriculum compacting. AIG specialists may provide resources for the classroom teachers to use during the workshop. AIG specialists may also co-teach with a regular classroom teacher to offer more targeted enrichment within core instructional time, or lead a pull-out program that enriches and extends the core instruction, such as Paideia seminars, Challenge Math or the Jacob's Ladder Reading Comprehension Program.

At the middle school level, AIG students have the opportunity to take advanced courses in ELA and mathematics. These courses move at an accelerated pace so students have the opportunity to explore concepts in greater depth and complexity. AIG students are also cluster grouped for science and social studies. Another instructional practice in use at the middle school is the opportunity to take high school courses for credit, including English I, Common Core Math I, and Common Core Math II. Middle school students will also have the opportunity to accelerate their coursework through Credit by Demonstrated Mastery beginning in 2014-2015.

At the high school level, students may register for honors, AP and IB courses based on their strengths and interests. Additionally, students may take courses not available in OCS through the North Carolina Virtual Public School or dual enrollment at an institution of higher education. Beginning in 2014-2015, high school students will also have the opportunity to accelerate their coursework through Credit by Demonstrated Mastery.

**Planned Sources of Evidence:** \*Pretesting, curriculum compacting

\*Sample curriculum units, lessons and activities,

\*Student work products and assignments

\*DEPs

\*Supplementary instructional resources, curriculum maps, enhanced frameworks, etc.

\*Classroom observational data

\*LEA's AIG Plan and surveys

\* Course Catalogues

**Other Comments:**

### **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:** Based on feedback from AIG specialists, there are a variety of supplemental resources

that are used to augment curriculum and instruction. Although we plan to implement additional strategies that will provide greater access to these resources for classroom teachers, this is a maintained practice because the resources are consistently used by AIG specialists during their work with students.

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

**Description:** There are a variety of supplemental materials that are used to augment curriculum and instruction for AIG students. At the K-8 level these include:

- Jacob's Ladder Reading Comprehension Program
- William and Mary Literature Units
- Primary Challenge Math
- Math Rules
- Venn Perplexors
- Logic Links
- Future Problem Solvers

At the high school level teachers of AP and IB courses utilize materials suggested by the College Board and the International Baccalaureate.

AIG specialists use these materials while co-teaching in the classroom and during pull-out programs. Additionally, AIG specialists share these resources with classroom teachers through the consultation-collaboration model. Orange County Schools is hoping to strengthen teacher access to these materials by creating an online database of differentiation strategies and matching resources that are aligned to Essential Learning Outcomes that are based on the CCSS and the NCSCOS. This database will begin to be built during the 2013-2014 school year.

**Planned Sources of Evidence:** \*Online database of differentiation strategies and matching resources

\*Sample curriculum units, lessons and activities

\*Student work products and assignments

\*Supplementary instructional resources, pacing guides, enhanced frameworks, etc.

\*Classroom observational data

\*District Professional Development Plan that includes sessions on differentiation either at the school level and/or the district level

**Other Comments:**

### **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:** During the 2012-2013 school year, Orange County Schools implemented a 1:1 Technology Initiative that provided all students in grades 6-12 with laptops to be used in the classroom and at home. The initiative will be expanded to 4th and 5th grade beginning with the 2013-2014 school year. It is planned that this initiative will allow teachers and specialists to use technology-based and online resources to engage students in high-level research and problem solving in a global context. Because this is a new initiative and teachers are still being trained in how to maximize these tools and resources, this is a focused practice.

**Goals:** To become completely evident in this practice, we have the following goals over the next three years:

- enhance research skills utilizing print and digital media sources
- offer individualized instruction through online programs such as Khan Academy, Study Island, Reading A-Z, IXL Math, and North Carolina Virtual Public School
- incorporate technology into existing programs such as Future Problem Solvers

**Description:** Orange County Schools seeks to strengthen the 21st century content and skills of AIG students utilizing the consultation/collaboration, co-teaching, and pull-out models to meet the goals listed above.

Additionally, there are many extracurricular opportunities for students to engage in real-world problem solving and leadership. These include, but are not limited to:

Elementary:

- Future Problem Solvers
- GeoBee
- Robotics Camp

Middle School:

- Future Problem Solvers
- National Junior Honor Society
- Habitat For Humanity

High School:

- National Honor Society
- Key Club
- Student Government
- Model UN
- Future Business Leaders of America

- Future Farmers of America

**Planned Sources of Evidence:** \*Moodle courses

\*lesson plans incorporating technology programs that support research and/or individualized learning

\*student surveys of extracurricular participation

**Other Comments:**

**Practice E**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** According to our surveys of AIG students, just over 50% of the respondents indicated that teachers check their level of understanding before beginning a new topic in reading and/or math. While there are numerous assessment tools that have been put into place district-wide, teachers are still developing their ability to use these assessments to effectively differentiate curriculum and instruction, so this is a focused practice for 2013-2016.

**Goals:** In order to become completely evident, we have set the following goals:

- Utilize EVAAS projections and data when grouping students and planning instruction
- Utilize data from formative assessments to plan curriculum and instruction
- Offer professional development modules for classroom teachers in differentiating for AIG students

**Description:** Using on-going assessment to differentiate curriculum and instruction for AIG students is essential. There are several assessment tools already in place district-wide:

- Teachers College Reading Assessments (K-5)
- mClass Reading Assessments (to begin 2013-2014, K-3)
- AMC Math Assessments (K-2)
- Math unit pre-assessments (3-8)
- Iowa Algebra Aptitude Test (5-7)
- district-made Common Formative Assessments (K-8)
- parts of the Jerry Johns Reading Inventory (3-8, administered to select students)
- Measures of Student Learning- MSLs (9-12)

Although these assessments provide a wealth of data, teachers are still developing their abilities to use the data to effectively differentiate curriculum and instruction. Currently, elementary and middle

school teachers are beginning to use the reading and math assessments to provide appropriately challenging materials and activities for AIG students, and AIG specialists provide supplemental instruction through pull-out programs or co-teaching, though we plan to do this with more consistency for 2013-2016.

Beginning in 2013-2014, the district will create an online database of differentiation strategies and matching resources, which will allow teachers to differentiate for AIG students more readily. The AIG specialists and AIG differentiation coach are also planning to design professional development modules for teachers that focus on differentiation strategies for AIG students. These modules will be developed during the 2013-2014 school year, and offered to teachers beginning in 2014-2015.

**Planned Sources of Evidence:** \* data spreadsheets from assessment tools

\* differentiated lesson plans

\* online database of differentiation strategies and resources

**Other Comments:**

**Practice F**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Feedback from stakeholders indicated that there is minimal district-level support for affective curricular and instructional practices that support the social and emotional needs of AIG students. Research shows that gifted learners often exhibit emotional intensity, such as anxiety and perfectionism. Because there is significant research that concludes that supporting AIG students socially and emotionally is just as important as supporting them academically and intellectually, Orange County Schools is committed to strengthening this practice and has designated it a focused practice for this reason.

**Goals:** In order to better meet the social and emotional needs of AIG learners, we have the following goals to become completely evident in this practice:

- implement cluster grouping consistently district-wide
- use a Response to Intervention (RtI) framework for addressing social and emotional issues in AIG students
- through co-teaching, consultation/collaboration, and pull-out programs, offer students opportunities to explore real world issues of interest
- collaborate with guidance counselors to offer support for AIG students with more significant social and emotional needs

**Description:** Orange County Schools will use a Response to Intervention framework for meeting the social and emotional needs of gifted students. This model involves three tiers of response, based on the degree of student needs.

Tier 1 (supports available to all AIG students):

- Cluster grouping and advanced courses to provide an intellectual peer group
- Opportunities for choice and interest-based learning, such as utilizing learning contracts, interest surveys, and online materials
- Opportunities for extracurricular activities based on strengths and interests, such as student government, interest-based organizations, and honor societies

Tier 2 (targeted support for some AIG students as needed):

- Targeted social skills groups
- Executive functioning and organizational support
- Opportunities for leadership training
- Bibliotherapy (OCS does not currently have a bibliotherapy program in place, but we are looking into various resources and plan to implement this structure in later years)

Tier 3 (significant support for a few AIG students):

- referral to SST for further investigation
- formal counseling services

**Planned Sources of Evidence:** \* evidence of cluster grouping within classes

- \* learning menus
- \* interest surveys
- \* online tools
- \* DEPs
- \* book lists for bibliotherapy

**Other Comments:**

### **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 Focused Practice for 2013-2016.**

**Rationale:** In 2010, Orange County Schools implemented Renzulli Learning as a tool for nurturing our young students. However, the program did not have the desired effects and was discontinued. The district has made strides in offering intentional differentiated curriculum and instruction for K-3 learners through the use of the workshop model in reading and math. While this approach has expanded nurturing opportunities for young students, we are in the process of creating and implementing a district-wide framework for nurturing the potential of K-3 students and as such have designated this a focused practice for 2013-2016.

**Goals:** In order to become completely evident in this practice, Orange County Schools has set the following goals:

- create a district-wide framework for nurturing the potential of young students, based the Response

to Intervention (Rtl) model

- purchase and distribute research-based materials for use with K-3 learners
- consult/collaborate with K-3 classroom teachers to support differentiation in the regular classroom

**Description:** We will address nurturing the potential of young students by applying an Rtl framework.

At tier 1, all K-3 students will have the opportunity to engage in high-end learning tasks. Using the workshop model for balanced literacy, classroom teachers can provide students with appropriately challenging reading materials and use student data to appropriately group students for guided reading. In math workshop, classroom teachers can use Assessing Math Concepts (AMC) expandable activities, Math Expressions Differentiated Instruction Cards, and Cognitively Guided Instruction (CGI) problem sets to engage students in high level thinking. AIG specialists may attend PLCs to offer ideas and resources for differentiation in the regular classroom. AIG specialists may also occasionally push-in to K-3 classrooms to lead critical and creative thinking tasks with whole classes.

At tier 2, K-3 students who have been identified as needing more targeted enrichment may receive supplemental differentiated instruction utilizing research-based resources, including but not limited to:

- Jacob's Ladder Reading Comprehension Program- Primary Levels 1 and 2, and Level 1
- Math Rules
- Primary Education Thinking Skills (PETS)

This targeted enrichment may be delivered by the classroom teacher or the AIG specialist.

At tier 3, select K-3 students may be formally nominated for AIG services, after it has been determined that tier 1 and tier 2 enrichment does not sufficiently meet their needs. Formally identified students will receive services from both the classroom teacher and the AIG specialist, as is noted on their DEPs.

**Planned Sources of Evidence:** \* use of workshop model

- \* differentiated lesson plans
- \* supplemental enrichment materials
- \* DEPs

**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 Focused Practice for 2013-2016.**

**Rationale:** Through the consultation-collaboration model, AIG specialists strengthened their collaboration with classroom teachers from 2010-2013. However, AIG specialists report that collaboration with EC personnel and other specialists needs strengthening, so this is a focused practice.

**Goals:** In order to become a maintained practice, Orange County Schools has set the goals below:

- Continue monthly joint meetings of EC, ESL, and AIG specialists
- Offer time for personnel to collaborate during early release days

**Description:** AIG specialists will continue to meet regularly with grade level PLCs to develop and implement differentiated curriculum and instruction for AIG students. Additionally, during the 2012-2013 school year, AIG, EC, and ESL specialists met monthly to discuss differentiation strategies. It is expected that this collaboration will continue in future years.

AIG specialists have access to IEPs for twice exceptional students, and will be expected to meet with EC specialists at least twice per year to discuss student needs and progress. Orange County Schools is also looking into the possibility of offering dedicated time for collaboration among specialists on district early release days.

**Planned Sources of Evidence:** \*AIG specialist schedules

\*District early release day agendas

\*Calendar of joint specialist meetings

**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:** Orange County Schools creates and maintains Differentiated Education Plans for all AIG students in kindergarten through 8th grade, which are available for annual review with families. DEPs for high school students will be implemented during the 2013-2014 school year, beginning with 9th grade and expanding one grade each year. Because OCS has used DEPs consistently for outlining differentiation and service options for students, this is a maintained practice.

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

**Description:** DEPs are written for all AIG identified students in kindergarten through 8th grade. For

grades K-5, the DEP lists the AIG service options that will be provided to the student, including:

- consultation/collaboration with classroom teachers
- cluster grouping
- in-class flexible grouping
- push-in/co-teaching services
- pullout services

The K-5 DEP also lists content modifications that the student may receive, including:

- compacting
- tiered assignments
- extension menus

Orange County Schools is currently in the process of revising the DEP that is completed for AIG students in grades 6-8. The new DEP will reflect:

- advanced courses to be taken
- service options such as consultation/collaboration, cluster grouping, co-teaching, and pullout services
- possible content modifications
- extracurricular activities
- Credit by Demonstrated Mastery

Beginning in 2013-2014, OCS will also have DEPs for AIG students in high school. The high school DEP will include:

- honors, AP, and IB courses to be taken
- advanced courses in CTE and the arts
- online course and enrichment options
- extracurricular activities
- Credit by Demonstrated Mastery

For 2013-2014, all AIG in 9th grade will have DEPs, and one grade will be added each year until DEPs are fully implemented at the high school level.

All DEPs must be signed by a parent/guardian. Families may make an appointment with their school's AIG specialist to review the DEP at any time. DEPs will also be available in Spanish.

Orange County Schools has also developed a "Parent Guide to AIG Services" handout. On it, each service option and content modification that is listed on the DEP is defined in parent-friendly language. This document is available in English and Spanish on the AIG section of the Orange County Schools website, and will be distributed to families during DEP meetings and AIG informational meetings.

**Planned Sources of Evidence:** \* elementary, middle, and high school DEPs

\* Parent Guide to AIG Services

\* AIG folders

**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:** All Orange County Schools AIG personnel have an AIG add-on license. This includes the AIG coordinator, AIG differentiation coach, and school-based AIG specialists. Both the AIG coordinator and AIG differentiation coach monitor the AIG program. As a result, this is a maintained practice.

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

**Description:** Orange County Schools employs two AIG-licensed educators at the district level to coordinate and monitor the implementation of the AIG plan. Both the AIG coordinator and the AIG differentiation coach monitor student data to ensure that AIG students demonstrate continued growth in their identification areas. In addition to an AIG coordinator, the AIG differentiation coach works closely with AIG specialists and classroom teachers to ensure that appropriate services and differentiation are provided to AIG students.

The AIG coordinator meets regularly with other district directors, including EC, ESL, elementary education and secondary education to ensure that AIG is "at the table" when making decisions. Both the AIG coordinator and the AIG differentiation coach attend AIG Regional meetings and the NCAGT conference.

The Orange County School District employs ten licensed AIG specialists who work full-time in schools. Retention of our AIG staff is high.

In order to keep our self assessment at the "completely evident" level, our district will:

- Continue to only hire AIG Specialists who are fully licensed when vacancies occur
- Arrange a partnership with one of the local colleges/universities to develop a cohort group for classroom teachers wanting to earn AIG licensure

**Planned Sources of Evidence:** \* Documentation of licensed AIG coordinator and differentiation coach

\* Attendance at NCAGT

\* District leadership agendas

**Other Comments:**

### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Orange County Schools employs ten AIG-licensed specialists to allow each elementary and middle school to have a full time, licensed AIG specialist who provides direct and indirect services to students. Beginning in 2013-2014, an assistant principal at each high school will be assigned "AIG responsibilities," with support from the AIG coordinator and AIG differentiation coach. Because all of our specialists are engaged in tasks that support the academic, intellectual, social and emotional needs of gifted learners, this is a maintained practice.

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

**Description:** All AIG specialists at the elementary level have the freedom to set their own schedules based on the needs of their school. This includes direct services, such as pull-out programs, co-teaching, and nurturing groups, as well as indirect services such as consulting and collaborating with classroom teachers and communicating with families. Beginning in 2013-2014, the AIG specialists at the middle schools will also be able to set their own schedule based on the needs of their school. It is a district-wide expectation that all AIG specialists spend 70% of their day engaged in direct services to students, such as co-teaching, push-in and pull-out services. The remaining 30% of their day will be spend on providing indirect services, such as planning with PLCs, conducting professional development, and communicating with administrators and families. AIG specialists also conduct professional development on gifted education for teachers, and host informational meetings for families at least once per year. To become "completely evident" in this area, the district will develop protocols for supporting the social and emotional needs of gifted learners in addition to the academic and intellectual needs.

**Planned Sources of Evidence:** \* AIG specialist schedules

\* Attendance record from PLC meetings

\* Presentations from PD sessions and informational meetings

**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:** Currently in Orange County Schools, AIG specialists are encouraged to provide professional development for classroom teachers, but there are no district-wide expectations for

professional development regarding AIG. During the 2012-2013 school year, AIG, EC, and ESL specialists began meeting once a month to discuss differentiation strategies and develop tools for teachers. Additionally, in our survey of teachers and administrators involved with AIG students, 24% of the teachers and 38% of the administrators who responded indicated that they had no training for working with gifted students. This is an area that clearly needs improvement, and as such is designated a focused practice.

**Goals:** To strengthen this practice, Orange County Schools has the following goals:

- Create professional development modules that personnel involved with the AIG program can take for CEU credits
- In collaboration with EC and ESL specialists, create an online database of differentiation strategies and resources
- Develop a partnership with a university for teachers looking to gain an AIG add-on license

**Description:** Our district will provide a variety of professional development modules offerings to meet the different levels of need of our district staff.

These modules, which will be developed by the AIG differentiation coach and AIG specialists, will include face-to-face, online, and observation components. Our target audiences are teachers, guidance counselors, specialists, and administrators. Topics include, but are not limited to:

- Recognizing characteristics and behaviors of giftedness, particularly in historically underrepresented populations
- Strategies for meeting the social and emotional needs of gifted children
- Strategies for differentiating curriculum and instruction for AIG learners
- Supporting gifted adolescents
- Nurturing gifted behaviors in young children
- Recognizing differentiated curriculum and instruction for AIG students during walk-throughs

OCS is also looking into developing a partnership with a university to increase the number of personnel who have an AIG add-on license.

**Planned Sources of Evidence:** \* Syllabus and sign in sheets for staff development

\* Program registration on OCStorm

\* Online database of differentiation strategies and tools

**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:** As was stated in practice C, Orange County Schools does not currently have a professional development requirement for personnel involved in the AIG program. As we create and offer the professional development modules described in practice C to classroom teachers, we will encourage administrators to place AIG clusters with these teachers. As such, this is a focused practice.

**Goals:** To strengthen this practice, we will work to meet the goals stated in practice C.

**Description:** In Orange County, cluster grouping is used at the elementary level. At the middle school level, a combination of advanced classes and cluster grouping is used. At the high school level, AIG students are encouraged to enroll in honors, AP and IB courses. AIG specialists use the consultation and collaboration model and the co-teaching model to support teachers of AIG learners in elementary and middle school. Flexible across-grade grouping is also used to support AIG students. At least once per year, the AIG coordinator and AIG differentiation coach meet with principals to discuss cluster grouping and its implementation. At the high school level, teachers of AP and IB courses receive professional development from the College Board and the International Baccalaureate.

**Planned Sources of Evidence:** \* Class lists with evidence of clustering

\* Attendance records from AIG PD modules

\* Documentation of PD from the College Board and the International Baccalaureate

\* Documentation of AIG add-on licenses

**Other Comments:**

### **Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Orange County Schools currently has several district-wide initiatives in place. This includes a 1:1 Laptop Initiative for grades 4-12, Raising Achievement-Closing the Gap (RACG), and a differentiation and co-teaching initiative. As we align our AIG program goals with these district initiatives, we are also aligning professional development regarding AIG with these initiatives. For example, AIG specialists who are co-teaching with classroom teachers received six professional development sessions on the co-teaching model. Although we are just beginning to align our professional development with AIG program goals and district initiatives, this is designated a maintained practice because of our current efforts in that direction.

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

**Description:** Local AIG program goals and district initiatives include:

- utilizing multiple criteria to identify gifted students, particularly those from historically underrepresented populations
- providing appropriately differentiated curriculum and instruction for AIG students

- offering comprehensive professional development for personnel involved with AIG learners
- strengthening partnerships with families
- 1:1 laptop initiative
- Raising Achievement-Closing the Gap (RACG)
- implementing the co-teaching model

Currently, there is some professional development for AIG personnel aligned with these goals, including:

- six professional development sessions across the year on the co-teaching model
- monthly collaborating and sharing of best practices sessions with EC, ESL, and AIG specialists
- school-based professional development on utilizing technology to support differentiated instruction

Over the next three years, additional professional development that is aligned with these initiatives will be offered, including:

- recognizing the characteristics of gifted learners, particularly in historically underrepresented populations to align with RACG goals
- utilizing technology to offer personalized instruction to AIG students to align with the 1:1 Laptop Initiative

AIG specialists also serve on curriculum mapping teams, ensuring that the needs of AIG students are considered when designing units of study.

**Planned Sources of Evidence:** \* Attendance records from monthly meetings

\* Outlines of professional development modules

\* Documentation of usage of online programs and technology

### **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 Maintained Practice for 2013-2016.**

**Rationale:** Orange County Schools is committed to offering professional development opportunities for all personnel at the school and district levels. These sessions take place after school, during teacher workdays and early release days, and at monthly PLCs. Although we plan to enhance these offerings with additional professional development specifically geared toward meeting the needs of AIG learners, this is a maintained practice based on the structures already in place.

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

**Description:** Professional development that is aligned to the NCSCOS and the CCSS is offered

regularly on district "Common Core" days. Additionally, teacher workdays and early release days include professional development on 21st century skills and incorporating technology into instruction. AIG specialists are expected to participate in these sessions and incorporate what they have learned into their work with students and teachers. AIG specialists also participate in curriculum mapping teams.

Monthly AIG specialist meetings include discussions of recent research and best practices in gifted education.

**Planned Sources of Evidence:** \*Sign in sheets from PD sessions

\*AIG PLC agendas

**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:** AIG specialists have a monthly PLC meeting to discuss and reflect on their learning with other specialists. Additionally, AIG specialists attend grade level PLCs at their schools, so they have the opportunity to plan and discuss their learning with classroom teachers. Because these structures are already in place, this is a maintained practice.

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

**Description:** Our AIG specialists meet with grade level PLC's and individual classroom teachers on an ongoing basis to refine and apply their acquired teaching strategies. Our district's AIG PLC meets one day a month to refine their skills. AIG specialists utilize the consultation-collaboration model to plan with classroom teachers. In the future, the district will also look for opportunities for co-teaching pairs to have dedicated time to plan and reflect on their professional development learning.

**Planned Sources of Evidence:** \*AIG PLC meeting agendas

\*Unit and lesson plans with evidence of PD learning

**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:** Orange County Schools currently offers an array of programs and services that support the academic and intellectual needs of gifted learners. Based on feedback from our survey of AIG students, 71% indicated that the level of expectation from their classroom teachers was "just right," and 82% indicated that "being with other AIG students benefits my learning." This data reveals that although OCS is on the right track to meeting the needs of all AIG students, there is still room for improvement with regard to K-2, high school, and social/emotional needs, so this practice is designated a focused practice.

**Goals:** In order to become completely evident in this practice, OCS has the following goals:

- develop a system-wide model for supporting gifted students K-2, as outlined in Standard 2, Practice G
- develop a system-wide model for supporting the social and emotional needs of AIG learners, as outlined in Standard 2, Practice F
- offer academic and social/emotional support for AIG high school students

**Description:** Orange County Schools offers a variety of programs and services. This includes:

#### **Consultation/Collaboration:**

AIG specialists work closely with classroom teachers to ensure that appropriately differentiated curriculum and instruction is offered.

#### **Cluster Grouping:**

Cluster grouping is used at the elementary and middle schools to place a group of AIG students with the same identification(s) in the same class. Flexible, across-grade grouping is also used, based on the needs and resources of individual schools. At the high schools, AIG students who are at risk of underachievement will be placed in a cluster group for advisory period so their needs can be addressed.

#### **Co-Teaching:**

Co-teaching is used at the elementary and middle school levels to more effectively meet the needs of gifted students within the regular classroom. AIG specialists co-teach with a classroom teacher who has a cluster of AIG students in a core subject area. All AIG specialists are expected to co-teach at least 1 period per day.

**Pull-Out Resource:**

AIG specialists offer a variety of pull-out resource programs in academic and intellectual areas. AIG specialists use research-based materials to enrich and extend the NCSOS and CCSS in reading/language arts and math. Future Problem Solvers is also offered to meet students' intellectual needs. In the future, AIG specialists will receive training in bibliotherapy to meet the social and emotional needs of AIG students.

**Advanced Courses:**

At the middle and high school levels, AIG students have the opportunity to pursue advanced courses in academic areas, as well as visual/performing arts and CTE. Middle school students may take English I, Common Core Math I, and Common Core Math II for high school credit. High school students may take honors, AP, and IB courses, and pursue high level independent study courses via NCVPS or dual enrollment at an institution of higher education.

All elementary and middle schools have a full time AIG specialist. At the high schools, an assistant principal has "AIG responsibilities."

**Planned Sources of Evidence:** \* Class rosters with evidence of cluster grouping

- \* Bibliotherapy book lists
- \* AIG Specialist job description
- \* Lesson Planning and Curriculum Maps

**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:** Orange County Schools has a district-wide expectation that AIG programs and services align with areas of AIG identification, program goals, and district resources. This is done via cluster grouping, consultation/collaboration, co-teaching, advanced courses, and enrichment programs. Program and services are indicated on each student's DEP. Although we continue to improve our services to AIG students, because these are already in place, this is maintained practice.

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

**Description:** The AIG programs and services are in alignment with our identification procedures and district resources. In order to maintain this practice we will continue:

- The collaboration consultation model
- The co-teaching model
- The cluster grouping model

- The pull-out model

These models support our goals of nurturing high potential students, identifying students from diverse populations, providing an intellectual peer group, and ensuring AIG students receive differentiated curriculum and instruction across the day.

We are also in the process of ensuring that research-based materials for gifted students are available district-wide. This includes:

- Jacob's Ladder Reading Comprehension Program
- Primary Education Thinking Skills
- Future Problem Solvers
- William and Mary Literature units of study
- Primary Challenge Math
- Math Rules
- Bibliotherapy

Additionally, an internal AIG website has been created for AIG specialists and classroom teachers to share resources.

Through the co-teaching model, AIG specialists will also have the opportunity to nurture students with high potential but who may not currently demonstrate high achievement.

At the high school, AP, IB, advanced courses in visual/performing arts, CTE, NCVPS, and dual enrollment allow AIG students to pursue high level courses of study in their areas of identification and interest.

OCS is also in the process of revising its DEPs. For elementary students, the DEP will reflect the nature of services the student receives, as well as the strategies that will be used to differentiate curriculum and instruction in the regular classroom. For middle and high school students, the DEP also will reflect the advanced courses the student is taking to ensure alignment with their AIG identification area.

**Planned Sources of Evidence:** \* AIG Specialist schedules

- \* Class rosters
- \* Inventory of materials
- \* Transcripts of AIG students
- \* DEPs
- \* Internal AIG website

**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:** As Orange County Schools implements an instructional program that meets the revised NCSOS and CCSS, the AIG program is being revised to align with the total instructional program of the district. This includes alignment with curriculum mapping, the 1:1 Laptop Initiative, and Raising Achievement-Closing the Gap. As such, this is a maintained practice.

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

**Description:** The AIG program will continue to use research-based materials that enrich and extend the NCSOS and the CCSS, as outlined in Standard 4, Practice B. Additionally, AIG specialists and classroom teachers will use technology and online resources as a tool for serving AIG students, including:

- Khan Academy
- Discovery Education
- Edmodo
- Moodle
- IXL

The AIG coordinator attends Curriculum and Instruction Leadership meetings to ensure that AIG is considered as instructional decisions are made. The AIG differentiation coach and AIG specialists also serve on curriculum mapping teams, ensuring that differentiation is embedded into units of study.

The AIG differentiation coach, in coordination with the district data manager, analyzes the AIG headcount to determine the extent to which the AIG student population reflects the demographics of the district, and shares this information with the RACG committee.

The AIG coordinator and AIG differentiation coach attend principals meetings to keep them informed of the AIG plan and policies.

**Planned Sources of Evidence:** \* Inventory of hard copy and online resources

- \* Agendas from C&I leadership and Principals meetings
- \* Differentiated units of study
- \* AIG population analyses

**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:** Based on our recent survey of the AIG program, 79% of elementary and middle school teachers of AIG students agreed or strongly agreed that "The school and school system share with teachers and parents information regarding the local AIG program, the local plan, and other policies relating to gifted education." 76% of administrators agreed or strongly agreed that "I am informed about decisions affecting the gifted population at my school." All core teachers of AIG students receive copies of their DEPs. Although this reflects a generally high level of understanding about the AIG program, this is a focused practice because we want more support staff, particularly EC and ESL specialists and guidance counselors, to be aware of the AIG program and ways to support gifted students.

**Goals:** To become completely evident in this practice, we will:

- ensure that brochures outlining the AIG program are widely available for all teachers and administrators
- ensure that EC and ESL specialists and guidance counselors receive copies of DEPs for AIG students they work with
- continue to be on the agenda at principal and leadership meetings to communicate about the AIG plan
- get on the agenda at beginning-of-year faculty meetings to explain the AIG program and the role of teachers, administrators, and support staff

**Description:** In order for our AIG students to receive appropriate services, AIG specialists must work with other stakeholders within the school. Classroom teachers will continue to be provided with copies of DEPs, and can access the "Parent Guide to AIG Services in OCS" on the AIG page of the district website. AIG specialists will continue to attend PLC meetings. Support staff who work with twice exceptional students will also receive copies of their DEPs and are expected to meet with AIG specialists at least twice per year to discuss student progress. Additionally, professional development will be geared toward guidance counselors on services for meeting AIG students' social and emotional needs.

The AIG coordinator and AIG differentiation coach will continue to communicate with district leadership and principals regarding AIG policies and practices.

**Planned Sources of Evidence:** \* Agendas from collaborative planning meetings

\* Agendas from the district or school level meetings

\* AIG brochures

**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:** Orange County Schools maintains AIG folders for each AIG student. These folders are available for teacher review and are hand-delivered to new schools at key transition points. There is also consistent communication between and among AIG specialists as students transition to new schools. Meetings are held to inform students of AIG services at the various school levels. Since these practices are already in place, this is a maintained practice.

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

**Description:** Transitioning from elementary to middle school is one of the key stepping stones in a child's education. To facilitate this transition, AIG folders are hand-delivered to middle school AIG specialists, and allows elementary specialists to pass along vital information. Additionally, the middle school AIG specialist position is being revised so that at the beginning of 6th grade, AIG specialists will co-teach with 6th grade core teachers to ensure a smooth transition for AIG students. The middle school AIG specialists will also have opportunities to support 7th and 8th grade through co-teaching, pull-out programs, and consultation/collaboration with classroom teachers.

The AIG students transitioning to the high school will receive a variety of consultations pertaining to high school. Middle school AIG specialists will complete DEPs for rising 9th graders, and hand-deliver AIG folders to the high schools. Additionally, AIG students will participate in presentations from the high school guidance counselors regarding course selection, as well as a presentation from the assistant principal with AIG responsibilities regarding supports for AIG students at the high school level.

**Planned Sources of Evidence:** \* AIG folders

\* DEPs

\* Presentations from AIG specialists and guidance counselors

**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 Maintained Practice for 2013-2016.**

**Rationale:** Orange County Schools has a district-wide expectation that all teachers and parents of AIG students have an opportunity to review DEPs to gain an understanding of the AIG programming and services to be provided to students. Additionally, AIG specialists meet with PLCs and specialists to ensure AIG students receive appropriate differentiated curriculum and instruction. Because these

practices are already in place, this is a maintained practice.

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

**Description:** For 2013-2016, OCS will continue to:

- make DEPs available to all teachers, specialists, and parents of AIG students
- offer consultation/collaboration during PLC meetings
- ensure that there is an administrator on each school's Needs Determination Team
- utilize the co-teaching model to ensure that AIG students receive differentiated curriculum and instruction from the AIG specialist and the classroom teacher
- offer annual parent meetings at the school level to explain the AIG program

Additionally, AIG specialists and EC specialists will be expected to meet at least twice per year to discuss the progress and needs of twice exceptional children. EC specialists will be provided with copies of DEPs. AIG specialists will be invited to participate in SST meetings for students where giftedness is suspected.

**Planned Sources of Evidence:** \* DEPs

- \* Presentations from parent meetings
- \* SST attendance records
- \* NDT attendance records

**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:** Feedback from our survey of elementary and middle school teachers of AIG students indicated that only 49% of teachers felt knowledgeable in addressing the social and emotional needs of gifted students. Additionally, the AIG specialists reported that there are no district-wide systems in place to ensure that these needs are met, particularly for students who need more targeted support. As such, this is a focused practice for 2013-2016

**Goals:** In order to reach an assessment of "maintained practice," Orange County Schools will develop within the next three years:

- A system-wide framework for addressing social and emotional needs of AIG students
- Professional development on social and emotional issues in AIG for classroom teachers, guidance counselors, and AIG specialists
- Follow up and discussion through focus groups either face-to-face or online

**Description:** To more readily meet the social and emotional needs of our AIG students, OCS will

utilize the Response to Intervention framework described in Standard 2, Practice F. Additionally, AIG specialists, classroom teachers, and guidance counselors will have the opportunity to collaborate via professional development modules related to social and emotional needs as described in Standard 3. AIG specialists will compile book lists and receive training in bibliotherapy. AIG specialists may also collaborate with AVID teachers to address underachievement.

**Planned Sources of Evidence:** \*Professional development agendas

\*Bibliotherapy book lists

\*Online discussions and feedback from PD sessions

### **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 Maintained Practice for 2013-2016.**

**Rationale:** Orange County Schools has board-approved policies regarding early entrance to kindergarten, whole-grade acceleration, and single-subject acceleration. Because these policies already exist, this is a maintained practice.

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

**Description:** In order to keep this practice "completely evident" Orange County Schools will continue to:

- Utilize the Iowa Scale of Acceleration when referring students for whole-grade acceleration
- Administer appropriate assessments to determine if single-subject acceleration is appropriate, such as the Teachers College Reading Assessments, AMC Math Assessments, the Iowa Algebra Aptitude Test, and off-level assessments and performance tasks
- Offer dual enrollment for high school students wishing to pursue high-level coursework
- Beginning in 2014-2015, middle and high school students may pursue Credit by Demonstrated Mastery

Additionally, we will ensure that all information pertaining to acceleration is available on the OCS website in English and Spanish. AIG personnel will offer PD for school staff to dispel misconceptions about acceleration and inform teachers and administrators about the acceleration policy.

**Planned Sources of Evidence:** \*AIG folder contains IOWA Scale of Acceleration

\*District Board Policy on Orange County Schools website linked to the AIG page

\*Documentation of discussion with teachers and administrators

### **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 Focused Practice for 2013-2016.**

**Rationale:** Currently, the demographics of the AIG population do not reflect the demographics of Orange County Schools as a whole. There are 1,080 AIG students district-wide, yet very few come from historically underrepresented populations, so this is a focused practice.

**Goals:** In order to improve this practice, OCS has developed the following goals:

- Provide nurturing for all K-2 students
- Administer the CogAT Form 7, which is designed to more effectively identify gifted ELL students, for the 3rd grade sweep
- Utilize the NNAT2 has been added for an alternative assessment
- Utilize local norms for identification when available
- Utilize the co-teaching model to reach a broader range of students
- Collaborate with EC and ESL specialists to support twice exceptional students
- Utilize acceleration and online resources to support highly gifted students

**Description:** Using the Response to Intervention framework described in Standard 2, Practice G, classroom teachers and AIG specialists will offer nurturing to all kindergarten through second grade students. Regardless of headcount, all elementary and middle schools have a full-time AIG specialist. This allows specialists to offer more direct nurturing. Additionally, the co-teaching model will allow AIG specialists to work with a broader range of students, which can lead to further identification of students from underrepresented groups.

OCS will continue to offer alternative assessments when identifying students, and research has shown that using local norms can result in greater identification of underrepresented populations.

AIG specialists will have access to IEPs for twice-exceptional students, and appropriate modifications will be offered during AIG programs. AIG, EC, and ESL specialists from across the district also meet on a monthly basis to share strategies for differentiation.

Finally, AIG specialists and classroom teachers will review course materials to ensure that the

diversity of students is reflected in the regular curriculum and enrichment options.

**Planned Sources of Evidence:** \*Data from AIG Headcount

\*Needs Determination Team results

\*Resources that reflect diversity of students

**Other Comments:**

**Practice J**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Orange County Schools offers an array of extra-curricular activities for all students, and most AIG students participate in activities that support their interests. Some extra-curricular activities are district-wide, while others are unique to each school. As such, this is a maintained practice.

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

**Description:** There are many extra-curricular activities available for students K-12. These activities meet AIG students' academic, intellectual, social and emotional needs, and enhance 21st century skills, and include but are not limited to:

Elementary School:

- Future Problem Solvers
- Battle of the Books
- GeoBee
- Spelling Bee
- Math and Science Nights
- Robotics Camp
- Environmental Clubs
- Student Council

Middle School:

- Future Problem Solvers
- Mock Trial
- National Junior Honor Society
- Robotics Club
- Student Government
- Habitat for Humanity

High School:

- National Honor Society
- Subject-specific Honor Societies

- Key Club
- Habitat for Humanity
- Student Government
- Future Business Leaders of America
- Future Farmers of America
- Robotics Club

**Planned Sources of Evidence:** \* Rosters of clubs

\* Attendance at after school events

**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:** Based on stakeholder feedback, Orange County Schools will seek to improve its partnerships with families and the community to support the needs of AIG students. There is a significant body of research that demonstrates that when educators, families, and the community develop a shared understanding about the needs of gifted learners, AIG students thrive. As a result, this is a focused practice for 2013-2016.

**Goals:** To become completely evident in this practice, OCS has the following goals:

- Establish a PAGE chapter
- Ensure all information regarding AIG is available in hard copy and online, and in English and Spanish
- Highlight AIG contributions to school events, such as Math or Science nights

**Description:** In addition to the goals stated above, Orange County Schools has taken on a variety of initiatives to raise family and community involvement with the AIG program. This includes, but is not limited to:

- gathering feedback from various stakeholders to evaluate the current AIG program
- developing a "Parent Guide to AIG Services in Orange County Schools" that is available in hard copy and the AIG page of the OCS website, in both English and Spanish
- holding annual informational meetings about AIG for parents at individual school buildings
- creating brochures that outline the AIG program and services available at the elementary, middle, and high school level
- maintaining the AIG page on the OCS website, which includes information regarding testing, AIG services, and the local AIG plan

To augment these initiatives, we also plan to collaborate with CTE and other stakeholders to locate mentoring opportunities for AIG students.

**Planned Sources of Evidence:** \* Parent Guide to AIG Services in OCS

- \* Presentations from informational meetings
- \* AIG brochures
- \* Establishment of PAGE chapter

**Other Comments:**

**Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Orange County Schools has taken several steps to ensure that information regarding the AIG program, plan, and policies are shared with stakeholders, particularly families. AIG plan revisions are reviewed and approved by the local Board of Education. AIG families receive copies of DEPs annually, along with a "Parent Guide to AIG Service in Orange County Schools." Information about the AIG program is readily available on the OCS website. Because these practices are already in place, this is a maintained practice.

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

**Description:** Our district has a variety of annual meetings about AIG such as:

- DEP meetings with parents/students
- Middle School Math Information Night
- Rising 6th Grade Information Night

Each elementary and middle school hosts an AIG-specific informational meeting annually, and this will be rolled out at the high school during the 2013-2014 school year.

To become completely evident in this practice, we also plan to distribute brochures about the AIG program to families at Fall parent-teacher conferences and offer district-wide informational meetings for families and members of the community. Additionally, we plan to have AIG "on the agenda" at beginning-of-year faculty and principal meetings. All materials pertaining to the AIG program will continue to be available on the AIG page of the OCS website, in English and Spanish.

Dates and times for informational meetings will be posted on the OCS website, and families will receive a ConnectEd call.

**Planned Sources of Evidence:** \* AIG Plan on the district website

\* Parent Guide to AIG Services in OCS

\* DEPs

**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:** Although Orange County Schools has taken steps to inform stakeholders about the AIG program, and uses surveys to gather feedback, there is no AIG Advisory Team or PAGE chapter in place, so this is a practice that needs significant strengthening and as such is designated a focused practice.

**Goals:** To improve this practice, OCS has the following goals:

- Establish a PAGE chapter that meets quarterly
- Hold meetings in non-school locations and offer translators to welcome diverse members of the community
- Collaborate with the Raising Achievement-Closing the Gap (RACG) committee

**Description:** With the establishment of a PAGE chapter, Orange County Schools seeks to increase involvement of stakeholders that reflect the diversity of the AIG population and the community. District-based informational meetings will be open to the public, and, when possible, held at non-school locations. Additionally, by offering book and article discussions and guest speakers through the PAGE chapter, we hope to increase involvement that reflects the diversity of the AIG population, including historically underrepresented populations, highly gifted, and twice exceptional students.

AIG Specialists will continue to host AIG parent meetings to engage and inform parents of what is happening in AIG.

AIG will also collaborate with the RACG committee to better inform families about the nature and purpose of AIG, and encourage students from diverse populations to enroll in advanced courses.

**Planned Sources of Evidence:** \*PAGE Chapter Events Calendar

\*Presentations from informational meetings

\*Stakeholders surveys

**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 Maintained Practice for 2013-2016.**

**Rationale:** Orange County Schools has taken several steps to ensure that parents and families of AIG students are informed of opportunities for AIG students, including annual parent meetings, brochures explaining the AIG program, and the AIG page of the OCS website. Because these steps

are already in place, this is a maintained practice.

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

**Description:** AIG specialists at each school will continue to keep parents informed about opportunities for AIG students. All specialists hold annual meetings, and some specialists maintain their own pages on their schools' websites. OCS will collaborate with the district technology department to create listservs of AIG families and students to disseminate information efficiently and widely.

District-wide meetings, described in Standard 5, Practice C, will be open to the public.

Additionally, OCS has the goal of making all AIG-related documents available in English and Spanish, both in hard copy and online. Translations into other languages will be included as needed.

**Planned Sources of Evidence:** \* Presentations from informational meetings

\* AIG parent and student email listservs

\* AIG documents in English and Spanish

#### **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:** During AIG program evaluation, it was determined that Orange County Schools must take a more proactive stance to partner with institutes of higher education as well as local businesses and community organizations. As such, this is a focused practice for 2013-2016.

**Goals:** We have set the following goals to become completely evident in this practice:

- Form partnerships with families and businesses to increase mentoring opportunities for AIG students
- Collaborate with higher education institutions

**Description:** Currently, both of our high schools offer dual enrollment at institutions of higher education, particularly Durham Tech and UNC Chapel Hill, but we would like to expand support from higher education institutions to middle and elementary school as well.

Through our PAGE chapter, we hope to strengthen mentoring opportunities for AIG students in their areas of interest.

**Planned Sources of Evidence:** \* list of partnerships with institutions of higher education  
\* list of partnerships with local businesses and community organizations

**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:** Orange County Schools' AIG plan aligns with state legislation and is approved by the local Board of Education, so this is a maintained practice.

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

**Description:** Our district will continue to develop and implement the local AIG program in accordance with state legislation. The Board of Education will receive an annual update about AIG programs in our district. We will also continue meeting with AIG specialists on a monthly basis to ensure that the plan is implemented with fidelity.

**Planned Sources of Evidence:** \* local AIG plan

\* Board of Education agenda

\* monthly AIG specialist meeting agendas

**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:** Orange County Schools employs an AIG coordinator and AIG differentiation coach to monitor the implementation of the AIG program and maintain compliance with state legislation and policies, so this is a maintained practice.

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

**Description:** The AIG coordinator and the AIG differentiation coach attend AIG Regional meetings to remain up-to-date with state legislation and policies, which is then communicated to AIG specialists during monthly meetings.

With feedback from various stakeholders, the AIG plan is revised to highlight district-wide expectations, as well as variations based on the needs of individual schools. The AIG coordinator and the AIG differentiation coach visit schools periodically to ensure the program is implemented with fidelity.

The AIG coordinator and AIG differentiation coach also communicate with curriculum and instruction leaders, principals, and the chief academic officer to ensure that the AIG plan is implemented within the district's overall instructional plan.

Additionally, the AIG coach will periodically collect data on AIG student identification and progress. This data will be shared with AIG specialists to identify areas of the plan that need improvement.

**Planned Sources of Evidence:** \* local AIG plan

\* records of school visits

\* C & I and principal meeting agendas

\* AIG identification and EVAAS data

**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:** The AIG coordinator monitors the budget for the AIG program and ensures that funds are used in alignment with program goals, so this is a maintained practice.

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

**Description:** The AIG coordinator will continue to work with the chief academic officer to review state and local budgets for the AIG program, and ensure that funds are used in alignment with program goals and initiatives.

Periodically, AIG specialists will conduct evaluations of materials and programs to determine their value.

**Planned Sources of Evidence:** \* State and local budget reports

\* Receipts for materials and curriculum products

**Other Comments:**

### **Practice D**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Since the 2012-2013 school year, Orange County Schools has employed an AIG Differentiation Coach. One of the primary responsibilities of this position is to analyze and share information about AIG student growth and drop-out data. This is designated a focused practice as this is a new position and will evolve based on the resources and needs of the district.

**Goals:** To become completely evident in this practice, Orange County Schools will:

- utilize data from EVAAS and student transcripts to analyze student growth and identify those at risk for underachievement
- share this data with stakeholders on an ongoing basis

**Description:** We are continually collecting and analyzing data that will assist in the monitoring and growth of our AIG students. The AIG differentiation coach analyzes EVAAS data, as well as data from transcripts and district-made assessments, to identify trends in AIG student progress and will share this with the AIG coordinator, AIG specialists, principals, and the chief academic officer. Additionally, AIG specialists at the elementary and middle school levels continuously monitor student progress. At the high school level, an assistant principal with designated AIG responsibilities will periodically monitor transcripts and course selections of AIG students to identify those at risk for underachievement or dropping out. In the future, analyses of this data will be used to inform instruction and revise AIG programming and services as needed.

**Planned Sources of Evidence:** \* Analyses of EVAAS and transcript data

\* Documentation of interventions for students at risk for underachievement or dropping out

**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 Focused Practice for 2013-2016.**

**Rationale:** Each year, the AIG coordinator, in collaboration with the district data manager, provides an analysis of the racial/ethnic and gender demographics of the AIG student population to the chief academic officer. This data is also shared with the Raising Achievement-Closing the Gap committee. Although Orange County Schools diligently monitors the representation of some of our historically underrepresented populations, this is a focused practice as we move to also monitor the representation of other populations, particularly English language learners and twice-exceptional

students.

**Goals:** To become completely evident in the practice, Orange County Schools has the following goals:

- Monitor representation of culturally/ethnically diverse, English language learner, and twice-exceptional in the 3rd grade sweep
- Collect data on students referred for AIG but not identified
- Collaborate with the RACG committee, EC, and ESL departments to raise awareness of giftedness in historically underrepresented populations

**Description:** The AIG coordinator and AIG differentiation coach will continue to conduct data analyses of historically underrepresented populations in the AIG program, and share this data with relevant stakeholders.

Through the professional development modules described in Standard 3, AIG staff will collaborate with other specialists to support them in recognizing giftedness in historically underrepresented populations.

**Planned Sources of Evidence:** \* AIG headcount demographics

- \* RACG meeting agendas
- \* Needs Determination Team results
- \* Professional development agendas

### **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:** The assistant superintendent of human resources maintains records of credentials, and the AIG coordinator ensures that all AIG specialists have an AIG add-on license and are highly qualified. As such, this is a maintained practice.

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

**Description:** The assistant superintendent of human resources assists principals with hiring or certified personnel as well as monitoring the annual highly qualified report which must be reported as part of the Title II application process.

All AIG specialists must have AIG add-on licensure. In the future, Orange County Schools will

examine the possibility of forming a partnership with an institution of higher education to increase the number of faculty with an AIG add-on license.

**Planned Sources of Evidence:** \* Licensure reports

\* Use of PRC 034 funds

\* Student placement

**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:** Currently, those advising on AIG in Orange County Schools includes the AIG coordinator, AIG differentiation coach, AIG specialists, and the chief academic officer. There is currently no formal AIG Advisory Team and as such this is designated a focused practice.

**Goals:** To become completely evident we have set the following goals:

- Form an AIG Advisory Team, in conjunction with establishment of a PAGE chapter
- The AIG Advisory Team will meet at least once annually to review the AIG program

**Description:** The AIG coordinator, differentiation coach, and specialists will continue to meet on a monthly basis to review data and the AIG program, and make recommendations for improvement. This information will be shared with principals, the chief academic officer, the AIG Advisory Team, and PAGE chapter as is relevant.

**Planned Sources of Evidence:** \* Agendas from AIG PLCs

\* Agendas from PAGE meetings and AIG Advisory Team meetings

\* Membership lists from PAGE chapter and AIG Advisory Team

**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 Maintained Practice for 2013-2016.**

**Rationale:** Orange County Schools distributes surveys to various stakeholders to elicit feedback on the AIG program during AIG plan revision years. AIG specialists also elicit feedback on the AIG program from stakeholders at their schools, so this is a maintained practice.

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

**Description:** Every three years, the results of the stakeholders surveys are shared with the AIG specialists, OCS Board of Education, and the chief academic officer. In order to become completely evident our district will:

- Elicit feedback from parents annually
- Continue to share feedback with the the Board of Education and the chief academic officer
- Continue to utilize surveys, both hard copy and online, and available in English and Spanish, to gain feedback from as many stakeholders as possible

**Planned Sources of Evidence:** \* Survey results  
\* Board information/presentation documents  
\* AIG Advisory Team and PAGE chapter agendas

**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 Maintained Practice for 2013-2016.**

**Rationale:** Orange Count Schools uses multiple sources of data, including surveys, EVAAS, district-made assessments, and best practices in gifted education to review, revise, and improve the AIG program, so this is a maintained practice.

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

**Description:** The major sources of our data include:

- results of AIG surveys
- Aptitude and Achievement test results
- AIG demographics and trends
- EVAAS
- district-made assessments
- research-based best practices in gifted education

Our plan is also reviewed as needed through DPI comments or mandates, and also at monthly AIG PLC meetings. To become completely evident in this practice, this data will be reviewed annually, not just during AIG plan revision years.

**Planned Sources of Evidence:** \* District data from EVAAS, aptitude and achievement tests, and district-made assessments

\* District survey results

\* Comments from DPI's AIG Plan

**Other Comments:**

### **Practice J**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Data from the evaluation of the AIG program is made public via a presentation to the Board of Education, so this is a maintained practice.

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

**Description:** All data used when evaluating the AIG plan and program is shared with the Board of Education, whose minutes are available to the public.

Additionally, we will upload electronic survey results onto the AIG page of the OCS website when possible.

**Planned Sources of Evidence:** \* Survey results

\* Board of Education meeting 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:** Orange County Schools' AIG plan is designed and implemented to align with all state and local policies to protect the rights of AIG students, so this is a maintained practice.

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

**Description:** The AIG plan requires that the rights of students are protected through various measures, including but not limited to:

- permission to test
- multiple criteria for identification
- procedures for requesting alternative assessments
- annual review of DEPs
- written appeals policy that aligns with state and local grievance procedures
- written chain of command for addressing concerns

We plan to have all documents available in hard copy at all schools, and available on the AIG page of the OCS website, in English and Spanish.

Additionally, AIG specialists will continue to work with classroom teachers and other specialists to ensure that all AIG students receive appropriately differentiated curriculum and instruction.

**Planned Sources of Evidence:** \* local AIG Plan

\* AIG documents

\* Appeals policy

**Other Comments:**

**Glossary (optional):**

**Appendix (optional):**

AIG K-12 Nomination Form.docx (*Appendix - Standard 1*)  
AIG Letter of Identification.docx (*Appendix - Standard 1*)  
AIG Letter of Non-Identification.docx (*Appendix - Standard 1*)  
AIG Student Data Collection Record.docx (*Appendix - Standard 1*)  
Copy of Permission to Test for Gifted Education.docx (*Appendix - Standard 1*)  
Letter to Add On an Area of Identification.docx (*Appendix - Standard 1*)  
OCS AIG Identification Criteria.docx (*Appendix - Standard 1*)  
Request for Alternative Assessment.docx (*Appendix - Standard 1*)  
AIG Elementary DEP.docx (*Appendix - Standard 1:2*)  
AIG High School DEP.docx (*Appendix - Standard 1:2*)  
AIG Middle School DEP.docx (*Appendix - Standard 1:2*)  
Procedures to Resolve Disagreements.docx (*Appendix - Standard 1:6*)  
AIG Program Delivery.docx (*Appendix - Standard 2:4*)  
bibliotherapylist.docx (*Appendix - Standard 2:4*)  
AIG Personnel and Professional Development.docx (*Appendix - Standard 3:6*)  
Elementary School AIG Program Brochure.docx (*Appendix - Standard 5*)  
OCS Middle School AIG Program Brochure (revised).docx (*Appendix - Standard 5*)  
ParentGuidetoAIGTerms.docx (*Appendix - Standard 5*)  
aig system communication.pdf (*Local Board Approval Document*)