

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

**Approved by local Board of Education on:** 03-JUN-13

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

**Surry County Schools Vision for local AIG program:** Surry County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, July 2009). 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.

The Surry County School System believes it is our responsibility to provide equitable referral, screening and identification procedures for all students, nurture, and develop the potential of each student. We recognize that gifted students exhibit behaviors that are different from other students of like age, experience, or environment, and we realize students in all ethnic, geographic, and socio-economic groups exhibit these exceptional abilities. Therefore, the Surry County School System is committed to meeting the needs of a diverse population of students by providing a broad array of service options designed to maximize the opportunities for students to develop and manifest gifted behaviors. We encourage continuous professional development and collaboration among teachers,

8/8/2013

support staff, parents, administrators, and community members. We believe this will provide an environment that develops responsible, productive, contributing, well-educated, highly skilled citizens who can compete and be successful in the 21st Century.

Curriculum enrichment, extension, and acceleration must require our gifted students to use critical thinking, problem solving strategies, and creativity to become effective members of society. Our goal/vision is to offer real world learning opportunities that will transcend local, regional, and global contexts and provide our gifted students with the needed leadership skills that will allow them to become successful life-long learners.

**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>\$413022.00</b>	<b>\$0.00</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 Maintained Practice for 2013-2016.**

**Rationale:** The AIG Department believes that we adequately inform parents about the the screening, referral, and identification processes for accessing AIG services. The Department has completed a variety of measures to provide the needed information for all stakeholders.

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

**Description:** The use of an informational brochure describes the AIG program and maintains a written form of communication to parents and the community. The brochure is distributed to parents during the first AIG parent meeting each fall for discussion and used as follow up throughout the school year as needed.

Information is also shared on the district's website and a site is also in development on the district's Student Learning Management System. All students, parents, teachers, and administrators have individual login information for ongoing updates.

In addition, the local AIG plan is disseminated to all members of Student Services Team, Professional Learning Community leaders, and administrators. The AIG plan is distributed as a reference tool to be used throughout the school year. The local AIG Plan is also posted on the school district's website for review by members of community at any time.

The Leadership Team consisting of principals and central office administrators meet monthly with all information housed and published on a closed WIKI for principals, Assistant principals, instructional specialists, and central office administration. Monthly AIG notes are posted on the AIG page in the coordinator's folder on the WIKI to communicate and remind staff about meetings, updates, etc.

These forms of communication specifically clarify the six areas of specific identification criteria used to identify gifted students in the LEA: Observation of Student, Student Performance, Student Interest, Student Achievement, Student Aptitude, and Student Behaviors and Effort. The student aptitude must be in the above average or superior range for consideration of placement.

**Planned Sources of Evidence:** > AIG Plan posted online

> AIG Plan disseminated and made available to all staff

> AIG Plan referenced in parent meetings and AIG brochure

> AIG Plan overview during Student Services Team (SST) district meeting with student placement

role play

> AIG meeting notes and updates posted on Leadership Team WIKI and AIG staff WIKI

### **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:** Surry County Schools uses multiple criteria in identifying and placing students in the Academically/Intellectually Gifted Program. Multiple criteria is required for identification and 80% must be met to determine where services are needed. No single criteria can automatically eliminate a student from consideration for services. Surry County Schools feels that the use of multiple criteria is appropriate for student placement in the AIG program.

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

**Description:** Criteria used for student identification includes multiple indicators: (1) student behavior/effort, (2) student aptitude, (3) student achievement, (4) student performance, (5) student interests and motivation to learn and (6) student observations. These indicators are summarized from Coleman and Gallagher's Indicators of Giftedness. Local Form, AIG-1, includes and requires ratings on these indicators as part of students eligibility and placement in gifted education and is located in the Appendix for reference. This process reflects the use of multiple indicators of giftedness to determine the optimum placement for individual services. Student Services Teams uses these criteria of which 80% must be met at the above average or superior levels.

Observation of Student Behavior (Indicator of a student's need for differentiation, based on his/her observable behavior) Multiple artifacts may be used such as the Gifted Rating Scale, Anecdotal records, and Authentic Assessment.

This may be shown through the student's abilities in the following areas:

- Communication - Highly expressive and effective use of words, numbers, and symbols
- Motivation – Evidence of desire to learn
- Humor – Conveys and picks up on humor
- Inquiry – Questions, experiments, explores
- Interests – Intense (sometimes unusual) interests maintained over time
- Problem Solving – Effective, often inventive, strategies for recognizing/solving problems
- Memory – Large storehouse of information on school or non-school topics
- Reasoning – Logical approaches to figuring out solutions
- Imaginative/Creativity – Produces many ideas, highly original

Student Performance (Indicator of a student's demonstrated mastery)

This may be shown through work samples, portfolios, grades, or other authentic assessment strategies. In some cases, performance may be demonstrated outside the school arena.

Student Achievement (Indicator of a student's knowledge) EVAAS Analysis of EOG performance and growth

This may be shown through a standardized test score (above average--90th percentile+; superior--95th percentile and above) or an End of Grade/End of Course test score (in the high 3/4 range). Achievement may also be reflected on criterion-referenced tests designed by teachers.

Student Aptitude (Indicator of a student's capacity for learning) CogAT and Test of Cognitive Skills mostly, but other assessments may be used by School Psychologists as deemed appropriate such as the Naglieri for ESL students.

This involves reasoning, problem solving, memory, etc. Aptitude may be shown through an individual or group IQ score. The student aptitude must be at or above 116 (above average) to be considered for placement.

Student Interest (Indicator of a student's focus areas and/or curiosity)

This may be shown through a formal interest inventory/survey, an informal interview, or documentation of a student's particular passion. Interest may also be demonstrated through student's participation in extra-curricular activities.

Student Motivation to Learn (Indicator of a student's commitment to pursue learning experiences)

This may be shown through school and/or outside of school activities. With some students, this area may be muted by unfavorable environmental or experiential circumstances. For these students who have often been called "underachievers," an individual case study may be important to reflect the student's specific areas of need.

The inclusion of multiple indicators for gifted placement is an effort for the Student Services Team to discuss the whole child instead of just considering achievement and aptitude. 80% of indicators must be above average or superior with the requirement of the student aptitude not being below 116 as outlined on form AIG-1.

**Planned Sources of Evidence:** • Multiple criteria used for eligibility and placement in gifted education

- Implementation of Gifted Rating Scale in addition to anecdotal records and authentic assessment
- Profiles discussed in SST Performance Indicators: EVAAS, Formative Assessments, ClassScape, Portfolios, K-2 Assessment, EOG data, Teacher recommendation(s), Gifted Rating Scale, etc.

**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:** When evaluating students for gifted services, more than one standardized measure is utilized to ensure appropriate placement based on current theory and research. The majority of students referred for gifted services in Surry County are placed through the use of traditional standardized measures. The AIG Department believes that we may be missing the placement of some gifted students that would benefit from assessment via non-traditional measures.

**Goals:** 1. Research appropriate standardized measures for aptitude.  
2. Partner with school psychologists to determine appropriateness of tests and related costs.  
3. Allocate funds for purchasing.

**Description:** At present, the Cognitive Abilities Test is given to all of the third graders in Surry County Schools in October of that school year. The information gained from this aptitude test becomes the basis for an initial screening for gifted placement. An individual aptitude test (WISC-IV) given by the school psychologist can be requested by the school placement team if the team feels that additional information is needed for placement decisions. This additional assessment can only be completed if parent permission is granted. Academic performance is obtained from report cards and End-of-Grade/End-of-Course scores. Some of the identified gifted students are also identified for exceptional children's services. These students may be receiving speech/language services, specific remedial instruction in a content area, and/or other services requiring classroom modifications. Other identified gifted students may be placed as highly gifted and require an even more differentiated service delivery.

**Planned Sources of Evidence:** 1. AIG rosters - twice-exceptional students, diverse populations  
2. Feedback from schools psychologists

**Other Comments:** The use of additional non-traditional and traditional standardized measures will require additional staffing, training, and funding currently not in place. The district recognizes the need for this to be a practice in the near future.

**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:** Language, race, or exceptionality must not be barriers in identifying gifted students. All students must be equally represented and have equal opportunities to demonstrate giftedness.

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

**Description:** The screening procedure uses multiple indicators including student achievement,

student interest, student motivation to learn, student aptitude, student performance, and observable student behaviors. These indicators provide an opportunity to search for culturally diverse students and students from other underserved populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. A guide to using multiple indicators is shown in Figure 1 of the Appendix section. Developed in 1995 by Mary Ruth Coleman, James Gallagher, Ann Harrison, and Linda Robinson from STAGE, this example of multiple indicators of giftedness guides all Student Service Teams in making appropriate placement decisions.

### Student Search

- Each school year, the Student Services Team establishes a pool of candidates for potential inclusion in the services for academically/intellectually gifted students in grades K-12.
- Each teacher submits a list of his or her students including those who are culturally and economically diverse, high interest or potential in a specific academic area. (AIG-8)
- Self nominations are accepted as well as those from teachers, parents, or other school professionals.
- The AIG teacher and principal reviews and completes a student profile for selected students. The Student Services Team considers different cultural and economic groups who demonstrate a high interest or potential in a specific academic area when establishing a pool of candidates.
- The Student Services Team reviews each student's eligibility and determines if further assessments are needed for the student, as well as refers the student for the appropriate service delivery option(s).
- The Student Services Team members include a school counselor, a school-level administrator, a general education teacher, and a special education/remedial education teacher, and a licensed AIG teacher. The general education teacher must currently be teaching the AIG student being discussed, or have recently taught the student.
- Students already identified as academically gifted who move into the district are served through comparable services until records are reviewed by the Student Services Team to determine local eligibility for gifted services.

### Strategies for Placement

- Placement is determined by the Student Services Team. The group reviews data to determine appropriate placement for the student.
- Data to be considered can include scores on current Test of Cognitive Skills (TCS), End-of-Grade/End-of-Course Tests (EOG/EOC), Harrison Checklist, Gifted Rating Scale, and/or other instruments deemed appropriate. (If additional testing is required, parental permission is required and is obtained using Form AIG 1). In addition, parents are notified in writing prior to the test.
- In order to obtain an accurate picture of the potential of a student, the committee considers observations, student achievement, student performance, student aptitude, student interest, and observable behaviors and efforts that span the entire school career of the nominee.
- The committee looks for an obvious, predictable pattern that demonstrates the need for differentiated services.
- The committee evaluates the service as defined on the Differentiated Service Options and Criteria document. Using the criteria for each service, the committee determines if the service is appropriate for the individual student.
- Documentation is completed by the Student Services Team on the Individual Student Eligibility

Placement Record (Form AIG 1) and a Differentiated Education Plan (Form AIG 2).

- If a student qualifies for a special service beyond the current grade level or school, the Student Services Team completes an Individual Differentiated Education Plan (IDEP - AIG 3).
- Parents of the students recommended for differentiated services are invited to attend a placement meeting (Form AIG 4). The AIG teacher in grades K-8 and the AIG licensed teacher, school counselor, or teacher of advanced courses in high school prepares all needed information and facilitates the meeting. A parent's signature indicating approval for these services is required before placement.
- Parents who cannot attend the placement meeting have individual conferences upon request. A parent's signature indicating approval for these services is required before placement. The Student Services Team conducts parent conferences that are needed after the initial placement meetings.
- The Student Services Team completes data collection and referrals for placement. Referrals for potentially gifted students may be accepted at any time during the school year in an effort to meet the needs of individual students.

Figure 2 of the Appendix is a graphic representation of the Identification Process from screening to service delivery.

- Planned Sources of Evidence:**
- All teachers required to complete AIG-8 (pool of candidates) that is inclusive of under represented and twice-exceptional populations, among other diverse student populations. AIG Specialists at each school are responsible for collecting and keeping on file the pool of candidates.
  - Dropout data is collected and analyzed.
  - All AIG referral, identification, and placement information is reviewed by the district AIG Coordinator for accuracy of process and copies housed at district office.
  - Curriculum directors audit process and documentation of Student Services Teams annually for proper procedures and student files.

**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:** Consistency among all schools in the Surry County School District is vital for communicating with parents. A common language across the district is in place to ensure this consistency.

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

**Description:** Training on the processes for screening, referral, and identification is inclusive of all certified staff in the school district. Following the district and school level process through the Student Services Team, student documentation is forwarded to the district AIG Coordinator for review to ensure consistency among all schools. Detailed steps are listed in Focused Practice D.

**Planned Sources of Evidence:** > Procedures are in place to ensure consistency and are communicated with all certified school employees.

- > Ongoing staff meetings (PLCs meet monthly)
- > AIG staff presentations and discussions
- > AIG District Coordinator school visits
- > Review of documentation of process completed
  - > Headcount accuracy
  - > Parent feedback

**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:** Policies and procedures approved by the local Board of Education are imperative and in place to safeguard rights of students and their parents.

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

**Description:** Written policies are in place to safeguard the rights of AIG students and their parents/families as follows:

- o Data to be considered can include scores on current Test of Cognitive Skills, End-of-Grade/End-of-Course Tests, Harrison Checklist, Gifted Rating Scale, and/or other instruments deemed appropriate. If testing is necessary, parental permission is required and is obtained using Form AIG 1 and invited to conference regarding the results on AIG 3). In addition, parents are notified in writing prior to the testing.
- o Students already identified as academically and intellectually gifted who move into the district are served by comparable services until reviewed by the Student Services Team to determine local eligibility for AIG services. If parents or guardians have a disagreement concerning misidentification or placement of their child, they shall first request in writing a meeting with the school-level team that made the questioned decision. This committee reviews all documentation and reports to the parent or guardian their decision in writing within 10 days of receipt of request to review decision.
- o If the parents are not satisfied with the review committee's decision, they may appeal in writing

within 10 days of the decision to an Administrative Review Committee composed of the AIG Coordinator, the Director of Curriculum/Instruction, and the Superintendent/Designee. They will review the case and respond to parents and the school-level committee in writing within 10 days of receipt of the appeal.

If the agreement is not resolved by the Administrative Review Committee, the school system will arrange for mediation with a trained mediator within 10 days of the decision.

The Surry County Board of Education will accept written appeals within 10 days of the failure to reach agreement through mediation. They will provide a written decision within 35 days of receipt of the request.

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve the disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of this hearing will be limited to consideration of (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child.

Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney's fees are not available to parents in the event they prevail in a due process hearing.

**Planned Sources of Evidence:** • AIG related policies in place (BOE approved and posted on the district's website)

- Forms and procedures listed in Appendix of AIG plan
- Consistent DEPs within grade spans completed annually
- Permissions to evaluate from all parents who require additional testing
- Parent's Rights document disseminated to all parents
- Quarterly AIG roster verification

**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 Maintained Practice for 2013-2016.**

**Rationale:** Differentiating instruction is crucial for meeting the individual learning needs of gifted students. Differentiating content, process, and product through learning styles, interests, and readiness levels promotes individual student growth. Surry County Schools bases all instruction on the NC Standard Course of Study and differentiates the prescribed curriculum as warranted by student ability, interest, and need. The LEA's goal is to provide professional development and subsequent support that will produce highly trained and skilled teachers in differentiated instruction. As a 1:1 school district, we have a continued focus on technology as an instructional tool for differentiating content based on student need.

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

**Description:** Differentiating instruction is a teacher's response to learner's needs guided by general principles of differentiation, such as respectful tasks, flexible grouping, and ongoing assessment and adjustment.

Carol Ann Tomlinson's model of differentiated instruction is used for training of all teachers in the Surry County School District. The goal is to focus on differentiating instruction through the study of tiered instruction and classroom environment. Focusing on content, process, and product through learning styles, interest, and student readiness have been primary objectives.

Focus texts used for training and ongoing reference by Tomlinson

1. "How to Differentiate Instruction in Mixed Ability Classrooms"
2. "The Differentiated Classroom"
3. "Fulfilling the Promise of the Differentiated Classroom"
4. "Leadership for Differentiating Classrooms and Schools"

**Planned Sources of Evidence:**

1. Differentiated Instruction training (content, process, and product)
2. Interest and learning styles inventories completed
3. Curriculum Framework
4. Honors portfolios in high school
5. Student products
6. Lesson Plans
7. Personalized Education Plans(PEPs)

**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:** Diverse instructional practices are employed to meet a wide range of learning needs. These effective practices are differentiated to meet the needs of all learners, including those who are gifted.

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

**Description:** Professional development continues to be crucial to the success of the AIG plan. Classes and training for teachers in need of AIG licensure will continue to be sought and made available for teachers, support staff, and administrators. An Honors Curriculum for high school students was developed by a group of Surry County educators as a resource to use with our AIG students.

Diverse and effective instructional practices are used in the Surry County School District to address a range of learning needs. All teachers have local professional development requirements that connect to their ongoing individual evaluation process in which administrators ensure classroom implementation. Requirements are as follows:

Kindergarten through Grade 2:

1. Foundations of Reading
2. Thinking Maps

Grades 3 through 5:

1. CRISS
2. Cooperative Learning
3. Thinking Maps
4. Foundations of Reading

Grades 6 through 8:

1. CRISS
2. Thinking Maps
3. Cooperative Learning
4. Balanced Literacy

Grades 9 through 12:

1. Thinking Maps
2. CRISS
3. Cooperative Learning

Teachers have three years to complete and implement the strategies learned throughout these trainings. These strategies help teachers differentiate content, process, and product in their

classrooms.

In addition to training, all teachers receive a set of folders that serve to help them plan accordingly to meet individual needs of all learners, including those who are gifted. The scaffolding folders includes the following:

1. Differentiated Instruction
2. Rigor
3. Curriculum Maps
4. Grading
5. Parent Involvement
6. Student Engagement
7. Professional Learning Communities
8. Assessment
9. 21st Century Learning
10. Planning for Success

**Planned Sources of Evidence:** 1. CRISS Strategy implementation and use  
2. Thinking Maps implementation and use  
3. Cooperative Learning implementation and use  
4. Balanced Literacy implementation and use  
5. Differentiated Instruction implementation and use  
6. Professional Learning Communities as gatekeepers  
7. Curriculum Clis (Standard IVd monitoring)

**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:** Diverse instructional practices are employed to meet a wide range of learning needs. These effective practices are differentiated to meet the needs of all learners, including those who are gifted. The local Board of Education and the Curriculum Department require staff development opportunities for Beginning Teachers and new hires to the school system. These focused staff development opportunities prove successful in achieving student academic growth and improving instruction and will be continued.

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

**Description:** The Surry County School District has selected and is using the following research-based supplemental resources for gifted students:

1. Reading: Junior Great Books (Grades 3-12), Jacob's Ladder (Grades 3-5)
2. Math: Investigations (Grades 3-5), Connected Math 2 (Grades 6-8) and Math I (high school math)
3. Duke TIP Resources: Independent CD and online courses (Grades 3-8)

4. Rosetta Stone
5. High School Honors, AP, NC Virtual Public High School, College courses
6. Science: AIMS (Activities to Integrate math and science)

In addition to training, all teachers receive a set of folders that serve to help them plan accordingly to meet individual needs of all learners, including those who are gifted. The scaffolding folders includes the following:

1. Differentiated Instruction
2. Rigor
3. Curriculum Maps
4. Grading
5. Parent Involvement
6. Student Engagement
7. Professional Learning Communities
8. Assessment
9. 21st Century Learning
10. Planning for Success

**Planned Sources of Evidence:** 1. Connected Math 2, Math I (implementation and outcomes)  
2. Investigations implementation and outcomes  
3. Duke TIP, Early College, Honors/AP Courses, NCVPS, Career and College Promise implementation and outcomes  
4. Graduation Portfolio implementation and outcomes  
5. Competitions (MathCounts, Battle of the Books, Science Fair, Robotics, Science Olympiad, Debate Competition)[implementation and outcomes]  
6. Junior Great Books implementation and outcomes  
7. Jacob's Ladder implementation and outcomes  
8. End-of Grade scores  
9. Rosetta Stone (grades 3-8) [outcomes]

**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 Maintained Practice for 2013-2016.**

**Rationale:** It is crucial to foster the development of 21st Century content and skills by infusing multiple literacies 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. Surry County Schools believes that the goal to educate academically/intellectually gifted students for healthy, productive citizenship and life-long learning is vital and will continue to seek new and innovative ways to provide advanced level content for gifted students.

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

**Description:** During district wide Professional Development activities, all licensed and non-licensed staff participate in activities learning to understand that the literacies of the 20th Century were very different than the expectations of the 21st Century. The Surry County School District Defines 21st Century Literacies as follows:

1. Media literacy is an expanded information and communication skill that is responsive to the changing nature of information in our society. It addresses the skills students need to be taught in school, the competencies citizens must have as we consume information in our homes and living rooms, and the abilities workers must have as we meet the challenges of a global economy. Teachers must create lessons to incorporate teaching and learning Media literacy skills such as evaluating websites, plagiarism, and expression of point of view.
2. Globalization/Multicultural literacy is knowledge of cultures and languages, as well as they ways in which multi-sensory data (text, sound, and graphics) may introduce slant, perspective, and bias into language, subject matter, and visual content. We live in multicultural societies, teach in multicultural settings, and our students often interact with those who come from a different place in terms of gender, rural or urban environments, nationalistically, linguistically, racially, and religiously. Awareness of and sensitivity to culturally determined norms promote understanding. In fact, when students embrace the principle that difference does not equal deficiency, they gain an appreciation for the wealth of diversity that surrounds all of us. Multicultural literacy has the potential for integration across curricula.
3. Arts and Creativity Literacy helps students to value and appreciate arts in our society by:
  - Demonstrating originality and inventiveness in work
  - Developing, implementing and communicating new ideas to others
  - Being open and responsive to new and diverse perspectives
  - Acting on creative ideas to make a tangible and useful contribution
4. Financial Literacy: Competency in managing money appears to be a skill that doesn't come naturally to everyone. Unless a person is exposed to the practice of money management, he/she is less likely to understand how it works and its long-term benefits. It is easy to develop poor spending and financial habits resulting in significant negative consequences such as a poor credit rating, denial of credit, rejection for a checking account and bankruptcy, to name a few. Early financial literacy is the best way to prevent such consequences by:
  - Knowing how to make appropriate personal economic choices
  - Understanding the role of the economy in society
  - Using entrepreneurial skills to enhance workplace productivity and career options

**Ecoliteracy Literacy:** The great challenge of our time is to build and nurture sustainable communities – communities that are designed in such a way that their ways of life, businesses, economies, physical structures, and technologies do not interfere with nature's inherent ability to sustain life. The first step in this endeavor is to understand the principles of organization that ecosystems have developed to sustain the web of life. This understanding is what we call ecological literacy.

Teaching this ecological knowledge – which may be called 'principles of ecology,' 'principles of sustainability,' 'principles of community,' or even the 'basic facts of life' – will be one of the most important roles of education in the 21st Century.

At root, ecological thinking is for the environment, not just about it. For example, it takes for granted the conservation of biodiversity as an intrinsic and fundamental goal. It is at heart about values and proper behavior. Yet 'good Earth-keeping' requires some grasp of basic laws of energy and matter. As in the case hygiene, there is a need for a basic level of understanding, though it is not necessary to know the intricacies of relevant scientific theories.

First and foremost in the rudiments of what might be called ecoliteracy is the awareness of the Earth as our life-support system.

7. Cyberliteracy means being able to sort fact from fiction, to detect extremism from reasonable debate, and to identify gender bias, commercialism, imitation, parody, and other aspects of written language that are problematic in online communication. Active reading skills are essential in cyberspace, where hoaxes abound, advertising masquerades as product information, privacy is often compromised, and web pages and e-mail messages distort the truth. We must teach students to analyze the language of the Internet, explaining how to prepare for its discourse and protect oneself from its hazards.

**Physical Fitness and Health Literacy:** Schools are an especially critical site for encouraging healthy behaviors in youth. Most children spend a large portion of their time in school. In many cases, life-long habits and behaviors, good and bad, are formed during the elementary and middle school years. Schools, therefore, offer an opportunity to engage children in healthy eating and regular physical activity and to reinforce important health messages including those regarding avoidance of risky behaviors. Schools can also provide a bridge to eliciting parental involvement in shaping children's habits and attitudes about healthy lifestyle choices. Encourage cooperation among teachers, coaches, nurses, and food service staff to educate students about the importance of proper nutrition and regular physical activity to lifelong healthy weight maintenance.

- Reinforce healthy habits by examples; set by role models including teachers, coaches, and other school personnel.
- Engage parents in a process to enhance their understanding of the importance of healthy diets and the benefits of exercise and engage them to reinforce this message in their homes.
- Provide age-appropriate extracurricular physical activity and organized sports programs.
- Provide elementary school students with daily recess periods for unstructured supervised play.
- Encourage regular physical activity for all children (pre-school through 12th grade) in order to develop the knowledge, skills, attitudes, behaviors, and confidence to sustain life-long physically active lifestyles.
- Explore the possibility of creating "before the bell" and after school physical fitness and nutrition

programs for students.

- Provide age-appropriate and culturally appropriate instruction in health education.
- Provide healthy food and snack options in school cafeterias and vending machines.
- Incorporate health-related tasks, materials and examples in regular everyday instruction for preschool to grade 12 education, including the topics of nutrition and the balance between calories consumed and calories expended in physical activity.

Interwoven throughout all these 21st Century literacies are embedded skills such as communication, creativity, real-world applications, and collaboration and cooperative working environments.

- Planned Sources of Evidence:**
1. District wide training in multiple literacies
  2. Instructional technology focus
  3. Lesson plan template revision
  4. NCVPS online college courses
  5. 1:1 laptop initiative
  6. BOE goal correlation to 21st Century initiative
  7. Senior Graduation Projects and Portfolio required locally
  8. Cooperative Learning (Kagan model)
  9. BOE Curriculum Committee's research-based work
  10. Rosetta Stone (Second Language)
  11. WIKIs and Haiku (LMS) implementation
  12. Skype for ongoing collaboration
  13. Professional Learning Communities
  14. Board of Education Action Plan

**Other Comments:**

**Practice E**

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

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

**Rationale:** Using assessment appropriately is essential to differentiate classroom curriculum and instruction for all students, including those who are gifted. On-going assessment should drive any instructional program and provide the teacher with student performance information needed for instructional planning. Surry County Schools uses data derived from a variety of assessments to plan differentiated curriculum and deliver differentiated instruction. Assessments, formal or informal, paired with the decision-making of trained professionals provide the best roadmap for collaborative curriculum planning. The AIG Department believes that Surry County teachers are successful with this practice.

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

**Description:** The best assessment of any student's performance is gathered through teacher observation by a highly trained professional. Surry County Schools provides a variety of teacher trainings in assessing student performance and providing the instruction that will enable students to

reach their potential. Classroom teachers use formative assessments and teacher observation on a daily basis. Teachers in grades K-5 record anecdotal notes concerning student performance and achievement. These anecdotal notes become the information source for flexible student groupings within and outside of the classroom. Teacher created units of study provide differentiation through tiered assignments, student contracts, and other research-based strategies (i.e., think-tac-toes, RAFT-role/audience/format/topic). Student interest and student choice is critical.

Summative assessments (i.e., teacher created, EOGs, EOCs) provide additional student performance information and may be used in conjunction with formative assessments, student work products, and teacher judgment to recommend students for advanced classes and independent studies.

**Planned Sources of Evidence:** 1. Formative assessments

2. Socratic seminars
3. Portfolios
4. Benchmarks
5. Senior Graduation Projects
6. ClassScape assessments
7. Flexible grouping
8. Compacted lessons
9. Differentiated units of study
10. Tiered assignments

**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:** The AIG teachers at each school work with all educational personnel to provide academic, intellectual, social, and emotional opportunities for gifted learners. Results from recent surveys and discussions indicate a need for additional staff development in meeting the social and emotional needs of gifted learners and providing resources for parents of gifted students. We realize that creating affective curricular and instructional practices which support the social and emotional needs of AIG students is vital for ongoing student growth.

- Goals:**
1. Provide staff development in the social and emotional needs of gifted students for AIG teachers, school counselors, and classroom teachers
  2. Host evening meetings for parents of gifted students which provide information concerning the affective needs of gifted learners
  3. Create a parent resource center of materials in each school's media center
  4. Purchase parent resources for each school to meet the social and emotional needs of gifted students
  5. Establish partnerships between schools to participate in project/problem based learning opportunities

6. Establish additional partnerships and mentorships in the community

**Description:** The needs of gifted children are the same as those of other children. The same developmental stages occur, though often at a younger age (Webb & Kleine, 1991). Gifted children may face the same potentially limiting problems, such as family poverty, substance abuse, or alcoholism. Some needs and problems, however, appear more often among gifted children.

Professional Development is a need in the Surry County School District pertaining to social and emotional development in gifted children. The training needs include an awareness level and a discussion of how educators can assist in helping students cope with the issues they face. Trainings will begin during the 2013-2014 school year and continue based on outcomes, evaluation, and progress.

**Planned Sources of Evidence:** 1. Newsletter topics and articles

2. Clustering AIG students
3. Socratic seminar discussions
4. Duke TIP participation
5. Governor's School participation
6. Interest clubs
7. Mentoring partnerships
8. Career and college events
9. School Counselor PLC meetings
10. Accelerated Curriculum

**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:** Our county is comprised of an extremely diverse student population whose background of experiences and opportunities vary greatly. Some of our students enter public school with language delays and a lack of experiences due to socio-economic issues, but may have natural intelligence in a specific subject area. We are presently offering K-2 nurturing opportunities in some of our elementary schools. However, in some of our larger schools, scheduling is an issue.

Students in grades K-3 must have opportunities to cultivate and develop potential through purposeful and intentional strategies. A differentiated curriculum is essential to meet their needs, helping them grow from early childhood experiences.

- Goals:**
1. Increase the K-2 nurturing time that each AIG teacher has allotted on their weekly schedule
  2. Encourage a collaborative planning time for the AIG Specialists and the K-2 teachers to create differentiated instruction for a targeted group of potential AIG students

3. Place highly gifted students in K-2 and provide direct services
4. Schedule time for AIG teachers to meet and share resources that can be used in the K-2 classroom
5. Purchase instructional materials for the K-2 classroom to promote critical thinking skills
6. Provide staff development for AIG teachers targeting K-2 learners

**Description:** The needs of gifted children are the same as those of other children. The same developmental stages occur, though often at a younger age (Webb & Kleine, 1993). Gifted children may face the same potentially limiting problems, such as family poverty, substance abuse, or alcoholism. Some needs and problems, however, appear more often among gifted children.

Professional Development is a need in the Surry County School District pertaining to social and emotional development in gifted children. The training needs include an awareness level and a discussion of how educators can assist in helping students cope with the issues they face. This training will begin during the 2010-2011 school year and continue based on evaluation, outcomes, and progress.

Our focus for this practice is the K-2 nurturing component because our LEA feels successful in providing differentiated services for grade 3. Due to scheduling issues in some schools, little time is available for the AIG teacher to provide services to grades K-2 and collaborate with the K-2 classroom teachers.

The AIG Director will meet with administrators individually, on-site, to explain the needs of the AIG program. Suggestions will be offered to assist administrators with the effective planning of the AIG teachers' schedules. The LEA's goal is to increase the amount of time that AIG teachers nurture K-2 students and collaboratively plan with K-2 teachers.

AIG teachers presently meet on a monthly basis to receive updates and discuss curricular matters. Some of the meetings will be dedicated to the sharing of best practices and instructional strategies that can be used in the K-2 setting. Staff development will also be provided to all K-2 teachers and AIG teachers targeting this population and addressing various learning styles.

The AIG Department will purchase materials for each elementary school targeting best practices in gifted education and instructional strategies for working with K-2 gifted students and nurturing K-2 students that may place in gifted services at a later date.

- Planned Sources of Evidence:**
1. AIG teachers'/K-2 teachers' schedules
  2. Materials purchased for use with K-2 gifted students
  3. DEPs/IDEPs
  4. Staff development agendas and rosters
  5. Monthly AIG meeting agendas
  6. Learning styles inventories
  7. Placement criteria and the array of services for grades 3 (see Appendix B and Appendix D))
  8. AIG Plan
  9. Accelerated Curriculum

**Other Comments:**

**Practice H**

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

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

**Rationale:** The AIG Department for Surry County Schools provides staff development on differentiation strategies for regular education teachers and other school support personnel. AIG teachers collaboratively plan instruction with classroom teachers and other school support personnel (i.e., Exceptional Children's teachers, ESL teachers) on a regular basis. They also actively participate in transition meetings at appropriate points in the AIG students' academic careers to enhance student adjustment to a new learning environment. Surry County Schools feels successful with these practices based on student achievement and teacher performance.

Collaboration is essential to develop and implement a differentiated curriculum among AIG personnel and other professional staff.

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

**Description:** Staff development priorities for Surry County include differentiation strategies for all teachers. Program goals and objectives are evaluated annually based on program performance in relation to student performance.

Administrators endorse PLCs that include the AIG Specialists and the regular classroom teachers for ongoing support. Collaborative planning is scheduled on a weekly basis. An array of services are provided through the regular classroom teacher and/or the AIG teacher depending upon the level of student need. Appropriate gifted materials are purchased county-wide and site-based to meet the academic needs, interests, and abilities of identified students. Staff development, specific to purchased gifted materials, is provided for AIG teachers. Regular classroom teachers and other school support personnel are invited to participate.

Each elementary school is assigned part-time AIG teacher. The AIG teachers provide orientation to the Surry County Academically/Intellectually Gifted Education Plan annually for the personnel at the school they are assigned. The AIG teachers attend staff meetings, district meetings, and grade level/subject area meetings at their assigned school. They also attend transition meetings (Pre-K to Kindergarten, second to third grade, and eighth grade to high school) to assist identified students in adjusting to a new learning environment. The AIG teachers are active participants of curriculum-focused Professional Learning Communities that meet throughout the school year. They also publicize extra curriculum enrichment opportunities through newsletters, the website, the learning management system (Haiku), parent meetings, and informational flyers.

Nurturing experiences for K-2 students are provided through collaborative, consultative services for K-2 regular education teachers. Nurturing experiences for under-represented populations (i.e., low socio-economics, culturally/linguistically diverse) are provided for students in grades three through eight.

The AIG Director attends regional roundtable meetings, the state gifted conference, and other gifted information meetings provided by the Department of Public Instruction. The AIG Director meets monthly with AIG teachers to provide updates on gifted education, review best practices and instructional strategies for gifted learners, and clarify any questions about the plan and/or service delivery options.

**Planned Sources of Evidence:** 1. AIG staff meeting minutes

2. PLC minutes
3. Ongoing discussions through Haiku (LMS)
4. Transitional meetings
5. AIG Roundtable
6. Staff development opportunities
7. Conferences
8. AIG webpage

**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:** The AIG Department for Surry County Schools has developed a county-wide plan that includes a wide variety of service delivery options that meets student needs, interests, and abilities. AIG teachers at each elementary school ensure student and service match, create and monitor individual documentation for identified students, and assist with smooth student transition at various grade spans. The implementation of the plan is supervised and reviewed by the AIG Director. These practices have been successful for Surry County Schools and will continue.

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

**Description:** The AIG Plan for Surry County Schools was developed using input from various stakeholders (administrators, community members, AIG teachers, classroom teachers, parents, and students) and went through several revision phases allowing for additional feedback to be provided. The plan, approved by the local Board of Education, offers an array of services and delivery options/learning environments (see Appendix B) based on student need, ability, and interest.

This array of services may vary from year to year and from school to school based on availability, interest, and student participation. New offerings are added as they become available. Delivery options and the learning environment may vary according to student need and interest. The AIG Department, in conjunction with the Assistant Superintendent for Student Services, works to provide the latest in technology opportunities and academic offerings for gifted students.

The local community, parents of gifted students, and the school staff receive updates on the AIG plan annually. Meetings to communicate this information are the responsibility of the AIG teachers and the AIG Director. Each meeting is documented through planning notes, agendas and sign-in. Newsletters, flyers, parent conferences, the county website, and individual school websites provide additional avenues of communication.

8/8/2013

**Planned Sources of Evidence:** 1. AIG staff meets monthly

2. AIG staff meets with PLCs schoolwide

3. Regional WIKI and ongoing meetings

4. Transitional meetings

5. AIG regional roundtable

6. Newsletters

7. Staff development opportunities

8. Annual AIG State Conference

**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:** AIG oversight is lead by a licensed AIG educator who supervises and coordinates all facets of the Surry County Academically/Intellectually Gifted Education program. Other licensed AIG educators are essential to guide, plan, develop, implement, revise, and monitor the local AIG program.

The AIG Director for Surry County Schools is an AIG-licensed educator with teaching experience in the regular classroom and as an AIG teacher. The Director supervises and coordinates all facets of the Surry County Academically/Intellectually Gifted Education program. Surry County Schools strives to place personnel in teaching positions that are also certified/licensed in that area.

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

**Description:** There are many stakeholders in the education of academically/intellectually gifted students. The General Assembly, the Surry County Commission, and the State and Local School Boards provide the direction, laws, and funds for this program. However, there are professionals who deal directly with special programs.

The AIG Director is an AIG-licensed educator and is an advocate for all gifted initiatives. The Director facilitates the implementation of the Surry County Academically/Intellectually Gifted Education Plan and keeps current with legal issues pertaining to gifted education. The Director coordinates countywide assessments of students for identification and serves as an ad hoc member of any of the schools' Student Services Teams. The Director coordinates staff development opportunities and meets monthly with the AIG teachers providing policy and program updates. The AIG Director coordinates the evaluation of the AIG program and provides communication to appropriate audiences. The Director facilitates the county-wide AIG Parent Advisory Committee and meets with this group at least twice per year to provide updated AIG information, answer questions concerning programming and policy, and review the goals of the current AIG plan. The AIG Director oversees the AIG budget, seeks additional funding to support the program, and purchases quality gifted materials for teacher/student use. The Director maintains an accurate student headcount and reviews all information prior to submission. The Director attends AIG Roundtable meetings and the NCAGT conference and communicates with other AIG Directors in the region and state. The Director communicates with the Surry County Board of Education on a regular basis and upon request. The Director makes site visits, observes the AIG teacherse, and provides instructional feedback. The

AIG Director makes monitoring visits and reviews student files and completed paperwork. The AIG Director chairs the plan revision process and evaluates its effectiveness.

Roles and Responsibilities:

1. AIG Coordinator: Maintains AIG Budget, Conducts Annual Headcount, Maintains policies and procedures, compliance issues, disseminates AIG information; Possesses a Curriculum Instruction Specialist license and is AIG licensed.
2. Assistant Superintendent for Curriculum and Instruction: Works with AIG Coordinator to provide AIG curriculum implementation
3. AIG Teachers: Follows established procedures to provide a differentiated program for identified students in the adopted array of services; Possess AIG license
4. School Counselor: Serves on the Student Services Team (SST) and provides guidance specific to AIG students as needed; Possesses a state counseling license

**Planned Sources of Evidence:** 1. AIG licensure reports

2. Employee evaluations
3. Local Gifted Plan Evaluation

**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:** AIG teachers must be engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners. AIG teachers in the Surry County School District are fully licensed and understand the varied needs of gifted students.

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

**Description:** The AIG Director reviews the submitted schedules of the AIG teachers and makes recommendations if needed. The AIG teachers orient faculties, administrators, and parents to the AIG plan and reviews screening, identification, and placement procedures on an annual basis. The teacher serves Student Services Team for review and placement of potentially gifted students, maintains an accurate record of students nominated and placed in the AIG program, and maintains minutes of the proceedings of the team's action. The AIG teacher assists regular classroom teachers in the training of, planning for, and delivery of differentiated instructional strategies for the gifted students. The teacher delivers differentiated instructional strategies through a variety of service delivery options for identified gifted students based on student/teacher need (i.e., inclusion, pull-out, exploratory blocks, interest groups). The AIG teacher provides nurturing experiences for potential student placements, and collaborates with other

support personnel (i.e., EC, ESL) to address the needs of students of special populations. The teacher sponsors various competitions (i.e., Battle of the Books, Debate Teams, Chess Club, etc.) and other extra-curricular enrichment events. The AIG teacher communicates with parents annually regarding their child's academic progress through the Differentiated Education Plan (DEP)/Yearly Performance Review (YPR), and the Individual Differentiated Education Plan (IDEP). The teacher informs stakeholders as to AIG studies and events through the district's webpage, teacher newsletters, and Parent Night meetings. The AIG teacher maintains a file for each identified gifted student documenting placement qualifications, updating testing information and report cards, and annually completed DEPs/YPRs and IDEPs. The teacher maintains an accurate headcount of identified gifted students and periodically revisits the qualifications of students placed on a nurturing status. The AIG teacher remains current in gifted licensure. The AIG Department feels that the AIG teachers could better support the social and emotional needs of our gifted students with targeted staff development. Some gifted students mask their intelligence due to peer pressure. The AIG Department plans to offer staff development for this identified need and encourage collaboration with site-based school counselors for better student service.

- Planned Sources of Evidence:**
1. Review schedules
  2. Staff development for administrators and other educators
  3. Documentation
  4. Parent meetings
  5. Focus sessions for faculty
  6. Collaboration with support personnel

**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:** Appropriate professional development is essential for all personnel involved in AIG programs and services, including regular education teachers, exceptional children's staff, counselors, and school administrators. The Surry County Board of Education adheres to the state's requirements for teacher certification and renewal. The AIG Department believes that the needs of gifted students are better served when all personnel working with identified students have attended staff development in gifted education. Surveys that were completed by AIG teachers and classroom teachers identified staff development needs in the area of gifted education that will be addressed by the AIG Department.

**Goals:** It is a belief in the Surry County School District that educating all students is the responsibility of all educators. Most all educators are involved in some way with academically gifted students. It is advantageous for everyone to have a better understanding of the needs of AIG students and how to best meet their needs. The local AIG plan defines service delivery options that include responsibilities

for general education as well as teachers of academically gifted. Specific training is essential for general education teachers, administrators, support staff, and AIG teachers.

Recommendations for classroom teachers, exceptional children's teachers, AIG teachers, guidance counselors, and administrators:

1. Interventions for At Risk Gifted Students
2. Characteristics and Needs of Gifted Learners
3. Multiple Learning Styles and Approaches
4. Multiple Intelligences
5. Motivation of Gifted Students
6. Differentiated Instruction
7. Critical and Creative Thinking Skills
8. Creative Problem Solving
9. Screening, Identification, and Placement of Gifted Students
10. Nurturing Potentially Gifted Students
11. Student Services Team Process

Recommendations for classroom teachers, exceptional children's teachers, AIG teachers, and administrators

1. Marzano's Classroom Instruction that Works
2. Differentiated Education Plans based on students' needs
3. Identifying Twice Exceptional Students
4. Technology to Facilitate Instruction

Recommendations for School Counselors and administrators

1. Counseling the underachieving gifted student

**Description:** Professional Development is planned by the curriculum and instruction staff with input by administrators based on teachers' needs. Professional Development Plans are completed by all licensed employees in conjunction with their principal's recommendations. The outlined plan for professional development for AIG is shared with all administration as well as with licensed personnel as a guide for ensuring appropriate training. An annual plan for professional development offerings is disseminated to all staff for appropriate planning.

One of the goals of the Surry County Schools is to develop and support a cadre of trained teachers and support personnel to meet the needs of all students. To assure the quality of our educational personnel, the county is committed to providing ongoing and comprehensive staff development.

**Planned Sources of Evidence:**

1. AIG student characteristics
2. Academic needs of Gifted students
3. Differentiated Instruction
4. Program goals
5. Duke TIP
6. Staff development evaluations

**Other Comments:** Intentional planning for professional development related to needs of gifted students will become an annual focus.

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

**Rationale:** Teachers hired by the Surry County Schools are deemed highly qualified by the North Carolina Department of Public Instruction. All teachers hired as AIG are either fully certified with an add-on license in AIG, or are presently working on that certification through an accredited college/university program. Students that are identified as Academically/Intellectually Gifted are served by an AIG educator through various grouping options. Surry County Schools believes assigning AIG students in classrooms with teachers who have met the LEAs professional development requirements is essential for meeting the students' individual needs.

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

**Description:** Although all students benefit for teachers completing local professional development requirements, redesigning the courses to include needs of individual students would greatly enhance the training. Local training is required that is specific to grade span licensure and student need.

Professional development continues to be crucial to the success of the AIG plan. Classes and training for teachers in need of AIG licensure will continue to be sought and made available for teachers, support staff, and administrators. An Honors Curriculum for high school students was developed by a group of Surry County educators as a resource to use with our AIG students.

Diverse and effective instructional practices are used in the Surry County School District to address a range of learning needs. All teachers have local professional development requirements that connect to their ongoing individual evaluation process in which administrators ensure classroom implementation. Requirements are as follows:

Kindergarten through Grade 2:

1. Foundations of Reading
2. Thinking Maps
3. Instructional Technology

Grades 3 through 5:

1. CRISS
2. Cooperative Learning
3. Thinking Maps
4. Foundations of Reading
5. Instructional Technology

Grades 6 through 8:

1. CRISS
2. Thinking Maps
3. Cooperative Learning

4. Balanced Literacy
5. Instructional Technology

Grades 9 through 12:

1. Thinking Maps
2. CRISS
3. Cooperative Learning
4. Instructional Technology

Teachers have three years to complete and implement the strategies learned throughout these trainings. These strategies help teachers differentiate content, process, and product in their classrooms.

- Planned Sources of Evidence:**
1. Highly qualified staff annual percentage
  2. Local staff development requirements percentage
  3. AIG certification of all AIG staff
  4. Professional Development Plans (PDPs)

**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:** The Central Office Curriculum team for Surry County Schools is comprised of the Assistant Superintendent for Curriculum, the K-5 Curriculum Director, the 6-12 Curriculum Director, (who also serve as the AIG Coordinators). This team establishes professional development priorities and opportunities based on current student data and initiatives/goals established by the school, district, and state. The curriculum team believes this is an effective approach as evidenced by the academic success of the students in the Surry County Schools' gifted program.

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

**Description:** Sustained staff development aligned to program goals will be provided for program improvement. Aligned and research-based training will also align with other district initiatives.

Educators in the Surry County School District believe that educating all students is the responsibility of all educators. Every educator is involved in some way with academically gifted students. It is advantageous for everyone to have a better understanding of the needs of AIG students and how to best meet their needs. This AIG plan defines service delivery options that include responsibilities for general education as well as teachers of academically gifted. This section describes the staff development that is essential for general education teachers, administrators, support staff, and AIG teachers in the successful implementation of this plan.

The following trainings will be provided for educators in their respective areas for professional growth

regarding AIG students:

Recommended for, but not exclusive of any stakeholder: classroom teachers, exceptional children's teachers, AIG teachers, guidance counselors, and administrators

- Interventions for At Risk Gifted Students
- Characteristics and Needs of Gifted Learners
- Multiple Learning Styles and Approaches
- Twice Exceptional Students
- Motivation of Gifted Students
- Differentiated Instruction
- Critical and Creative Thinking Skills
- Creative Problem Solving
- Screening, Identification, and Placement of Gifted Students
- Nurturing Potentially Gifted Students
- Revised Bloom's Taxonomy

Recommended for, but not exclusive of any stakeholder: classroom teachers, exceptional children's teachers, AIG teachers, and administrators

- Marzano's Classroom Instruction that Works
- Differentiated Education Plans Based on Students' Needs
- Identifying Gifted Children with Disabilities
- Technology to Facilitate Instruction

Recommended for, but not exclusive of any stakeholder: guidance counselors and administrators

- Counseling for underachieving gifted students

These listed offerings are linked throughout the plan to assist educators in identification, providing a differentiated course of study, selection of personnel, comprehensive programming within the school community, partnerships with stakeholders, and program accountability.

- Planned Sources of Evidence:**
1. School Improvement Plan goals include staff development
  2. Differentiated Instruction, Kagan Cooperative Learning, Junior Great Books, Foundations of Reading
  3. Board presentations to discuss plan
  4. Evaluation of programs, processes, and procedures for targeted student growth

**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:** The Central Office Curriculum Team for Surry County Schools keeps abreast of changes in teaching standards through attending state and national conferences and being present at regional meetings and information events sponsored by the Department of Public Instruction. The team also participates in DPI sponsored webinars, phone conferences and podcasts. Articles in professional journals are read and implications of the findings are incorporated into the local planning of staff development. Professional development is aligned to research-based best practices and national teaching standards. Use of the New Teacher Evaluation Instrument, which is inclusive of 21st century skills, provides a roadmap for professional growth and reflection.

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

**Description:** High quality professional development is the avenue for improving the knowledge base of our educators and providing appropriate differentiated instructional strategies. The Central Office Curriculum Team for Surry County Schools focuses on the following staff development offerings for all staff. Professional Development in Surry County Schools is aligned to 21st Century skills and content.

1. An annual local instructional technology conference is held for all teachers by district teachers, instructional specialists, and administrators. The 1-day drive in conference allows teachers to participate in quality learning sessions based on their level of readiness.
2. A local staff development day provided by the Board of Education focused on the 21st Century multiple literacies, helping teachers and administrators to have a common understanding of skills students need to be successful in the 21st Century.

**Planned Sources of Evidence:**

1. Multiple literacies of 21st Century
2. Cooperative Learning - Collaboration
3. Technology Integration
4. Lesson plan template implementation and use
5. SIOP Strategies
6. NCTIES Focus Group
7. Local technology conference
8. Teams for Friday Center Institutes

**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:** Surry County Schools establishes opportunities for gifted educators to plan, implement,

and refine applications for ongoing professional growth through district Professional Learning Communities and attending the state AIG conference. Each AIG teacher's daily/weekly schedule is booked with service delivery options for gifted students and planning times with other classroom teachers. Often these teaching schedules are so full that there is little time for collaborative planning with other support personnel. Recent cuts in staff development funds have made it difficult for AIG teachers to attend conferences and/or professional development opportunities that are offered out-of-county, limiting their range of professional experiences.

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

**Description:** Gifted educators throughout the school district meet on a monthly basis with a focused agenda. These meetings provide opportunities for teachers to plan, implement, and refine applications of their professional development learning. The AIG Coordinator meets monthly with these teachers and shares outcomes with administrators for common understanding throughout the school district.

Agendas and outcomes are maintained on the Leadership Team WIKI for ongoing reference.

Meeting locations (schools) change monthly to allow teachers to showcase their programs. Sharing opportunities are always available, as are updates, student successes, plan revisits, and new information.

**Planned Sources of Evidence:**

1. AIG Professional Learning Community monthly discussions
2. Postings on website
3. Staff development opportunities
4. AIG State Conference
5. Collaborative planning time

**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 Maintained Practice for 2013-2016.**

**Rationale:** Surry County Schools delivers services to gifted students based on a philosophy that defines gifted education as a design of many options and alternatives that vary in kind, and degree, and duration for many different students. (Treffinger, 1989) This array of services ranges from developing gifted potential to addressing the needs of students who already demonstrate advanced skills and abilities. The array of services also includes the nurturing of potential student placements and the collaboration of school support personnel to meet the social and emotional needs of gifted learners. The AIG Department believes that this service delivery practice has been successful and that it is essential to deliver a program of services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings.

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

**Description:** A comprehensive service delivery system is provided for gifted students through appropriate learning environments, content differentiation, and special programs. Appropriate learning environment settings include the regular classroom, another classroom, a resource room, another school within the system, or an inclusion setting. In some cases, the settings may even go beyond the school walls. These different learning environments permit flexible clustering and flexible pacing options. Content differentiation provides strategies for differentiated instruction for gifted students. These strategies include, but are not limited to, content acceleration, content enrichment, content sophistication, and content novelty. Special programs exist for students of all ages who show unique interests and talents. These programs are offered through regular education, co-curricular opportunities, and resources outside the school community. A program of services are delivered across all grade levels that are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners.

Grades K-2: Cluster grouping to differentiate and nurture student learning needs as well as intellectual needs, social needs, and emotional needs.

Grades 3-5: Junior Great Books, Jacob's Ladder, Investigations Math. Instruction is provided through flexible grouping, inclusion and pullout.

Grades 6-8: Junior Great Books, Connected Math 2, Accelerated curriculum, and Integrated Math I. Instruction is provided through flexible grouping, inclusion and pullout, and honors classes.

Grades 9-12: Junior Great Books, Honors/AP classes, Online courses through NCVPS, local virtual courses, and colleges/universities.

Grades K-12: Academic Clubs and competitions

**Planned Sources of Evidence:** 1. Service Delivery Options

2. DEP
3. Array of Services/Delivery Options/AIG Plan
4. Lesson plans
5. Class rosters
6. NC Wise reports
7. Student products
8. PLC meeting minutes
9. Flexible grouping, pull-out, inclusion
10. Interest groups
11. Grade/subject acceleration

**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:** Academically/Intellectually gifted students exhibit behaviors which are different from other students of their age, experience, or environment. The Surry County Schools are committed to providing an array of services designed to meet the needs of gifted students in English/Language Arts and Math. Surry County educates academically/intellectually gifted students for productive citizenship and life-long learning in the 21st century. Since gifted students flourish in a climate of on-going communication within and between school, community, and administration, continuous staff development and collaboration is encouraged to appropriately meet the needs of advanced and gifted students. This practice has been successful for Surry County Schools.

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

**Description:** Students are identified for AIG services in reading and math, thus provided services in each area. Resources are provided to assist teachers to provide a differentiated curriculum based on the goals of the program. See Practice A of Standard 4.

AIG teachers meet with teachers and other professionals and parents to explain and implement services that meet the needs of gifted learners. AIG teachers meet together on a regular schedule to share materials, professional development, and ideas relating to best practices in gifted education. The K-2 nurturing component allows early interaction with potentially gifted students. Data about student growth is disseminated periodically throughout the year. The AIG Director provides professional development from experts in the field of gifted education that address the 21st

century skills. At the beginning of each school year, AIG teachers develop a DEP/IDEP for each student in the AIG program with strategy options tailored to the need of each gifted learner. This plan is reviewed at the end of each school year to assess growth and/or identify further needs. The school system and each school promote enrichment opportunities for the gifted. Community members may support the AIG program by contributing knowledge in their areas of expertise through mentorships, field trips, and volunteering opportunities.

**Planned Sources of Evidence:** 1. Reading and math acceleration

2. Clubs and Competitions opportunities

3. Lesson plans

4. Team planning minutes

5. Surveys

6. NCSCS

7. Annual disaggregation of data

8. Professional development presentations and attendance records

9. EVAAS data

10. EOGs

11. Mentor feedback

12. Field trips

13. Presentations by volunteers

14. subject/grade acceleration and leveled/honors/AP classes

15. Online courses

16. Content specific competitions (i.e., Math Counts Chess Club, Battle of the Books, Debate Teams, Science Olympiad, Quiz Bowl, Destination Imagination, Sum Dog Math)

17. Fine Arts enrichment

**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:** The Surry County School System believes that services for gifted students must be part of an overall educational program that supports excellence for all students and believes that all students can learn. The standards and expectations for gifted students in the Surry County Schools are appropriately challenging and have been successful in enriching, extending, and/or accelerating the North Carolina Standard Course of Study.

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

**Description:** The Surry County School System recognizes its responsibility to promote dignity and respect for gifted individuals from all cultures and backgrounds and to promote a nurturing environment which engages gifted students in experiences that connect learning to real world applications. The LEA employs AIG teachers (certified or in the process of gaining an add-on

license) for each elementary school, and provides staff development in gifted education for regular classroom teachers. The Surry County Schools' Alignment Documents, based on the North Carolina Standard Course of Study, offers a comprehensive and accelerated curriculum. Classroom teachers have the opportunity to enrich and extend instruction through suggestions and ideas found in the alignment documents. Staff development for classroom teachers, focusing on best practices in gifted education, provide an avenue for collaboration and the creation of multi-tiered units of study. AIG teachers attend Professional Learning Communities established for regular education teachers and contribute through discussion and instructional ideas. The AIG teachers also attend grade level and team level meetings at their assigned schools to ensure open lines of communication and total school programming. Various grouping options (flexible clustering, inclusion, pull-out, etc.) provide for appropriate delivery match for identified gifted students and maximize the opportunities to nurture giftedness for other targeted students (i.e., under-represented populations and twice exceptional students).

Gifted programs and services are specifically aligned to the total instructional program. Resources and instruction enhance goals outlined for ongoing student progress.

1. Balanced Literacy
2. Junior Great Books
3. Investigations Math
4. Connected Math 2
5. AP Courses
6. Honors Courses
7. Virtual Courses
8. Accelerated Curriculum

**Planned Sources of Evidence:** 1. Flexible clustering

2. Inclusion
3. Advanced Differentiated Instruction
4. Enrichment
5. Professional Development attendance records
6. PLC meeting minutes and attendance records

**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 Maintained Practice for 2013-2016.**

**Rationale:** Every effort is made by the AIG Department of Surry County Schools to keep all stakeholders informed as to service delivery options for gifted students, regulations related to gifted education, and the local AIG program and plan. The AIG Department believes that past efforts have been successful avenues of communication and will continue with the same practices in the future.

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

**Description:** The local Board of Education approved AIG plan can be found on the Surry County Schools' webpage under the Programs link. The AIG teacher provides training, annually, for classroom teachers on the nomination process and the use of multiple criteria to recognize academically/intellectually gifted students and their needs. Additional information can be found on each AIG teachers' WIKI page and through newsletters. Parents/families of gifted students conference annually in collaboration with the AIG teacher to review their child's Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).

The AIG plan and referral/identification procedure is reviewed at each meeting of the site-based Student Services Team (SST). Updates on gifted education regulations and the local plan are presented at each SST meeting by the AIG teacher and at each county-wide Advisory Board meeting by the AIG Director. AIG teachers share AIG updates at area and grade level meetings and at meetings of Professional Learning Community meetings. Monthly meetings held for AIG teachers by the AIG Director provide another venue for discussion, plan clarification, and gifted education updates. Monthly updates are provided to administrators and the Central Office staff by the AIG Director, and AIG updates for the Board of Education are presented by the AIG Director per request. Changes in gifted education regulations, questions concerning the fidelity or delivery of the AIG plan, and plans for the AIG program for the upcoming school year are addressed and presented at the summer Administrator Retreat by the AIG Director.

All staff members are informed about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. The local plan is made available to all licensed employees. Training is provided and questions are encouraged to promote understanding of the program. The AIG Coordinator and AIG teachers are available to attend any school staff meeting to answer questions and provide additional information about the AIG program.

**Planned Sources of Evidence:** 1. Student Services Team focus sessions

2. Board presentations
3. Faculty presentations
4. Newsletters
5. Distribution of local plan
6. Website
7. Professional Learning Communities
8. Agendas of meetings
9. Sharing of documented literature
10. Agenda of Administrators' Summer Retreat

**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:** The AIG Director and the AIG teachers maintain open lines of communication between teachers and schools concerning delivery options as students transition from grade span to grade span and from school to school. The AIG Department believes that the communication has been successful through the collaborative discussion and planning of all stakeholders and the ease of student transition.

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

**Description:** Open lines of ongoing communication among all stakeholders are essential in ensuring the continuation of appropriate AIG services for identified gifted students. Classroom teachers and AIG teachers attend curriculum alignment meetings (vertically and horizontally) to keep abreast of curricular changes and updates. They also attend and participate in curriculum-focused Professional Learning Communities. Classroom teachers are required to collaborate with the AIG teacher to develop student DEPs/IDEPs. Service delivery options and differentiated instruction are accomplished through collaborative curriculum planning.

Concentrated efforts are made by the regular education teachers and the AIG teachers to ensure smooth student transitions from grade to grade and from school to school. Site-based school meetings occur as students move from PreK to Kindergarten, from fifth to sixth grade, and eighth grade to ninth grade. A transitional meeting for each elementary school is held and minutes are copied to the AIG Director for documentation and follow up.

Site-based AIG teachers are responsible for maintaining and updating the portfolios for identified gifted students annually. The student portfolio is sent to the receiving school if an identified student moves from one school to another within the county. If a student moves out of the school system, a copy of their AIG portfolio is included with other transfer information. The original student portfolio is then stored as an "inactive" file. Communication efforts to strengthen overall services for gifted students:

1. AIG teachers in a district wide PLC meet monthly. Information discussed and shared is housed on a WIKI closed to AIG staff and administrators only.
2. Transition of students between grade levels and schools is consistent. Vertical articulation is frequent during PLC meetings and during the annual transition meeting for students moving from grades 5 to 6 and from grade 8 to 9.
3. The AIG Coordinator and school based administrators ensure a seamless transition of student information and curriculum information.

- Planned Sources of Evidence:**
1. Vertical and horizontal alignment
  2. Transitional meetings and minutes
  3. PLCs of AIG staff
  4. End of year school reviews
  5. High school course description guide

6. Transition days (school visits)

**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:** The Surry County Schools strive to solicit input from a variety of sources to provide and improve the delivery of instruction to gifted students. AIG teachers annually present and explain the Surry County AIG plan to each school staff to reacquaint them with AIG procedures and answer any questions. The roles and responsibilities of the school community, along with service delivery options, are reviewed. Student Services Teams in each school meet as needed to review the success of individual student differentiated plans. Parents are included in the discussion of the learning environment and the type of instruction delivered by the AIG teachers. Since student demographic data has indicated an increase in the number of students that are English Language Learners, the AIG Department believes that additional, pertinent student information could be gained by including the ESL teacher in the referral/placement process.

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

**Description:** AIG teachers are assigned to every elementary school in the system to ensure an array of services is provided for identified gifted students. The AIG teachers collaborate with classroom teachers and certified support personnel to provide an appropriate differentiated program for students which extends the North Carolina Standard Course of Study both horizontally and vertically. AIG teachers may work with identified students in a 1-1, small group, or whole class setting. The AIG teachers also provide nurturing experiences for under-represented populations (low socio-economic, culturally/linguistically diverse, etc.) in grades 3-8. A nurturing component for K-2 students is planned through collaborative, consultative services for K-2 regular education teachers. The K-2 nurturing component provides a variety of experiences through curriculum enrichment and extension.

Site-based AIG teachers meet monthly with the AIG Director to receive information concerning gifted education, and administrators are provided monthly updates about the AIG program. Administrators support shared planning time for the AIG teachers and other educators. Site-based Student Services Teams and the county-wide Advisory Board (comprised of parents, educators, and community members) meet regularly to review the program's implementation and offer suggestions.

Student Services Teams meet as needed throughout the school year and team members are representative of grade spans. Student DEPs and IDEPs are reviewed periodically to ensure that there is a match in student/service delivery differentiation. In an effort to accurately refer and place all students that meet the criteria as stated in the AIG Plan for Surry County Schools, site-based

teachers for English as a Second Language and Exceptional Children has become a part of the student referral, identification, and placement process. AIG teachers annually ask ESL teachers to provide a list of student recommendations for placement consideration. Valuable student information can be gained as the ESL teacher works with the English Language Learner in a 1-1 or small group setting. The ESL teacher will also serve as an adjunct member of the SST team and assist in the presentation of student data, work samples, and information on the overall potential of the student to achieve.

District wide Professional Learning Communities ensure collaboration and involvement among all stakeholders in providing a differentiated program of services for gifted students throughout the span of grades K-12. Other efforts include:

1. AIG WIKI
2. Leadership WIKI and ongoing discussions
3. Monthly AIG meetings with AIG Coordinator
4. District Director meetings
5. Parent Meetings
6. Quarterly newsletter

**Planned Sources of Evidence:** 1. Professional Learning Communities ensure collaboration

2. Parent meetings
3. Honors curriculum Maps
4. AIG Task Force
5. Transition documents
6. Newsletters
7. Website
8. Planning meeting minutes
9. Site-based and county-wide meeting minutes
10. North Carolina Standard Course of Study
11. Invitation to Conference letters
12. County and school websites
13. SST meeting minutes
14. Lesson plans

**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:** Based on survey results and discussion with school counselors, the AIG Department believes additional staff development in meeting the social/emotional needs of gifted students would be beneficial.

- Goals:**
1. Work with school counselors to address and discuss the social and emotional needs of gifted students.
  2. Identify specific strategies to intentionally implement.
  3. Work to include a variety of ways to implement: whole group, small group, individually, etc.
  4. Connect social and emotional needs of gifted students with the strategies targeted to help.
  5. Provide time for school counselors and AIG Specialists to collaborate and provide joint student services

**Description:** The school counselors provide individual and small group counseling sessions for students that have been referred by classroom teachers and/or referred by the school's SST. The counselors also meet with each rising ninth grader, offer course suggestions, and assist with the high school registration process. The classroom teachers, AIG teachers, school counselors, and parents of gifted students participate in 504/IEP/DEP/IDEP meetings to plan appropriate student services. Individual parent conferences are held as needed to review and revise student services.

When surveyed, classroom teachers and AIG teachers requested staff development to assist them in meeting the social and emotional needs of gifted students, especially when an Individual Differentiated Education Plan in that area is warranted. Offering staff development opportunities that classroom teachers, AIG teachers, and school counselors can attend together will provide a common language and knowledge base. Collaborative planning and delivery of student services is easier when all school personnel are working toward the same goal.

It is important for gifted students and all stakeholders to understand the need to address social and emotional needs of gifted students. Addressing the developmental stages is essential. Gifted students may face the same potentially limiting problems, such as family poverty, substance abuse, or alcoholism. Some needs and problems, however, appear more often among gifted children. (Webb, 1994) In addition, gifted students need to understand how to cope with being intelligent - the pros and cons of their abilities. It is the goal of Surry's educators to help gifted students grow socially and emotionally and understand how to cope and seek help when needed.

Possible Topics: Perfectionism, Highly Gifted, Social Conflicts, Underachievement, Culture, Twice Exceptional, Socio-economics

Resources: Promoting Social and Emotional Learning (Elias, 1997)  
Nurturing Social-Emotional Development of Gifted Children (Webb, 1994)

- Planned Sources of Evidence:**
1. Parent meetings/conferences
  2. Counselor assistance with high school registration
  3. Staff development agendas/attendance sheets
  4. Documented collaborative meetings with classroom teachers, AIG teachers, and school counselors
  5. Documented guidance services
  6. DEPs/IDEPs
  7. Student IDEPs created with input from all stakeholders

**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:** Surry County Schools has been successful in offering a variety of accelerative instruction opportunities when deemed appropriate for the gifted learner. The local Board of Education approved AIG plan addresses each of these options.

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

**Description:** Programs and processes are provided for students based on their individual needs. A Student Services Team (SST) is in place for a group of educators to discuss individual needs of every student, from at-risk to gifted. When accelerative instruction and placement options are needed, the SST listens to collected information (student profile) from stakeholders and approves appropriate placement based on the individual needs of the student. Such options in place to accelerate instruction and placement are cluster grouping, accelerative online learning and instruction through colleges/universities, ischool, and NCVPS, grade skipping, and independent learning. These accelerative instructional and placement options are used when an appropriate body of evidence (student profile) indicates that it is warranted for individual gifted students. Should the SST determine such placement is warranted, a DEP or IDEP is required to be completed and discussed with parents.

A well-planned array of service delivery options (see Appendix B) provides most gifted students with avenues for enrichment and extension. However, highly gifted students may require radical differentiation strategies and/or placements.

The AIG plan for Surry County Schools defines how students are able to access accelerative instruction, if warranted. Parents seeking early entrance to Kindergarten are provided information about the process by the AIG Director and must meet the criteria referenced in the North Carolina General Statutes 115C-364, Policy ID Number GCS-J-001. Parents seeking grade acceleration for their child must meet the criteria as described.

Middle school students' math curriculum is accelerated in the sixth and seventh grade and Integrated Math I is taught in the eighth grade if it is deemed an appropriate placement by the site-based administrator and middle school instructors.

The student's grades, EOG scores, interest, and level of motivation are all considered. These math services are delivered at middle schools by highly certified teachers.

Students also have the opportunity to work independently on higher level tasks or areas of interest. Appropriate supervising personnel will direct these activities and may result in mentorships or job shadowing opportunities.

**Planned Sources of Evidence:** 1. Differentiated Instruction

2. Annual IDEP
3. Service Delivery Options
4. Roster of gifted students placed in accelerated math courses in middle school
5. Number of gifted students completing coursework through NCVPS
6. Early entrances to Kindergarten roster
7. Subject/grade acceleration roster
8. Array of service delivery options
9. Number of students participating in dual enrollment or early admission to a college/university
10. Number of students attending the North Carolina School of Science and Math or the North Carolina School of the Arts
11. Number of students attending Governor's School

**Other Comments:**

**Practice I**

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

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

**Rationale:** The AIG plan for Surry County Schools provides service delivery options for traditionally under-represented AIG populations. Every effort is made for the referral, identification, and placement of students who represent their school population. The Surry County Gifted Program provides a comprehensive service option that includes collaborative efforts of multiple school personnel (ESL teachers, counselors, foreign language teachers, technology specialists, media specialists, cultural arts teachers, social workers, speech/language teachers, and exceptional childrens' teachers). Currently, this is a successful practice.

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

**Description:** The AIG teachers partner with any school support personnel that can assist in meeting the needs of traditionally under-represented populations. English Language Learners are administered the WIDA assessment upon school entry, with ESL services provided, if warranted. The ESL teacher will collect student work samples and serve as an adjunct member of the school's Student Services Team when ESL students are referred for gifted placement. Non-traditional assessments may be used for additional information.

Each elementary and middle school has a nurturing component established for students in kindergarten through eighth grade. Students may participate in small group learning experiences that are coordinated by the AIG teachers. Selection of students to be included in a nurturing environment are in place (Appendix B). Students who meet the established district criteria for highly gifted placement, may be served individually or in small groups by the AIG teachert. An

IDEP is written collaboratively with other school support personnel to provide the most appropriate services, which may include grade or subject acceleration, independent learning contracts, and mentorships. Collaborative services for students identified as twice-exceptional are provided by the AIG teacher and the Exceptional Childrens' teachers. Service delivery options may include a one-on-one worker and subject and/or grade acceleration.

All students appropriately identified and placed in the AIG program must be served in the most appropriate environment. The AIG Coordinator works closely with the ESL Director and the EC Director to blend services when needed and to provide the most appropriate resources to assist students and their families.

All students are considered for possible AIG placement nomination through completion of AIG-8. The schools' AIG specialist and the principal determine students for which profiles are needed for possible placement based on specific criteria needed for placement.

Services are provided to meet needs of individual gifted students.

1. Documents are translated as needed.
2. Counseling is provided individually and in small groups to help students socially and emotionally.
3. Services are differentiated for twice-exceptional students and teachers meet frequently during a PLC process to provide appropriate instruction.
4. All curricula is differentiated to meet individual needs.

**Planned Sources of Evidence:** 1. Services provided for all who qualify

2. Nurturing (K-8)
3. AP courses
4. Surry Early College High School
5. WIDA Standards (ELL)
6. Rosetta Stone
7. Non-traditional assessment/portfolio of student work
8. Grade acceleration
9. Subject acceleration
10. DEPs/IDEPs
11. Honors/AP program at high school
12. Minutes of the SST which include adjunct members (i.e., ESL teachers, counselors, foreign language teachers, social workers, speech/language teachers, and exceptional childrens' teachers)

**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:** Providing services for advanced learners is a collaborative school effort and is the responsibility of all school personnel. Differentiation must include extended opportunities for talented, advanced, and gifted students in grades kindergarten through twelve, across all disciplines and in a

variety of area of interest. The AIG Department currently offers and coordinates multiple opportunities to enhance the education of gifted learners through extra-curricular programs and events and feels successful with these endeavors.

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

**Description:** The school community partners with parents to ensure that students meet high academic standards. Academically and intellectually gifted students have opportunities to enhance and further develop their needs through mentoring programs, job shadowing, cooperative education, internships, apprenticeships, clubs, competitions, and camps. Gifted students may also choose to participate in activities such as: School Yearbook/newsletter, Destination Imagination, Battle of the Books, Debate Teams, Geography and Spelling Bees, Science Olympiad, Duke TIP, Chess Club, summer enrichment camps, Fine Arts enrichment, and contests in their fields of interest. Additional support may be provided by school technology specialists, media specialists, and cultural arts teachers. Providing these programs and events is the responsibility of the total school community.

**Planned Sources of Evidence:**

1. Clubs and competitions participation
2. DEP/IDEP
3. Duke TIP participation
4. Budget Support
5. Local summer expo for high school students
6. Recognitions and Awards
7. Participation in mentorships, internships, etc.

**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 Maintained Practice for 2013-2016.**

**Rationale:** The AIG Department strives to keep the lines of communication open with all stakeholders through multiple venues (teacher conferences, phone calls, emails, progress reports, AIG brochures, newsletters, newspaper articles, an AIG website, site-based presentations to school staff, Board of Education presentations, etc.). Annual meetings with parents are held to evaluate service options for students and to make changes when needed. A wide variety of service options are available that enrich and accelerate the academic, intellectual, and social well-being of each identified gifted student. Student/service match is the key for optimum student progress and growth.

Schools utilize joint resources to offer gifted students effective learning opportunities. A site-based Student Services Team at every school strengthens the AIG program and provides a forum for dialogue. This team is comprised of the AIG teacher, regular education teachers), and parents of AIG students. The team meets regularly. A county-wide AIG Advisory Committee comprised of parent representatives from each school, principals, regular classroom teachers, AIG teachers, a Board of Education representative, and the AIG Director meets annually to discuss the needs of the AIG program and to review the goals and program described in the plan. The AIG Department believes that all of these practices have assisted in establishing open lines of communication and have been effective in student/service match.

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

**Description:** Schools are only one part of any student's education. Parents and the community provide irreplaceable experiences for students. It is the cooperative interaction among the stakeholders that provides the smooth, efficient growth of students. Most parents are directly involved in the school life of their children on a daily basis either by talking to their children or to school employees. Their support is indicated by their volunteering, fund-raising, and willingness to help not just their children but also any one who is in need. Businesses and community clubs show their support by providing gifts of money and materials, volunteering of employees, donation of equipment, sponsorship of scholarships, and providing leadership in the community that fosters educational growth.

The membership of the Curriculum Committee of the Surry County Board of Education includes school administrators, teachers, parents, and community leaders. This broad-based committee will provide an avenue for dialogue between schools and the community regarding needs for AIG students.

The Parent Advisory Committee is an avenue to dialogue with parents/families.

**Planned Sources of Evidence:** 1. Service projects

2. Clubs and competitions
3. Mentors and tutors
4. DEPs
5. Annual Reviews
6. Progress reports/Report cards
7. Translations
8. Handbooks
9. Newsletters
10. Board meetings
11. Webpage
12. Alert Now telephone message system
13. Open House
14. Student Led Conferences

**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:** The AIG Department believes that they have been successful in sharing any and all information concerning the AIG plan to stakeholders. Recent surveys indicated that a majority of school personnel, parents, and students felt they had been informed as to the local AIG program and the AIG plan. AIG brochures provide program information for each grade span and stakeholders are welcome to meet with any of the AIG teachers, administrators, and the AIG Director regarding questions about the AIG program or the AIG plan. The local AIG plan is posted online and hard copies are available upon request. Any concerns or questions are met with quick and efficient responses.

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

**Description:** The AIG Department makes a concentrated effort to inform all stakeholders, especially parents of gifted students, of the local AIG program and plan. Therefore, the workings of the AIG Department should be transparent to all stakeholders. AIG brochures provide information about the AIG program, possible service delivery options, and contact information. An open door policy of communication welcomes parents to meet with any of the AIG teacherse, administrators, and the AIG Director regarding questions about the AIG program or the AIG plan. The local AIG plan is posted online and hard copies of the plan are available upon request. School personnel and parents are advised when any policies are changed that relate to gifted education through a variety of venues (newsletters, Parent Nights, conferences, etc.). The site-based Student Services Team at each school and the county-wide Parent Advisory Committee are instrumental in sharing information concerning the gifted program. The committee members answer questions

from other AIG parents as needed and share. Annual meetings with parents of AIG students (planning and signing of DEPs and/or IDEPs) offer the AIG teachers a time to update information, listen to concerns, and answer questions concerning the AIG program and plan. Additional information about the AIG program is shared through the district website, emails, newsletters, brochures, and event flyers. Updates for school personnel occur annually with a review of AIG procedures by the AIG teachers and monthly in area and team meetings which the AIG teachers attend. Periodically, the AIG teachers will present AIG information at scheduled teachers' meetings. The AIG Director meets each month with the AIG teachers to share plan and policy updates and provides the same information to administrators through monthly AIG updates. Presentations for the Board of Education occur as needed and per request.

**Planned Sources of Evidence:** 1. Task force includes parents

2. Parent Newsletter
3. Plan posted online
4. Parent nights (Agendas and sign-in documentation)
5. Transition meetings
6. Signed DEP
7. Awards programs
8. Hard copies of the plan available upon request
9. Newsletters
10. Agendas, minutes, and sign-in documentation from SST meetings
11. Agendas, minutes, and sign-in documentation from County-wide Parent Advisory Board
12. Student Awards Programs
13. Agendas and sign-in documentation from transitional meetings

**Other Comments:**

**Practice C**

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

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

**Rationale:** The development, implementation, and monitoring of the local AIG program and plan involves stakeholders that reflect the diversity of AIG parents/families and the community.

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

**Description:** The local AIG plan is developed in coordination with a task force comprised of educators, parents, and members of the business community. Implemented and monitored by school staff, the annual plan review and possible needed revisions include a task force that includes educators, parents, and members of the business community.

Presently, the AIG Department works to involve multiple stakeholders in a variety of ways. Stakeholder input is sought through surveys (parents of AIG students, AIG students, classroom teachers, AIG teachers, administrators, and community members) and responses are tallied. The AIG Director reviews the surveys, compiles the information provided, and looks for trends in responses. In an effort toward program improvement and excellence, this information is shared with the Surry County Schools' administration, the AIG teachers, the site-based School Support Committees, and the county-wide Parent Advisory Committee. Changes are made based on survey results as personnel and monies permit. Student-focus groups offer suggestions for program/plan improvement and collaborative planning between AIG teachers and classroom teachers is encouraged. The AIG Director and local administrators assist with monitoring the plan through teacher observation and conferences.

**Planned Sources of Evidence:** 1. Task force inclusive  
2. Survey results (teachers, students, parents)  
3. Plan posted online  
4. Student focus groups  
5. Teacher observations  
6. Parent Advisory Committee

**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:** With the changes in the student demographics in Surry County Schools, a concentrated effort is made to inform all parents/families in their native language and make AIG services accessible to all. Because of a wide variety of dialects, a knowledgeable translator is contracted to meet the many needs of families for the comprehension of information distributed. This is a practice that has improved and become a practice in every department district wide.

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

**Description:** With efforts in place to identify students for the gifted program who speak English as a second language, efforts to communicate with parents in their native language are imperative. All information shared with parents is translated, messages home via telephone. Also, all AIG parent forms are translated to help ease communication barriers. An online communication translation tool is also in place on the district's website.

The ESL Program provides funding to translate AIG communications. These translated materials are available at each school site and at the Central Office. The ESL teacher may also assist in the interpretation of student work samples for the AIG teacher and the placement team. The AIG Department will offer staff development in the characteristics of gifted students that are

culturally disadvantaged or are from culturally diverse backgrounds. Regular education teachers, AIG teachers, and other school support personnel are invited to attend. Reference materials on this topic are provided. If a need exists, the AIG Department, in conjunction with the ESL Director, provides the services of a translator at Curriculum-Focused Parent Nights for parents of gifted students. These Parent Nights may be held at individual schools or district-wide.

**Planned Sources of Evidence:** 1. AIG brochure translation

2. Translation of all forms
3. Parent meetings include translator when needed
4. Newsletter translations
5. Translated website
6. Collaboration with ESL and other support personnel

**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 Maintained Practice for 2013-2016.**

**Rationale:** Surry County Schools believes in an open door policy where parents and community members are welcome to participate in school events and support gifted education. Parents and community members are encouraged to visit the schools and volunteer in various capacities. The AIG Department believes that this initiative is successful and is evidenced by the number of parents who are involved in a variety of gifted education opportunities.

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

**Description:** The AIG Department, the site-based Student Services Teams, and the county-wide Parent Advisory Committee work diligently to inform parents and community members of opportunities to support gifted education. AIG teachers survey parents of gifted students to determine areas of expertise and willingness to volunteer. Parents and community members attend and are a part of various extra-curricular activities. These individuals may be guest speakers, coaches, judges, volunteers, or a part of an audience. Some of the AIG sponsored activities may include: Chess Clubs, Math Clubs, Destination Imagination Teams, Debate Teams, Science Fair, Battle of the Books for grades 3-5 and 6-8, Quiz Bowl, Robotics Teams, and state band and choral contests. (A complete listing of these opportunities may be found in the Array of Services in Appendix B.) Parents and community members are invited to serve as panel participants for the presentation of Senior Graduation Projects. Local businesses offer placement opportunities for mentorships and apprenticeships, and business leaders share their areas of expertise with gifted students. The AIG website, newsletters and brochures communicate gifted education opportunities.

8/8/2013

- Planned Sources of Evidence:**
1. Number of parents/community members that have volunteered to serve in various capacities at gifted education opportunities
  2. Senior Graduation Projects panelists
  3. Extra-curricular activities (judges, volunteers, etc.)
  4. DEPs
  5. Annual Reviews
  6. Number of businesses/community members that support gifted students in mentorships/apprenticeships
  7. List of guest speakers/volunteers for opportunities sponsored by gifted education
  8. Newspaper articles/photos/award recognitions
  9. AIG website

**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:** Surry County Schools delivers a program of services for AIG students which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings. Surry County Schools operates under a local Board of Education approved plan for

Academically/Intellectually Gifted students. The plan is written in accordance with state legislation, meets the recommended criteria of the State Board of Education and the Department of Public Instruction, and encompasses the six North Carolina AIG Program Standards and accompanying practices. The AIG plan is completed according to state established timelines and submitted to the state for review and comment. The AIG plan is reviewed annually. The AIG Department believes that these practices have been successful.

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

**Description:** Surry County Schools AIG Task Force comprised of administrators, teachers, and parents revisited the plan for identifying, placing, and serving academically and intellectually gifted students. Revisiting the 4th generation plan consisted of AIG teachers and administrators reviewing the plan with the rubric developed for gifted education. Groups concluded the plan is a well written comprehensive plan that will continue to guide services for academically/intellectually gifted students.

**Planned Sources of Evidence:** 1. Taks force minutes

2. Local plan developed and approved by BOE
3. Plan posted on website and distributed
4. AIG budget/State allotment
5. Local Board minutes
6. Comments/Recommendations from NCDPI

**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:** Surry County Schools 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.

The AIG plan for Surry County Schools adheres to North Carolina's AIG legislation, Article 9B, and the six North Carolina AIG Program Standards adopted by the State Board of Education in July of 2009. The successful implementation of the plan is monitored by an AIG licensed Director and administrators well-versed in the workings of the plan and differentiation strategies. Fidelity is ensured through regularly scheduled meetings with all stakeholders, internal paperwork review, and administrative observations. The AIG Department believes that the monitoring of the plan and its fidelity has been successful and will continue with the same practice in the future.

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

**Description:** The local AIG Plan is reviewed annually by administrators, gifted educators, and parents in accordance with current legislation and state/local policies. The review ensures the fidelity of implementation of all AIG program components. The DEP/IDEP are modified according to new opportunities provided for student growth. All AIG Plan modifications are approved by the local Board of Education.

The AIG plan for Surry County Schools is written based on state law adopted July 2009 regarding the NC AIG Program Standards. All stakeholders are made aware of the AIG plan and its implications through awareness sessions provided by the AIG Director. Monitoring of the plan occurs on a daily basis by site-based administrators through teacher observation and adhering to the AIG teacher's schedule for working with identified gifted students. Additional monitoring occurs through internal paperwork review and school visits by the AIG Director. Monthly scheduled meetings for AIG teachers with agendas addressing concerns and ways to improve gifted services are conducted by the AIG Director. Periodic meetings with stakeholders (i.e., School Support Committee, Advisory Board) are held throughout the school year and provide an avenue for monitoring the AIG plan and supporting the AIG program. Surveys completed by stakeholders provide additional monitoring information through suggestions and concerns.

**Planned Sources of Evidence:**

1. Reviewed annually
2. AIG PLC meetings
3. Adherence to SB 9B
4. Due Process
5. Administrative monitoring
6. Ongoing compliance (internal)

**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 Surry County School System monitors state funds allocated for the AIG program according to state policy. The State of North Carolina in Program Report Code 34 allocates funds for gifted education. The Surry County Board of Education authorizes the use of flexibility in funding to the greatest degree possible to maximize resources for the Academically and Intellectually Gifted Program. The AIG Director receives a finance report each month for review, and the AIG Department, in conjunction with the Finance Department, ensure that state funds are used correctly.

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

**Description:** Only state funds operate services for gifted students. No grant funds, federal funds, nor local funds are allocated for gifted services. State funds are utilized and monitored solely for the local AIG program according to state policy.

Effective July 1, 1997, funds allocated for academically or intellectually gifted students may be used only for academically or intellectually gifted students; to implement the plan developed under G.S. 115C-150.7; or in accordance with an accepted school improvement plan, for any purpose so long as that school demonstrated it is providing appropriate services to academically or intellectually gifted students assigned to that school in accordance with the local plan. Funding for gifted education is based on 4% of the average daily membership of the local school system.

**Planned Sources of Evidence:**

1. Personnel reports
2. Resources acquired
3. Professional Development schedule
4. Budget Reports

**Other Comments:**

**Practice D**

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

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

**Rationale:** The AIG Department of Surry County Schools analyzes student performance growth and drop-out data annually. The Director of Student Accountability prepares data presentations and notebooks for ongoing analysis and reference for all principals, directors, and other school personnel. Data is used for the school improvement process.

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

**Description:** The AIG Coordinator shall work with the Director of Student Accountability annually to extract, analyze, and share all data regarding the AIG program, including drop-out data. Reports will

be shared with all program stakeholders including Board of Education, administration, instructional staff, parents, and community members.

Student performance growth is maintained and analyzed on an annual basis. End-of-grade test results are disaggregated by district, school, grade, teacher, and student. EVAAS data is reviewed by administrators and central office staff and recommendations are made. Individual student reports for AIG students are shared with administrators, classroom teachers, AIG Specialists, and parents. Student growth and accountability information is shared with the Board of Education on a yearly basis. An annual review occurs for identified gifted students in grades K-8 through the DEP or IDEP with placement recommendations made for the following school year.

**Planned Sources of Evidence:** 1. Student performance disaggregated data  
2. DEP/IDEP reports on interventions  
3. Written and verbal feedback  
4. High school drop-out data cross-referenced with identified AIG students

**Other Comments:**

**Practice E**

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

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

**Rationale:** Monitoring the representation and retention of under-represented populations in the local AIG program is vital for program fidelity of the local plan. The AIG Director for Surry County Schools reviews each school's headcount quarterly. Site-based AIG teachers review the minutes of their Student Services Team, advocate for students from under-represented populations, and provide nurturing experiences for potential student placements. Surry County Schools feels successful with these practices.

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

**Description:** The Surry County School district recognizes that gifted students exhibit behaviors that are different from other students of like age, experience, or environment, and we realize students in all ethnic, geographic, and socio-economic groups exhibit these exceptional abilities. Therefore, the Surry County School System is committed to meeting the needs of a diverse population of students by providing a broad array of service options designed to maximize the opportunities for students to develop and manifest gifted behaviors.

- Each school year, the Student Services Team establishes a pool of candidates for potential inclusion in the services for academically/intellectually gifted students in grades K-12.
- Each teacher submits a list of his or her students including those who are culturally and economically diverse, high interest or potential in a specific academic area. (AIG-8)
- Self nominations are accepted as well as those from teachers, parents, or other school

professionals.

Ensuring multicultural education and equitable school experiences provide all students with the opportunity to reach their full potential as learners. Multicultural classroom activities are designed to increase teachers' awareness and counter the negative effects of race, ethnic, socio-economic bias, and discrimination for students. System-wide trainings in Understanding Poverty by Ruby Payne and the Sheltered Instruction Observation Protocol (SIOP) for English language learners provide teachers with a broader perspective of students' background of experiences. Students who show potential for giftedness in relation to their own demographic group are monitored.

Collaboration with the Exceptional Children's teacher provides insight and instructional strategies for working with students that are identified as twice exceptional. The AIG teachers analyze the academic performance of these students to provide for a more inclusive program.

**Planned Sources of Evidence:** 1. AIG-8 completed by all teachers (Pool of candidates)  
2. NCWISE (extrapolate from LEA)  
3. Monthly rosters  
4. Child Count

**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:** Surry County Schools maintains current data regarding the credentials of personnel serving AIG students. Data concerning the credentials of all school personnel is maintained and updated by the Personnel Department. This practice has been successful for the AIG Department and Surry County Schools.

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

**Description:** Working closely with the Department of Human Resources, a list of current AIG licensed educators is maintained by the AIG Coordinator. In addition, a schedule for each teacher is maintained, as well as students served. Ongoing data is collected to ensure ongoing student and teacher growth.

The Personnel Department of Surry County Schools maintains up-to-date licensure information through the Human Resource Management System. The AIG Department also keeps current licensure information concerning the AIG teachers hired for Surry County. Each teacher hired as an AIG teacher must either possess current AIG licensure as mandated by the state of North Carolina or be in the process of receiving that add-on certification through an accredited college or university.

**Planned Sources of Evidence:** 1. Human Resource Management System reports  
2. AIG Coordinator maintains records on licensed personnel

**Other Comments:**

### **Practice G**

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

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

**Rationale:** A district-wide Parent Advisory Committee in Surry County Schools supports the AIG program, providing a forum for dialogue regarding the AIG program, and reviewing the goals and programs described in the AIG plan. At a minimum of 3 times per year, AIG PLCs meet to provide an avenue for discussion and suggestions, while the Parent Advisory Committee convenes each fall and spring for broader discussions.

**Goals:** 1. Continue with the establishment of an advisory group to meet with a goal of making recommendations for AIG program improvement.  
2. Ensure the inclusion of representative audiences of AIG teachers, administrators, parents, and business community.  
3. Continue to discuss advisory groups with regional colleagues for how to successfully manage a parent advisory group.

**Description:** The AIG Coordinator organized an AIG Advisory group in 2011 including teachers, administrators, parents, and community members to create a culture of to discuss, research, and recommend programmatic improvements to services provided for gifted students. Input for organizing the group was sought from colleagues in other districts on best practices of organizing advisory groups, as well as from state colleagues and leaders.

Although the group is now established, a venue to discuss AIG related issues in greater depth is needed and subgroups for specific area discussions would be helpful. This practice is in its infant stages and will continue to grow in the future.

**Planned Sources of Evidence:** 1. List of selected and invited advisory members representative of school districts, populations, and grade spans  
2. Meeting agendas and sign-in sheets  
3. Advisory evaluations

**Other Comments:**

## **Practice H**

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

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

**Rationale:** Surry County Schools believes program improvement requires feedback from students, parents/families, teachers, and other stakeholders. Surveys completed by stakeholders (samples are included in Appendix E), annual conferences with parents, ongoing parent/teacher communication, site-based and county-wide AIG meetings (School Support Committee/Advisory Board), and collaborative planning sessions with regular education teachers provide opportunities for feedback concerning the local AIG program. The AIG Department believes that the information regarding the AIG program's effectiveness is gained through documentation provided by schools at the end of each school year through the AIG Annual Performance Review.

**Goals:**

1. Survey students annually on instructional and program effectiveness
2. Survey parents annually on program effectiveness
3. Survey regular classroom teachers annually on AIG program effectiveness
4. Seek ongoing feedback from AIG teachers during monthly PLC meetings
5. Discuss data collections with regional colleagues quarterly

**Description:** Feedback regarding the quality and effectiveness of Surry County's AIG Program is provided through completed surveys by all stakeholders (administrators, AIG Specialists, regular education classroom teachers, AIG students, parents, and community members). Survey results are tallied and shared with administrators, AIG teachers, and appropriate stakeholders. Parent conferences held annually to complete DEPs/IDEPs provide an avenue for feedback. Each DEP/IDEP has a place for parents to voice concerns or suggestions in written format. Ongoing parent/teacher communication occurs through multiple avenues. Regularly scheduled meetings of site-based and county-wide AIG Committees/Board offer another venue for feedback. An open door policy of communication allows concerns and suggestions to be handled efficiently and effectively.

The AIG Coordinator seeks ongoing input from all stakeholders regarding the quality and effectiveness of the gifted program. Various additional strategies are in place to gather information on an ongoing basis.

1. A parent advisory council is minimally in place for program improvement. A council was developed to seek parent input from all school districts and in all grade spans.
2. Monthly focus sessions with AIG teachers provide ongoing feedback on specific topics and issues as well as provide an ongoing opportunity for teachers to share.
3. In conjunction with the Director of Student Accountability, data is collected for sharing with all stakeholders. A collection of data overtime will strengthen programming for all gifted students.

**Planned Sources of Evidence:** 1. Survey results

2. Parent Advisory outcomes
3. Professional Learning Community outcomes
4. Data discussions and presentations

**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:** The mission of the Surry County Schools AIG program is to seek ways to continually improve. The review and revision of the local AIG plan in Surry County is ongoing and includes information from all stakeholders. The plan is fluid and referenced frequently as a guide for reference, implementation, and evaluation.

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

**Description:** The AIG Department reviews a variety of data prior to making revision decisions concerning the county's AIG plan. Information about student performance is derived from EOG/EOC results that are provided by the Testing and Accountability Department, EVAAS data, report cards, annual DEPs/IDEPs, and local formative/summative assessments. AIG teachers and regular education teachers provide information about the effectiveness of the program and evaluate staff development offerings that are provided. They also have an opportunity to suggest additional areas of staff development that they feel are needed or may be of benefit to improve the service delivery options for our gifted students.

The AIG Director receives additional information about the quality and effectiveness of the AIG program through discussions held at staff meetings, administrators' meetings, AIG Committee meetings, and survey results. Other information is provided through site-based AIG Performance Reviews completed annually.

The AIG Director receives national and state updates by attending AIG Regional Roundtables, NCAGT state conferences, and meetings hosted by the AIG State Consultant for the Department of Public Instruction and shares the information with appropriate stakeholders. The AIG Director reviews all pertinent information and discusses possible changes to the plan with the Assistant Superintendent for Curriculum and Instruction. Any changes recommended to the AIG program or plan are presented to the local Board of Education for action and approval. Upon approval, all stakeholders are informed.

**Planned Sources of Evidence:** 1. EVAAS Data

2. Formative Assessment
3. Summative Assessment
4. Staff Development evaluations
5. Survey results

6. Faculty meetings
7. Curriculum committee
8. Regular AIG staff meetings

**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:** All data from the local AIG program's evaluation is public knowledge and is shared with appropriate stakeholders by the AIG district leaders. This maintains working relationships with partners and program stakeholders.

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

**Description:** The operation of Surry County Schools' AIG program is transparent to the public. The AIG plan is posted and updated on the Surry County Schools' webpage and is available in hard copy upon request. A list of site-based AIG teachers and their contact information is provided so questions and concerns may be addressed at the local level.

Presentations concerning AIG data are made to individual schools and parents of identified gifted students by the AIG Specialists assigned to the school. The AIG Director presents evaluation data to the AIG teachers, administrators, the county-wide Advisory Board, and the local Board of Education. Testing and Accountability information is published in the local newspaper and is made available to other media sources.

The use of an informational brochure and the AIG webpage describes the AIG program and maintains a written form of communication to parents and the community. The brochure is distributed to all schools for parent meetings and other stakeholders as program information. School professionals provide to local media information about daily or special activities.

Program data collected throughout the year is organized into a report from the department and provided to parents in annual report format. The report is posted online and provided as part of the fall parent newsletter. The report is also shared with the parent advisory group, the Board of Education, and school system employees.

**Planned Sources of Evidence:** 1. Disseminate an executive overview of program evaluation  
2. Board minutes  
3. Principal meetings  
4. Stakeholder requests  
5. PLC meetings

**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:** The Surry County Schools protects AIG students' rights through policies, procedures, and practices.

Surry County adheres to the Family Educational Rights and Privacy Act (FERPA), Article 9B, and Chapter 115C-150.8 (Review of Disagreements) of the North Carolina General Statutes.

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

**Description:** It is important that parents understand the Procedural Safeguards (legal rights) provided for their children. In the Procedural Safeguards document are explanations in user-friendly language that explain students' rights and how they are protected through policies, procedures, and practices. Anytime a student requires testing for program identification, parents receive a copy of this document. A copy is also linked on the website for ongoing reference.

Written policies are in place to safeguard the rights of AIG students and their parents/families as follows:

- o Data to be considered can include scores on current Test of Cognitive Skills, End-of-Grade/End-of-Course Tests, Harrison Checklist, Gifted Rating Scale, and/or other instruments deemed appropriate. If testing is necessary, parental permission is required and is obtained using Form AIG 1 and invited to conference regarding the results on AIG 3). In addition, parents are notified in writing prior to the testing.

- o Students already identified as academically and intellectually gifted who move into the district are served by comparable services until reviewed by the Student Services Team to determine local eligibility for AIG services. If parents or guardians have a disagreement concerning misidentification or placement of their child, they shall first request in writing a meeting with the school-level team that made the questioned decision. This committee reviews all documentation and reports to the parent or guardian their decision in writing within 10 days of receipt of request to review decision.

- o If the parents are not satisfied with the review committee's decision, they may appeal in writing within 10 days of the decision to an Administrative Review Committee composed of the AIG Coordinator, the Director of Curriculum/Instruction, and the Superintendent/Designee. They will review the case and respond to parents and the school-level committee in writing within 10 days of receipt of the appeal.

If the agreement is not resolved by the Administrative Review Committee, the school system will arrange for mediation with a trained mediator within 10 days of the decision.

The Surry County Board of Education will accept written appeals within 10 days of the failure to reach agreement through mediation. They will provide a written decision within 35 days of receipt of the request.

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve the disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of this hearing will be limited to consideration of (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child.

Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney's fees are not available to parents in the event they prevail in a due process hearing.

**Planned Sources of Evidence:** 1. Policies in place

2. Due Process
3. Adherence to FERPA
4. Ensuring program fidelity
5. OCR Updates
6. Attorney updates
7. JAVITS updates

**Other Comments:**

**Glossary (optional):**

**Appendix (optional):**

AIG FORMS SEPARATE.zip (*Appendix*)