

Thomasville City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on:

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Submitted to NC Department of Public Instruction on:

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Thomasville City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2019-2022, Thomasville City Schools local AIG plan is as follows:

Thomasville City Schools Vision for local AIG program: Vision

The Advanced Learning Department will maximize the potential of gifted learners by providing programs and services which match their unique characteristics and needs.

Mission

It is our mission in Thomasville City Schools to partner with parents, community, and staff to nurture and prepare students for success in the 21st Century. Educating the whole child and providing them with the tools needed for success in life is paramount. Expectations for a positive learning environment along with rigor, relevance, and relationship building will ensure success for all students.

We believe in and nurture the whole child through academic, social, emotional, nutritional, and physical development which honors diversity promotes high expectations and celebrates individual and collaborative achievement and growth.

We believe parents and community are critical components to the success of our students, staff, and

schools; forming partnerships and fostering understanding and engagement with these stakeholders is a priority.

We believe in the essential role faculty and staff play in achieving our mission and respect their diversity while working to support and develop the adult capacity necessary to impact our students' success.

We believe that all students and staff will incorporate innovative 21st Century technology in the learning process.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$123369.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

District Response: Thomasville City Schools has written detailed procedures for screening, referring, and identifying gifted students. Screening and identification procedures are communicated consistently at all levels during the school year. The AIG Coordinator interacts with parents/guardians to obtain consent for testing upon Gifted Identification Team recommendation.

Grades K-2 Nurturing AIG Potential

Teachers in grades K-2 will identify students to refer using the following tools: kindergarten screening instrument, mCLASS a universal screener that measures the development of reading skills of all students in grades K-5 through two primary assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) assessments. Individual student Gifted Rating Scales (GRS) completed by teachers are included in data reviews. The GRS assesses achievement, aptitude, motivation, creativity, and leadership based on observations in the classroom. The AIG Coordinator and Gifted Identification Team (GIT) will review assessment data, formative assessment data, and teacher input.

Grade 3 Initial Identification

During the fall of a student's 3rd-grade year, the Beginning of Grade 3 Test (BOG3) results is reviewed to determine the initial placement of 3rd-grade students in the area of reading. In the fall, the Cognitive Abilities Test (CogAT) is administered to all 3rd-grade students for further identification in the areas of reading and math. End of Grade Reading and Math (EOG) test data is also used to determine any additional placements for 3rd-grade students. Other nominations are made after teachers, the Advanced Programs Department and Gifted Identification Team (GIT) review all students' end-of-year assessments in reading/math and review achievement and aptitude test scores.

Grades 4-12 Initial and Continuing Placement

4th-12th-grade student data are reviewed annually following Spring, EOG testing. If a student meets pathway requirements for the first time, the initial placement process will be followed. Teachers may also make nominations based on knowledge of student ability and work.

Nominations are initiated by teachers, parents, students, or other certified staff who know students' learning needs. At this time, all current data is analyzed and reviewed to determine appropriate placement and need for additional screening or testing. Nomination and identification procedures are made available to classroom teachers through the district website, handbook, professional learning

communities, and presentations. Nominations occur during professional learning community meetings, individual teacher meetings, staff meetings, and referral form submissions to ensure all teachers understand which students meet AIG Pathways and to determine if a need to follow nomination processes for any additional students exist.

Practice B

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

District Response: Multiple criteria, which includes traditional and non-traditional standardized measures, are currently used to identify AIG students.

The goal of TCS is to identify and serve 8-10% of the students in each grade level beginning in third through eighth grade. Kindergarten through second-grade goals includes talent development to identify students performing one to two levels above the current grade-level. The 2019 Spring Headcount indicates the need to continue efforts at all levels. The following processes have been implemented and will be achieved with the 2019-2020 school year to help TCS reach our goal of 8-10% of total students being identified in each grade level.

Spring 2019 Headcount

Grade 3 Percentage 0.6
Grade 4 Percentage 3.5
Grade 5 Percentage 4
Grade 6 Percentage 9.6
Grade 7 Percentage 14
Grade 8 Percentage 9
Grade 9 Percentage 10
Grade 10 Percentage 10
Grade 11 Percentage 13.7
Grade 12 Percentage 8.1

Total Number AIG Students = 139
Total Number of Students Grades 3-12 = 1,807
Total Percentage of TCS AIG Students = 7.7

Grades K-2

Advanced Programs personnel will collaborate with the classroom teachers to address the needs of students in K-2 who are achieving beyond their classmates/age mates. K-2 teachers identify students in need of more differentiated activities using the criteria discussed in practice A of this plan.

5/28/2019

Differentiated activities and stations will be available for students identified as needing advanced and/or more rigorous opportunities.

Grades 3-8

The formal search and screening process begins in grade three with the Cognitive Abilities Test, Beginning of Grade Reading Test, End of Grade Math Tests, End of Grade Reading Tests, and MClass data. Students scoring 85% or higher on either test will comprise the initial pool. Classroom teachers, parents, English as a Second Language(ESL), and the Exceptional Children's(EC) department may provide supporting documents, and request/nominate students to be added to the screening pool.

Next, data is collected to determine: 1) the need for further assessment to substantiate the demand for differentiated services, or 2) that the student is currently in an appropriate learning setting. Data may include standardized achievement tests, aptitude scores, grade averages (2 most recent grading periods), classroom observations, assessment, work samples, local performance tasks, and identification records from another LEA. A nonverbal aptitude test, such as the Naglieri Nonverbal Ability Test (NNAT) 2, may be used for culturally diverse, economically disadvantaged, and/or disabled students. The new pathways currently capture these subgroups, so the NNAT has not been needed in recent years. It will remain available as a tool if needed.

The AIG Coordinator and the school level Gifted Identification Team (GIT) will use these assessments to decide appropriate services for the pool of students. The GIT is comprised of the following members: Advanced Programs personnel, Classroom Teachers, Counselor, Principal (or designee).

Students Grades 9-12

Students identified in grades 3-8 will continue services at the high school level. Students with AIG identification and new to Thomasville High School will continue services and have all available options for advanced programs and coursework.

Any high school student referred by staff and/or parent for AIG identification will be reviewed using the same placement criteria as for 3rd-8th-grade students. High School students may participate in a variety of advanced level courses.

Students may select from numerous AP and Honors courses beginning in 9th grade. Courses provided by Davidson County Community College and the North Carolina Virtual Public School are available to students as enrollment options. Students may apply for Early College at the end of their 8th-grade year. Students participating in Early College may graduate with two years of college credits. Students may apply for participation at Yadkin Valley Career Academy (YVCA) at the end of their 8th-grade year. Participating students may graduate high school with two years of college credit. Career and Technical Education(CTE) career path opportunities are available, some including participation in dual enrollment courses.

Academically or Intellectually Gifted Placement Criteria

A student may be placed using one of the following pathways:

Pathway 1 Intellectually Gifted (Must meet 1 of 3 criteria.)

Identification: Intellectually Gifted (Aptitude Only)

Aptitude Test: 95th percentile or above on Composite (Reading and Math)

Aptitude Test: 95th percentile or above Verbal Subtest (Reading Only)

Aptitude Test: 95th percentile or above Nonverbal or Quantitative Subtests (Math Only)

Pathway 2 Academically and Intellectually Gifted (Must meet both criteria.)

Identification: Academically and Intellectually Gifted (Aptitude and Achievement)

Aptitude Test: 90th percentile or above on any subtest or Composite (Reading and Math)

Achievement Test: 90th percentile or above on any reading or math achievement test.

Pathway 3 Academically Gifted (Must meet 2 of the 3 criteria.)

Identification: Academically Gifted

Aptitude Test: 85th percentile or above on Subtest or Composite

Achievement Test: 85th percentile or above on Reading or Math EOG

Student Performance: If Performance criteria used, any 1 of the 3 options below is sufficient for placement.

Classroom Observation = 30+ on Observation Checklist

Grades: 85 average or above in reading or math (2 most recent grading periods)

Performance Tasks: Teachers will provide student work products as evidence of advanced student performance.

If other data support a need for services, a retest may be administered. An identified student transferring from another North Carolina LEA (local education agency) will continue to receive services with official paperwork. No one criterion will exclude a student from consideration.

Practice C

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

District Response: Analyzing demographics ensures fair and equitable identification criteria for all student populations. Thomasville City Schools demographic review indicates growth in this particular area. We feel our new identification pathways corrected discrepancies that existed in this area and continue to monitor closely fair and equitable identification and access to advanced programming for all our students.

All student data is analyzed annually to determine possible AIG identification. Any additional student referrals will be considered for AIG services using the criteria outlined in the local identification pathways. Multiple tests and data points are used to determine appropriate placement.

Spring demographic data review of students identified as AIG in grades three through twelve according to all ethnicities currently enrolled in Thomasville City Schools indicate the following:

Spring, 2019 AIG Headcount indicates the following demographics:

- 139 students are currently identified in grades 3-12
- The following ethnicities make up the 139 identified students
 - 2 of 139 Asian students = 1.4%
 - 30 of 139 African American students = 21.6%
 - 51 of 139 Hispanic students = 36.7%
 - 16 of 139 Two or More Races students = 11.5%
 - 2 of 139 American Indian/Alaskan Native students = 1.4%
 - 35 of 139 White students = 25.1%
 - 0 of 139 Native Hawaiian/Pacific Islander students = 0%

Practice D

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

District Response: Screening, referral, and identification processes for AIG placement in Thomasville City Schools are consistent. The AIG Coordinator implements the procedure at all four schools in the district and maintains all identification records. While screening is available all year at every school, an intentional district-wide search takes place each spring; with the help of contact teachers at each site, the AIG Coordinator completes a nomination log of students to be screened, listing all data pertinent to AIG eligibility.

The Beginning of Grade Reading test begins initial formal identification in 3rd-grade reading.

The CogAT is administered yearly to all 3rd graders. Students who score 85% or higher make up the initial pool. The AIG Coordinator collects additional student data as needed for identification. End of grade achievement tests and final grades are other data sources required for complete identification.

Other tests, such as Naglieri Nonverbal Ability Test (NNAT2), Iowa Test of Basic Skills (ITBS), Woodcock-Johnson, and Otis-Lennon may be used when a student's unique circumstances indicate such a need. A need for another testing may include but is not limited to, a language barrier, handicap, socioeconomic disadvantage, or other exceptionality.

End of grade test results are reviewed annually by the AIG Coordinator for all 3rd -8th grade to determine if additional students meet identification criteria for the following year.

All schools may refer students to the AIG Coordinator and Gifted Identification Team (GIT) for the screening of qualitative and quantitative data. The Gifted Identification Team (GIT) recommends testing or continued data gathering for each student. Students receiving AIG services in another North Carolina district and moving to Thomasville City Schools will continue services once eligibility documentation is obtained from the previous school. The Gifted Identification Team (GIT) reviews all

data and determines an appropriate level of service.

Current AIG identified students in Thomasville City Schools receive annual reviews by the school level team to reassess levels of need and service delivery options.

Practice E

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

District Response: All parents of AIG students are invited to a meeting at the beginning of each school year to review AIG documentation and renew DEP's. Parents receive copies of this documentation at this meeting. If the meeting is for initial identification purposes, the parent will also receive all documentation that was used to determine the initial placement (CogAT scores, student grades, end of grade test results, etc.)

The AIG Coordinator completes, maintains, and audits student AIG folders, which hold informed consent regarding identification and placement.

TCS provides documentation in PowerSchool of AIG plans, services, and identification. This system will allow the timely transfer of AIG student information and services when students transfer from one school to another and/or one district to another.

The rights of parents/students in AIG identification, placement, and services are as follows:

- to be informed of data relating to the identification
- to be informed of any proposed actions related to eligibility and service delivery
- to examine AIG records
- to receive information in their native language via a translator or translated documents
- to receive due process procedures in the event, a resolution cannot be reached with the Gifted Identification Team (GIT)

Parental Rights brochures and the Thomasville AIG website will be updated in 2019-2020. Details of due process procedures can be found in Standard 6 of this plan.

Practice F

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

District Response: Gifted Identification Team Procedures

The teacher refers the student to the AIG Coordinator using AIG referral form.

AIG Coordinator will notify LEA Director of Advanced Programs and the Gifted Identification Team (GIT), who will determine if the student meets placement criteria with existing data.

If so, AIG Coordinator will be asked to schedule a meeting with the parents to complete initial placement using PowerSchool forms.

Additional screening may be required due to a lack of existing data.

If additional screening is required, AIG Coordinator sends home the AIG Parental Consent form. Parent completes AIG Parental Consent form and returns to AIG Coordinator.

AIG Coordinator will collect aptitude and achievement scores or will test if no scores are available; then complete the AIG-2 form.

A review of AIG-2 is conducted by the team to determine if services are needed, if additional testing is required, or if no services are necessary at this time.

The team will sign, date, and give a copy to the parent at the conference.

Ideas to Strengthen the Standard:

- Revise and update system forms and current AIG Handbook
- Revise and update program brochures yearly
- Review and update the Thomasville City Schools AIG website
- Each school will review identification pathways at an open house or parent meeting annually
- Investigate and create K-2 identification checklist for potential
- Develop electronic access to district AIG forms
- Continue using Power School for student DEPs

Sources of Evidence:

- Parental Consent
- NC AIG Program Services Plan
- NC AIG Identification Evidence Summary
- Referral, Eligibility, and Placement Form
- AIG Annual Performance Review
- AIG Records Checklist
- Gifted Rating Scale
- AIG Handbook
- Informational Brochures
- Meeting minutes
- Placement criteria
- Updated website

Student Records

K-2: Reading level, benchmark scores, Text Reading and Comprehension Score(TRC), Kindergarten screening results

DRAFT

Standard 2: Comprehensive Programming within a Total School Community

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

Practice A

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

District Response: In order to be comprehensive, AIG programs and services must address the needs of the gifted population within the district. Educational, intellectual, social, and emotional components must be included in a comprehensive program.

Students are one of the following according to identification results:

Academically and Intellectually Gifted in both reading and math, math only, or reading only.

Academically Gifted in both reading and math, math only, or reading.

Intellectually Gifted.

Once needs are determined, teachers intentionally extend and enrich the curriculum to match learner needs. Flexible grouping for instructional purposes is implemented, and strategies may include curriculum compacting, contracts, independent study, credit by demonstrated mastery, and others deemed best practices in gifted education.

Programs and services for all grade levels are in place in Thomasville City Schools. A process for screening, identification, and service options are clarified in Standard 1. While students are not formally identified until the end of 3rd grade, the needs of students in K-3 are addressed through flexible grouping, clustering with an AIG endorsed teacher, and appropriate curriculum or program resources. Based on observation and informal assessments, teachers can recognize students who are achieving above grade level in English Language Arts and Math. The AIG Coordinator and will collaborate with the classroom teachers to determine appropriate differentiation. Differentiation is a component of the professional development modules participants complete offered by Thomasville City Schools.

AIG Identified students in grades 4 and 5 are served in specific areas based on identification (reading, math, or both reading and math) by an AIG endorsed classroom teacher.

In grades 6-8, identified students are placed in advanced classes in their area(s) of need (reading, math, or both reading and math).

High school students receive guidance in course selection and advanced learning opportunities in

their area(s) of need. Additional opportunities are available for advanced students at the high school level. TCS has increased the number of Advanced Placement (AP), Honors, and Davidson County Community College offerings. Yadkin Valley Career Academy and Early College are also available. Opportunities to enroll in dual enrollment courses through Davidson County Community College are available to high school students.

Counselors, teachers, and Advanced Learning personnel address the social-emotional issues using the Second Step curriculum. TCS will continue to educate stakeholders on the need for early attention to social-emotional needs of gifted students.

Curriculum Facilitators are assigned to each school and attend monthly meetings throughout the school year, including the Assistant Superintendent of Curriculum and Instruction and Student Services, LEA Lead Math Coordinator, and LEA Lead AIG Coordinator. Monthly meetings guide instructional practices, curriculum, and social-emotional needs of students. Current work includes curriculum mapping, assessment, and review of program resources.

Practice B

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

District Response: To meet the needs of gifted learners, the district implements instructional practices to support students' identified abilities and interests. TCS created an AIG Praxis Cohort where teachers are working towards an AIG add-on license. In addition to this training, all teachers have participated in on-going professional development in math, literacy, and social-emotional issues. To meet the full range of gifted students' needs, TCS employs a variety of effective instructional practices.

Various and effective practices for gifted students include; Cluster grouping, flexible grouping, curriculum compacting, concept-based units, problem-based learning, Socratic seminars, thematic/interdisciplinary units of study, honors and advanced placement courses, NC Virtual Public School, Yadkin Valley Career Academy, Davidson County Early College, and possible early graduation.

In K-12, consultative services are provided to the classroom teachers. These may include resources, ideas, strategies, pacing, and grouping recommendations. Students in this age range are administratively clustered in classrooms with other gifted students. In grades 6-8, students are clustered for ELA and Math. Teachers adapt the content, the process, and products to provide extension beyond that of the regular classroom. In grades 9-12, above-grade-level coursework is offered through Honors and Advanced Placement. This, along with dual enrollment in college courses, demands greater student accountability.

To increase appropriate services at all levels for all students, teachers use the levels listed below to identify abilities and instructional needs:

Grades K-2

Level 1 - A variety of learning environments, opportunities for enrichment, and special programs are available to all students.

Level 2 - Informal assessments will be used to identify students who are achieving above the level of their peers in language and math. They will be grouped for instruction within their classroom or their grade.

Level 3 - Informal assessment will be used to identify these students. Indicators for these students will be the following:

- Reading one to two years above grade level
- Performing math one to two years above grade level
- Performance documented for at least 2 to 4 grading periods Learning behaviors documented on observation checklists
- They will be grouped for instruction within their class, within their grade, or across grades
- The classroom teacher may employ curriculum compacting, and subject acceleration will be an option if appropriate

Level 4 - Students performing significantly above their grade level (4 or 5 years above) will be considered. A case study approach will be used, and multiple criteria will be considered. An Individualized Developmental Education Plan (IDEP) will be developed to provide for appropriate student services. Only in rare cases will there be formal identification before the end of third grade.

Grades 3-12

Level 1 - Quality educational experiences are available to all students.

Level 2 - Students who have not been formally identified but from time to time exhibit gifted characteristics.

Level 3 - Students who have demonstrated strong ratings in 4 of the 5 indicators (criteria) of giftedness, including at least one in the area of aptitude or achievement.

Practice C

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

District Response: Cluster grouping is a method for providing full-time gifted education services without significant budget implications, and with potential to raise achievement for all students. Cluster grouping is when identified gifted students at a grade level are assigned to one classroom with a teacher who has specialized training in how to teach gifted students. The other students in their assigned class are of mixed ability. Differentiated instructional opportunities allow gifted students to interact with their intellectual as well as their age peers. Through cluster grouping, the intellectual, social, and emotional needs of the gifted students can be addressed.

Another practice implemented in Thomasville City Schools is referred to as "WIN TIME," meaning whatever I need time. Students are grouped according to instructional needs around specific

objectives in various content areas. Using student readiness interest allows teachers to focus on smaller pieces of teaching to better understand if a students' learning needs are addressed.

Practice D

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

District Response: Thomasville City Schools continually provides and updates cutting-edge technology. Twenty-first-century content and skills are integrated consistently, with an emphasis on creative thinking and real-world problem-solving.

Developing concept-based units with teachers of gifted students, as well as implementing problem-based learning, is on-going in team planning meetings and Professional Learning Communities (PLC). The Synergistics FCS (Family and Consumer Science) lab at Thomasville Middle School allows students to lead their own individual learning using modules. Rigorous computer programs provide exciting, motivating science and/or technology for gifted learners. The Project Lead the Way lab helps students reach educational goals by integrating math, technology, and language arts with science.

The following technology programs are available:

Promethean ActivBoards (every classroom K-12)

Promethean ActivExpressions and ActiVotes (student immediate response systems) Promethean ActivSlates

DVD/VCR player with every ActivStation Surround sound speakers and microphones Wireless Internet

Broadcast News Studio (at each school) iPad and iPad touches

Mobile laptop carts Handheld GPS devices Brain POP Soundzabound

Web 2.0 Online Sites are:

XtraNormal, Skype, Jing, Make Beliefs Comics, Storybird, Quizlet, and Glogster. Video-conferencing through Tamberg System

AP Curriculum

iReady

Parents of AIG students like to be informed of ways to support their child through the different stages of development. Thomasville City Schools will post links and suggested book titles and other parent resources on the district website as appropriate.

Practice E

5/28/2019

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

District Response: The Advanced Programs Department created an end of the year process to assist schools in organizing and maintaining AIG files, ensuring the continuation of services among grade levels and schools.

End of Year Process

Meet with Testing & Accountability Department for 3rd – 12th grade test scores

Review all EOG/EOC testing data (grades 3-12) and identify students performing at the 85th percentile or above on any EOG/EOC

Create spreadsheet for each grade level, including current AIG students, newly identified AIG students, and students that did not qualify

Spreadsheet columns – student name, grade level, EOG Math and Reading data, CogAT/OLSAT data,

grades, gifted behavior rating scale, and identification pathway

Spreadsheet is a tool for creating AIG clusters

Spreadsheet is sent securely to the Principal, Assistant Principals, Guidance

Counselors, Curriculum Facilitators, and Director of Advanced Programs

Gather TRC data to identify first, second, and third grade students performing above proficient

Notify teachers of accelerated reading levels and the need for above grade level reading resources

DECHS and YVCA

Identify students attending DECHS and YVCA for the coming school year

Pull student folders and mark as DECHS or YVCA

Place blue folders in DECHS/YVCA section of AIG file container

Label student as DECHS or YVCA on AIG spreadsheet

Transition Folders

Audit paperwork in blue folders and organize documentation with most current on top

Place next appropriate grade level on the front cover of the blue folder

Transition blue folders to next grade level

Pull all folders for students that graduate

Graduation folders returned to AIG Director

Director of Advanced Programs maintains all graduation folders at the Central Office

AIG Student Transferring In

Data Manager notifies AIG personnel of new enrollment

Request AIG Records from previous school

Fill out AIG Forms 1, 2, 3, 5, and 6 using data from AIG Spreadsheet for each newly identified student

Present AIG folders to AIG Director for review and signature

Enter AIG student information in PowerSchool

Complete Current Status tab

Complete Identification Evidence tab (type in all data from AIG Form 2 and AIG Form 5)
Complete Program Services tab (annual DEP)
Print out NC AIG Identification Evidence Summary
Print out NC AIG Program Services Plan
Parent conference scheduled at this time to review results
Parent signature required on the following AIG Forms:
Consent for Screening And/Or Evaluation
AIG Form 3 – Site Decision And Parent Notification
NC AIG Identification Evidence Summary
NC AIG Program Services Plan

Withdrawing Student

Data manager will notify AIG personnel of student withdrawal
AIG personnel will fax or email copies of AIG blue folder contents to new school
AIG personnel will complete AIG Blue Flag and place in the front of the Blue AIG Folder
Original Blue AIG Folder is returned to AIG Director to be filed at Central Office

AIG Blue Flag

Place AIG Blue Flag in all newly identified and newly enrolled students cumulative folders.

Practice F

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

District Response: Gifted students need support to be successful, well-adjusted learners. Our student surveys indicated a need to address this area. In TCS, teachers, and guidance work together to meet the needs of our gifted students. The AIG Coordinator will meet with guidance staff and teachers of gifted students to provide resources that specifically address social/emotional needs.

Upon initial placement into the AIG program, parents and students will be given a brochure identifying resources and links to online information to guide and assist families with any social and/or emotional needs. The guidance office at each school will also have these resources. The brochure and links will be posted on the district AIG website.

The AIG Coordinator will meet with all parents and students at the beginning of each school year to review Developmental Education Plans (DEP), student goals, and supports that will be offered to students throughout the year.

Also, Second Step, a social-emotional learning program is a district initiative for all students in grades

K-8. This program uses a holistic approach to increase student confidence, learn how to set goals, make better decisions, collaborate with others, and effectively navigate the world.

Practice G

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

District Response: Thomasville City Schools develops policies and procedures for the following acceleration opportunities:

Elementary and middle schools offer compacted math pathways aligned with the requirements of House Bill 986, advanced mathematics. The advanced math courses are compacted to accelerate instruction.

Processes are in place for credit by demonstrated mastery through Testing & Accountability using the guidelines recommended by NCDPI. Middle and high school students may apply to earn credit for eligible high school courses without having to complete the seat time in the course through the Credit by Demonstrated Mastery (CDM) process. Information about credit by demonstrated mastery is communicated through parent meetings, school counselors, and the district website.

High school students may earn college credit via dual enrollment opportunities and by taking Advanced Placement courses.

Practice H

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

District Response: Collaboration and communication among all professional staff in TCS is a necessity if we are to continue to strengthen the AIG program and appropriately differentiate for our students.

Advanced Programs personnel work collaboratively with other professionals in TCS on several levels. Teachers of AIG students actively participate in professional learning communities weekly for planning and addressing the needs of gifted students. The AIG Coordinator attends these collaborative endeavors and also attends monthly Curriculum Facilitator and District Leadership meetings. AIG provides professional learning opportunities to licensed and non-licensed staff on best

practices in gifted education.

Professional development modules:
Development and Characteristics of Gifted Students
Learning Environment for Gifted Students
Instruction of Gifted Students
Identification and Assessment of Gifted Students
Professionalism

The professional development content prepares teachers for a local gifted endorsement as well as the knowledge to take the Gifted Praxis 5358. Thomasville City Schools is working towards all AIG teachers gaining add-on licensure.

Practice I

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

District Response: At the beginning of each year, the Differentiated Education Plan (DEP) is written to address appropriate differentiation and services for each gifted student. The Classroom teacher and AIG personnel collaborate to match services with needs before the formal DEP meeting. Parents are invited annually to a formal DEP meeting to review the options recommended by school personnel and give input on the DEP. If more specific needs other than those listed on the DEP are needed, an IDEP is developed.

Middle school students are informed of Credit By Demonstrated Mastery (CDM) through parent information sessions, conferences with school counselors and administrators, and brochures. Some middle school student DEP's require scheduling of one or more classes at the high school during their 8th-grade year. These schedules are very individualized and specific to the student's educational needs. Additional counseling and support are necessary for the student and parent to make sure the student is placed in an environment that is safe and socially appropriate.

High School staff focus on individual student career paths to determine scheduling needs and DEP goals. High school counselors and CTE teachers are involved with this process to make sure students are aware of options for acquiring certifications and or college credits while attending high school.

Additional programs supported by TCS include:

- Duke TIP
- Battle of the Books
- Academic clubs and contests
- Service learning projects
- Speech and Debate,
- STEM

Project Lead the Way
Hour of Code
Maker Spaces
Mother-Daughter Night
Father-Son Night
Curriculum Breakfast
Curriculum Night
Talent Search Trio
Mini-Courses
Career Fair
Communities In Schools

Ideas to Strengthen the Standard: Pre-AP Courses for grades 6-8 Increased ACT/SAT prep

Use of CANVAS
Use of Google Classroom
Mentoring of AIG students
Continue meetings with school counselors
Continue meetings with curriculum facilitators
Continue meetings with district office departments

Sources of Evidence: AIG Headcount for each grade level
PowerSchool schedules and enrollments in honors and AP courses
Enrichment activities lists
Second Steps data
Student DEP and AIG records for individual students
Program resource purchases
AP Partnership agreement
Attendance records for AP Partnership workshop attendance
Digital learning opportunities/equipment
1:1 initiative
Formative, benchmark, and state assessment data

Standard 3: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: Thomasville City Schools (TCS) provides differentiation in English Language Arts(ELA) and Math (K-12) and Science, Social Studies and Arts and some Career and Technical Education (CTE) (9-12), expanding the NCSCOS and essential standards, by modifying the content, process, product, and learning environment. A Differentiated Education Plan(DEP)is developed annually through AIG Coordinator and instructional staff. The specific needs and service delivery options are addressed in the DEP.

Once needs are determined, teachers intentionally extend and enrich the curriculum to match learner needs. Flexible grouping for instructional purposes is implemented, and strategies may include curriculum compacting, contracts, independent study, and others deemed best practices in gifted education.

Thomasville City Schools (TCS) provides differentiation in English Language Arts(ELA) and Math (K-12)and Science, Social Studies and Arts and some Career and Technical Education (CTE)(9-12), expanding the NCSCOS and essential standards, by modifying the content, process, product, and learning environment. A Differentiated Education Plan(DEP)is developed annually through AIG Coordinator, or AIG endorsed teacher collaboration. The specific needs of students are addressed in the DEP.

Honors and Advanced Placement (AP) courses are offered at grades 9-12 as well as options for attending Yadkin Valley Career Academy and Davidson County Early College. College and Career Promise (CCP)options are available in grades 11-12.

Once needs are determined, teachers intentionally extend and enrich the curriculum to match learner needs. Flexible grouping for instructional purposes is implemented, and strategies may include curriculum compacting, contracts, independent study, and others deemed best practices in gifted education.

Practice B

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

District Response: To meet the needs of gifted learners, the district must implement instructional practices to support students' identified abilities and interests. TCS teachers are participating in an AIG Praxis Cohort, a year-long study that develops instructional practices of academically gifted students, leading to add-on licensure. In addition to this training, the AIG Coordinator and teachers identify and share resources during professional learning communities. High school teachers have been involved with the College Board AP Partnership, which provides multiple professional development sessions each year to address the needs of advanced learners.

In order to meet a wide range of gifted students' needs, TCS employs a variety of effective instructional practices. Diverse and effective practices for gifted students include cluster grouping, flexible grouping, curriculum compacting, concept-based units, problem-based learning, Socratic seminars, thematic/interdisciplinary units of study, honors and advanced placement courses, NC Virtual Public School, Yadkin Valley Career Academy, Davidson County Early College, and possible early graduation.

Practice C

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

District Response: To meet the needs of AIG learners, research-based resource materials, teaching practices, and differentiated curriculum options should be provided. Resources are purchased after a process of review, identifying if the materials enhance the program and fit a need.

TCS will continue to partner with the North Carolina Department of Public Instruction (NCDPI) staff and the College Board to provide on-going professional development and resources to help teachers identify appropriate strategies to use with advanced learners.

The TCS Science Technology Engineering and Math (STEM) Club provides training, materials, and

equipment that will be used to supplement the AIG summer camp. These materials may be used during the regular school year by classroom teachers working with AIG identified students.

AIG Resources

Above level reading books to supplement American Reading Company (3-5)
Jacob's Ladder (K-8)
Jr. Great Books (4-5)
College Board professional development and resources
Byrdseed TV
NCAAGT Conference materials
1:1 Chromebooks (6-12)
Second Step (SEL K-8)
AIG-IRP lessons

Practice D

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.

District Response: Thomasville City Schools continually provides and updates cutting-edge technology. Twenty-first-century content and skills are integrated consistently, with emphasis on creative thinking and real-world problem-solving.

Developing concept-based units with teachers of gifted students, as well as implementing problem-based learning, is on-going in team planning meetings and professional learning communities (PLC). CTE courses offered at the middle and high school level include learning opportunities that include collaboration, communication, ethics, action, and accountability.

The following technology tools/programs are available to encourage creativity and collaboration:

Promethean ActivBoards (every classroom K-12)
Promethean ActivExpressions and ActiVotes (student immediate response systems)
Promethean ActivSlates
Surround sound speakers and microphones
Wireless internet
Broadcast News Studio (at each school) iPad and iPad touches
Mobile laptop carts
1:1 Chromebooks (6th-12th grade)
Maker Spaces

Practice E

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

District Response: On-going assessments provide teachers with a focus for differentiating instruction of their gifted students, thereby enhancing the overall learning experience and achievement.

TCS has an assessment schedule outlining which assessments will be administered to each grade level throughout the year. School staff analyzes the data regularly in their professional learning communities (PLC) to regroup students for remediation and/or enrichment. Assessments are used for planning differentiated learning opportunities that reinforce and challenge students. Assessment results are shared with district staff quarterly. This allows school and district staff to see patterns across the district and to determine any means of support that may be needed.

Using pretests, portfolios, benchmarks, and common formative assessments (CFAs), teachers can make informed decisions on which differentiation strategies are needed for particular students. Assessment data assists teachers in flexible grouping, tiered assignments, and curriculum compacting.

The LEA has developed guidelines regarding subject and grade acceleration and guidelines for Credit by Demonstrated Mastery opportunities (State Board of Education (SBE) policy GCS-137).

Practice F

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

District Response: Gifted students need affective support to be successful, well-adjusted learners. Our student surveys indicated a need to address this area.

In TCS, teachers, and guidance work together to meet the needs of our gifted students. The AIG Coordinator will meet with guidance staff and teachers of gifted students to provide resources that specifically address social/emotional needs.

Upon initial placement into the AIG program, the AIG Coordinator discusses resources parents may refer to that guide and assist families with any social and/or emotional needs. The guidance office at each school will also have these resources.

The AIG Coordinator will meet with all parents and students each school year to review Developmental Education Plans (DEP), student goals, and supports that will be offered to students throughout the year.

Parent and teacher information sessions to help support AIG student social/emotional needs are developing.

Practice G

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

District Response: Learning environments that cultivate the talents of young children need to be in place for our K-3 students. K-3 teachers combine MTSS strategies for tiered instruction to support and personalize learning for our youngest advanced learners.

Practice H

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

District Response: Collaboration and communication among all professional staff in TCS is a necessity if we are to continue to strengthen the AIG program and appropriately differentiate for our students. All teachers attend weekly PLC meetings to ensure students are learning, plan collaboratively, and maintain focus on achievement. AIG personnel work collaboratively with other professionals in TCS on several levels. The AIG Coordinator communicates closely with the classroom teachers to ensure continuity of instruction. Teachers of AIG students actively participate in PLCs for planning and addressing the needs of gifted students. The AIG Coordinator attends these collaborative endeavors and also attends monthly Curriculum and Instruction meetings. The AIG Coordinator provides professional development opportunities to licensed and non-licensed staff on best practices in gifted education.

Practice I

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

District Response: At the beginning of each year, the Differentiated Education Plan (DEP) is written to address appropriate differentiation and services gifted students. Teachers, counselors, and the AIG

Coordinator collaborate to match services with needs prior to the formal DEP meeting. Parents are invited annually to a formal DEP meeting to review the options recommended by school personnel and give input on the DEP. If more specific needs other than those listed on the DEP are needed, an IDEP is developed.

Middle school students are aware of Credit By Demonstrated Mastery (CDM) through parent information sessions, conferences with school counselors and administrators. Additional counseling and support are necessary for the student and parent to make sure the student is placed in an environment that is safe and socially appropriate.

High School staff focus on individual student career paths to determine scheduling needs and pathway goals. High school counselors, the AIG Coordinator, and teachers are involved with this process to make sure students are aware of options for acquiring certifications and or college credits while attending high school.

Ideas to Strengthen the Standard: Differentiate course pathways for middle and secondary students

Advanced coursework for middle school students

Increased ACT/SAT prep

Use of CANVAS or Google Classroom for differentiation and assessment

Sources of Evidence: AIG Headcount for each grade level

PowerSchool schedules and enrollments in honors and AP courses

Early College enrollment

NCVPS enrollment

Criteria for Identification

Student DEP and AIG records for individual students

Digital learning opportunities/equipment

Formative, benchmark, and state assessment data

Standard 4: Personnel and Professional Development

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

Practice A

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

District Response: Knowledge and understanding of giftedness by licensed professionals is essential to a successful AIG program. The AIG Director/AIG Coordinator holds a K-12 Administrative License. The Director of Advanced Learning will monitor and supervise the local AIG plan for implementation and compliance.

The role and responsibilities of the Director of Advanced Learning and AIG Coordinator include:

- Generate and coordinate the gifted education program for Thomasville City Schools
- Monitor and oversee plan implementation
- Evaluate the effectiveness and appropriateness of services
- Serve as a resource to students, teachers, administrators, parents, stakeholders
- Develop and communicate gifted education program information to stakeholders
- Plan appropriate Professional Development for teachers of gifted students
- Chair the Gifted Identification Team
- Chair the Gifted Advisory Team
- Serve as liaison between North Carolina Department of Public Instruction and Thomasville City Schools

Practice B

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

District Response: To ensure success among AIG students, teachers of the AIG population must focus on high quality academic/intellectual rigor, and attention to social/emotional needs. The AIG Advisory Board indicates a need for improving teachers' knowledge of 1) identifying giftedness, 2) social/emotional needs, and 3) best practices in gifted education. As a response to this need, Thomasville City Schools is committed to assisting teachers in gaining add-on licensure in the area of

Gifted Education.

Guidance counselors and teachers of the gifted will collaborate on the social/emotional needs, using Best Practices in Gifted Education as a resource. The AIG Coordinator will collaborate with school staff, parents, and professionals to hold information sessions on how to address the unique needs of AIG students.

Teachers of the gifted students will:

- participate in PD on gifted learners
- address social/emotional needs with the help of guidance counselors and AIG Coordinator
- encourage AIG students to participate in special opportunities suited to their interests

Practice C

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

District Response: High-quality staff development is needed to ensure that school personnel has adequate training in meeting the needs of gifted learners. Teacher surveys indicate a need to continue opportunities for growth in this area.

The goal of Thomasville City Schools is to offer appropriate professional development to provide teachers and school staff the tools to differentiate instruction to meet the needs of all students.

TCS has joined the AP Partnership with the College Board. This partnership provides High School AP teachers multiple professional development opportunities to address the needs of advanced learners. AP teachers are required to participate in a week-long College Board Summer Institute prior to teaching the AP course.

High School teachers will participate in College Board Training.

Teachers of AIG students will continue to have opportunities to attend Piedmont Triad Education Consortium (PTEC) workshops specific to AIG programming and differentiation. Individual teachers will be encouraged to participate in these sessions as well as the AIG Conference. They should share learned information/strategies with teachers of AIG students.

Teachers of AIG students will receive professional development opportunities through email as these opportunities are made available.

Practice D

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

District Response: The needs of gifted students are more effectively met when their teachers have been trained in gifted education. Intentionally clustering AIG students with highly trained AIG teachers supports best practices in gifted education.

Thomasville City Schools offers professional development content that prepares teachers for a local gifted endorsement as well as the knowledge to take the Gifted Praxis 5358. Thomasville City Schools is working towards all AIG teachers gaining add-on licensure.

Professional development modules:
Development and Characteristics of Gifted Students
Learning Environment for Gifted Students
Instruction of Gifted Students
Identification and Assessment of Gifted Students
Professionalism

Principals cluster AIG students with trained teachers.

K-5th Grade: Teacher holds AIG License or teacher participates in STEM Club Training, SIOP, or Praxis Cohort Training. This training provides teachers with differentiation strategies that may be used across all content areas with all students.

6th-8th Grade: Teacher holds AIG License or teacher participates in STEM Club Training, SIOP, or Praxis Cohort Training.

9th-12th Grade: AP teachers will complete the College Board AP Summer Institute prior to teaching the AP Course and participate in follow-up workshops provided by AP Partnership.

Practice E

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

District Response: The teaching of advanced level content and 21st-century skills are essential for AIG students' academic advancement. TCS incorporates North Carolina teaching standards for each grade level when planning PD opportunities for all personnel. Teaching standards for each grade and subject are outlined on the NCDPI website <http://www.dpi.state.nc.us/> and 21st Century Skills <http://www.ncpublicschools.org/profdev/resources/skills/>

A priority focus for professional development is using the modules below to increase knowledge in all areas of teaching gifted students.

Learning Modules

Development and Characteristics of Gifted Students
Learning Environment for Gifted Students
Instruction of Gifted Students
Identification and Assessment of Gifted Students
Professionalism

The professional development content prepares teachers for a local gifted endorsement as well as the knowledge to take the Gifted Praxis 5358. Thomasville City Schools is working towards all AIG teachers gaining add-on licensure.

Another focus of professional development in TCS is on 21st-century skills and content. All teachers received training in common core and essential standards and will continue to receive support in the area of advanced level content. Teacher evaluation standards will provide data to assist in defining PD needs in the district.

Teachers will continue to incorporate technology into the AIG curriculum to promote 21st Century Learning Skills. AIG teachers will continue to integrate state and national standards when creating individual growth plans. AIG teachers will continue to attend state and national AIG-related conferences, to keep abreast of state and national standards and best practices.

Practice F

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

District Response: In order for teachers to plan, implement, and refine applications of their PD sessions, professional collaborative opportunities are essential.

Planning time for all teachers is provided in TCS. Team meetings and departmental meetings are held regularly. Professional learning communities (PLCs) are structured and provide time for the AIG Coordinator, classroom teachers of gifted students, and curriculum personnel to plan, refine, and implement goals.

On-going planning and professional development sessions provide teachers the opportunity to evaluate progress toward School Improvement Plan goals and activities. Second Step and trauma based training for teachers began during the 2018-2019 school year, and this social-emotional learning training will continue in phases.

Priority professional development is offered in Gifted Education, focusing on the modules listed below:

Gifted Education Modules
Development and Characteristics of Gifted Students
Learning Environment for Gifted Students
Instruction of Gifted Students
Identification and Assessment of Gifted Students
Professionalism

The professional development content prepares teachers for a local gifted endorsement as well as the knowledge to take the Gifted Praxis 5358. Thomasville City Schools is working towards all AIG teachers gaining add-on licensure.

Ideas to Strengthen the Standard: Discuss scheduling practices with administrators for classrooms containing AIG clusters of students
Investigate and study schoolwide clustering system
Continue the AIG Praxis Cohort Study each year, leading to state AIG add-on licensure
High school teachers will attend AP Summer Institute, if teaching an AP course
Continue to identify instructional staff using various forms of data collection

Sources of Evidence: Class rosters, showing AIG students and clusters
AIG Lead Teachers
List of Teachers of AIG students
SIOB trained teachers

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:

- * academic and intellectual
- * social and emotional

District Response: An integral segment of successful AIG programming and services is that of strong partnerships with stakeholders. In order to advocate for gifted students, the community, the parents, the Board of Education, and school personnel must have a clear understanding of program goals and initiatives. Feedback from stakeholders allows revision, and development opportunities to increase communication with parents and the community. Communication occurs through DEP meetings, a district AIG website, teachers, and the Advanced Programs department personnel.

During DEP meetings, parents receive information regarding the various program services and opportunities available for students identified as gifted. As requested by individual schools, the Advanced Programs department provides support, professional development, and parent education. TCS schools strategically develop partnerships with outside agencies and business to meet the needs of diverse populations, including gifted students. An AIG Advisory Board meets monthly to review needs and provides updates about AIG programming. The AIG webpage is readily accessible to the community. Parents/families (K-12) are invited to schools to review DEPs and to learn about service delivery options. We continue the Duke TIP Program, adding additional students to the enrollment. We plan to continue this partnership as we move into the next school year. AP College Board provides professional development and support for advanced level courses at THS. Thomasville City Schools continues to offer STEM camp to 3rd-12th grade students during the summer.

Practice B

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

District Response: AIG programming information is disseminated to and shared with stakeholders in a variety of ways. During annual and initial differentiated educational plan (DEP) meetings, parents receive information about the AIG program and are encouraged to ask questions. TCS will continue

to use print sources and the district webpage to inform all stakeholders regarding gifted program, planning, and policies. Currently, the Advanced Learning department is increasing information and resources on the AIG website. Advanced Learning personnel is developing plans to improve communication using the district AIG website.

Practice C

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

District Response: Informing stakeholders of AIG policy and programs is necessary to gain support for the program. The stakeholders need to reflect the demographics of TCS. The AIG Advisory Board is made up of teachers, counselors, district staff, and building level administrators. A professor of educational leadership is sharing his skills of quality assurance by reviewing the AIG Plan before submission. An unaffiliated reviewer that has not been involved in the writing process will ask clarifying questions and make suggestions for a parent-friendly plan. Survey data is reviewed by the Advanced Learning programs personnel to determine the strengths and needs of the AIG program. The AIG Plan will be monitored by the Advanced Learning Programs department and AIG Advisory Board. The addition of one or more community members will be discussed at the first meeting of the 2019-2020 school year. We feel community involvement is vital to sustain existing initiatives and to promote additional activities for AIG students.

Practice D

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

District Response: Communication concerning AIG programming must be made available in the native language of stakeholders if it is to be effective and informative. TCS currently has documents and letters translated into the native language of stakeholders. We have a translator present for parent conferences as the need arises. All identification and placement forms, as well as brochures, are translated into Spanish.

Practice E

Partners with community stakeholders, such as institutions of higher education, local business and

industry partners, and others to enhance and gain support for AIG programs and services.

District Response: Partnerships are needed with parents/families, IHEs, local business and industry, and other community stakeholders to enhance and support the AIG program. Currently, TCS partners with Communities In Schools and the Finch Foundation allowing teachers the opportunity to apply for grants to support enrichment for AIG students. Along with grant opportunities, the Advanced Learning department participates in planning and offers summer camp opportunities to AIG students. These teachers have received masters level training in the STEM content areas. STEM Club teachers will be facilitating the AIG Summer Camps. TCS has a signed partnership with the College Board.

TCS students may apply for enrollment at either of the two programs below.

1. Yadkin Valley Career Academy
2. Davidson County Early College

Ideas to Strengthen the Standard: Update AIG district webpage
Request a section for AIG in TCS district newsletter
Parent/ Teacher information sessions
Student interest surveys Local AIG Plan

Sources of Evidence: Enrollment at Early College
Enrollment at Yadkin Valley
Duke TIP participation
District webpage
Gifted Advisory Council Meeting minutes
Parent brochures
Partnership activities and participation numbers

Standard 6: Program Accountability

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

Practice A

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. 115C-150.5-.8 {Article 9B}), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

District Response: In compliance with state legislation, TCS develops/revises the AIG plan every three years. Revisions are based on the North Carolina State Board of Education (NCSBE) guidelines and NC AIG Program Standards. The plan is submitted to the local Board of Education for approval, then sent to the North Carolina Department of Public Instruction (NCDPI) for review. The Advanced Learning division and the district AIG Advisory Committee oversees the process of developing/revising the AIG plan. Report findings from stakeholder surveys, current test data, headcounts, and referral trends are discussed during various district and advisory meetings. Based on NC AIG program standards, the plan is written, submitted to the Board of Education for approval, and submitted to NCDPI by Monday, July 15, 2019

Practice B

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

District Response: Monitoring AIG Plan implementation must be on-going to ensure that practices and policies identified in the plan are indeed carried out. Monitoring will continue with additional support in the 2019-2020 school year. The AIG Coordinator, Director of Advanced Learning, and the AIG Advisory Committee will assume responsibilities to help implement the new AIG Plan initiatives and monitor the progress of the plan.

Advanced Learning Department responsibilities:

- maintaining and updating forms and brochures
- student AIG folder audits
- website updates
- AIG headcount
- materials and resource purchasing for AIG programming
- screening/identification of students to ensure equity

- LEA Curriculum Facilitator and District Leadership meetings, disseminating pertinent information
- monitoring of AIG service delivery options
- data analysis (demographic and achievement)
- plan revisions, implementation, and documentation
- professional development opportunities
- collaboration with AIG Coordinators across the state
- regional and statewide AIG meeting attendance
- advocating for gifted students
- monitoring the AIG budget
- monthly AIG Advisory and Gifted Identification Team meetings

Practice C

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

District Response: Implementation of AIG policy and practices is directly tied to financial and budgetary decisions. AIG funds are to be used following the state's guidelines in order for these monies to support the goals of the AIG program. In TCS, state AIG funds are used for salaries of AIG licensed personnel, materials and resources for teachers and students in the AIG program, and contractual services for professional development. The Director of Advanced Learning authorizes all expenditures associated with the AIG program.

Practice D

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

District Response: AIG student achievement and growth data, as well as dropout data, is imperative to establishing an effective AIG program and meeting the needs of the gifted population. AIG achievement and growth data is analyzed annually and shared with teachers and administrators in the district. This data is used to identify students meeting the AIG Pathways. Individual student needs are addressed, and a collaborative effort is made to match needs to services. School administrators and counselors use this data to counsel students and schedule them in appropriate grade, course, and/or program. Dropout data is collected and reviewed monthly. All efforts are made to locate, communicate, and counsel all student dropouts in order to provide information about re-enrollment and/or programs designed to help students reach graduation requirements.

The Advanced Learning Department collaborates with Testing & Accountability Department to

5/28/2019

analyze and inform AIG programming strengths, areas for improvement, and needs. Data analyzed during this process includes, but is not limited to, EOG, EOC, EVAAS, AP, pre-ACT, ACT, PSAT, SAT, and local benchmarks.

Practice E

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

District Response: Careful monitoring of under-represented populations must be addressed in AIG programming to ensure the cultivation of potential. AIG personnel analyze data of students from all populations, including under-represented populations, to better address specific needs in services that lead to more effective programming. Teachers, counselors, and the Advanced Learning Department staff collaborate to define strategies that aid in uncovering potential in these special populations. A goal for 2019 and beyond is to continue professional development and increase the number of AIG certified staff in Thomasville City Schools. As the number of certified staff increases, the ability to identify emerging student behaviors and skills that need to be cultivated increases. TCS strives to foster talents at an earlier age. As we see trends and patterns in our students, we can adapt program offerings to meet the unique needs of particular individuals and/or groups of students.

Practice F

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

District Response: TCS Human Resources Department maintains licensure information on all teachers in the district. PowerSchool is used to maintain documentation of AIG headcount, and scheduling of all AIG identified students. AIG guidelines request building administrators to place gifted students in classrooms with teachers who are AIG endorsed.

Thomasville City Schools has spent a substantial amount of AIG funding to ensure that trained teachers are working with AIG identified students. Teachers acquire AIG add-on licensure or an LEA local endorsement by completing one of the following options:

Completion of local AIG endorsement training

-upon completion of local AIG endorsement training teachers have the opportunity to take the Gifted Praxis 5358 to obtain add-on licensure

Coursework via an accredited institute of higher education

-programs are generally 12-16 semester hours of credit, depending on if courses are taken at the

undergraduate or graduate level

-a list of approved institutes of higher education (IHE) on the North Carolina Department of Public Instruction website

Practice G

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

District Response: Stakeholder feedback is an integral part of AIG program development. Students, parents, teachers, and administrators need opportunities to provide feedback on the overall effectiveness of the AIG program. Parents, students, teachers, and administrators will be asked annually to complete online surveys regarding the quality and efficiency of the AIG program. AIG parent information sessions will be scheduled at least once periodically in addition to the annual DEP meetings held at each school. These sessions will be designed to inform parents as well as provide an avenue to gain information from parents regarding their needs in working with their child.

Informal and formal conversations with teachers, parents, administrators, and district personnel is another avenue to gain valuable information from stakeholders. Monthly meetings with Curriculum Facilitators, District Leadership, and professional learning community members are other sources to monitor the AIG program.

Practice H

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

District Response: Data sources are used to revise the local AIG plan, feedback from a variety of sources (testing data, research data, stakeholder data, student data) require collection and study. There is a wealth of primary data sources, but we need to increase data received from secondary stakeholders and community members. A review of efficient communication tools to improve stakeholder and community member participation is required at the beginning of the 2019 school year.

Practice I

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

District Response: Stakeholders' understanding of AIG programming and awareness of program evaluation is more likely to promote advocacy for AIG students. Parent meetings at each school will involve an outline of the AIG Plan. The AIG Coordinator will share the AIG Plan at each school at a staff meeting at the beginning of each school year. We feel school staff, especially teachers, should be knowledgeable of the plan and be able to answer questions from parents and/or community if asked. School staff shall know who to direct questions to if they are not able to answer them.

Practice J

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

District Response: TCS has procedures and practices in place within the AIG plan to protect the rights of AIG students. Should parents have disagreements regarding screening, identification, or service options,, an appeals process is also clearly defined. Due Process rights will be posted on the AIG webpage and shared in brochures. These will be provided in a student's native language upon request.

TCS Appeals Process is as follows:
Process to Resolve Disagreements:
AIG Nomination, Identification, or Service Options
Thomasville City Schools

Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (per Article 9B, NC General Statutes 115C-150.5).

In the event the parents/guardians disagree with the School Site decision regarding the nomination, identification, or service options, they may appeal the decision by following these steps:

Step 1: Appeal to AIG School-Based Committee

- Request in writing to meet with AIG School-Based Committee, stating the area of concern. Within 10 days of receipt of the written request, the school team will schedule the parent conference.
- The school team will revisit the site decision, including all pertinent information, and determine if additional data/documentation is needed.
- The school team will report the decision in writing to the parents.
- If not resolved at the school site, parents may appeal by following Step 2.

Step 2: Appeal to District AIG Team (District Level Administrative Team)

- Request in writing within 10 days after School-Based Conference to confer with Director of Advanced Programs.
- District AIG Team will review data and confer with parents. A decision will be reported in

writing to the parents within 10 days of the conference.

- If not resolved at the AIG District Level, parents may appeal by following Step 3.

Step 3: Appeal to Superintendent/Administrative Level

- Request in writing within 10 days after District AIG Team conference to appeal the decision.
- Superintendent will review the information presented and report a decision to parents in writing within 10 days.
- If not resolved at the Administrative Level, parents may appeal by following Step 4. **Step 4: Appeal to Local Board of Education**
- Within 10 days after the Administrative report, the parent may appeal the superintendent's decision to the Board of Education.
- The Board of Education will review the information and provide a written decision to the parent within 10 days.
- If not resolved at the Board of Education, parents may appeal to the State following Step 5.

Step 5: Appeal to the State

- Parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the hearing will be limited to: a) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, and b) whether the local system implemented its AIG plan appropriately for the student.
- Following the hearing, the administrative law judge will make a decision based on the finding of fact and conclusions of law. 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

Ideas to Strengthen the Standard: Develop an AIG school planning template to outline individual school initiatives aligning with Thomasville City Schools Strategic Plan

Post all publications on TCS Webpage

Add student interest surveys to the annual data collection

Annual district meeting to evaluate AIG budget

Sources of Evidence: District AIG website

AIG student proficiency and growth data

AIG budget

AIG Advisory board agendas

Meeting Logs from school teams

Parent meeting dates and agendas

Student demographic data

Due process procedures

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Glossary (optional):

Appendix (optional):

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