

J.E. Holmes Middle School

AIG Plan for 2024-2025



Goal Correlating with Standard 1: *To implement identification procedures that are clear, equitable, and comprehensive and lead towards appropriate educational services.*

Rockingham County Schools define what it means to be academically gifted in reading, academically gifted in math, intellectually gifted in reading, intellectually gifted in math, and both academically and intellectually gifted.

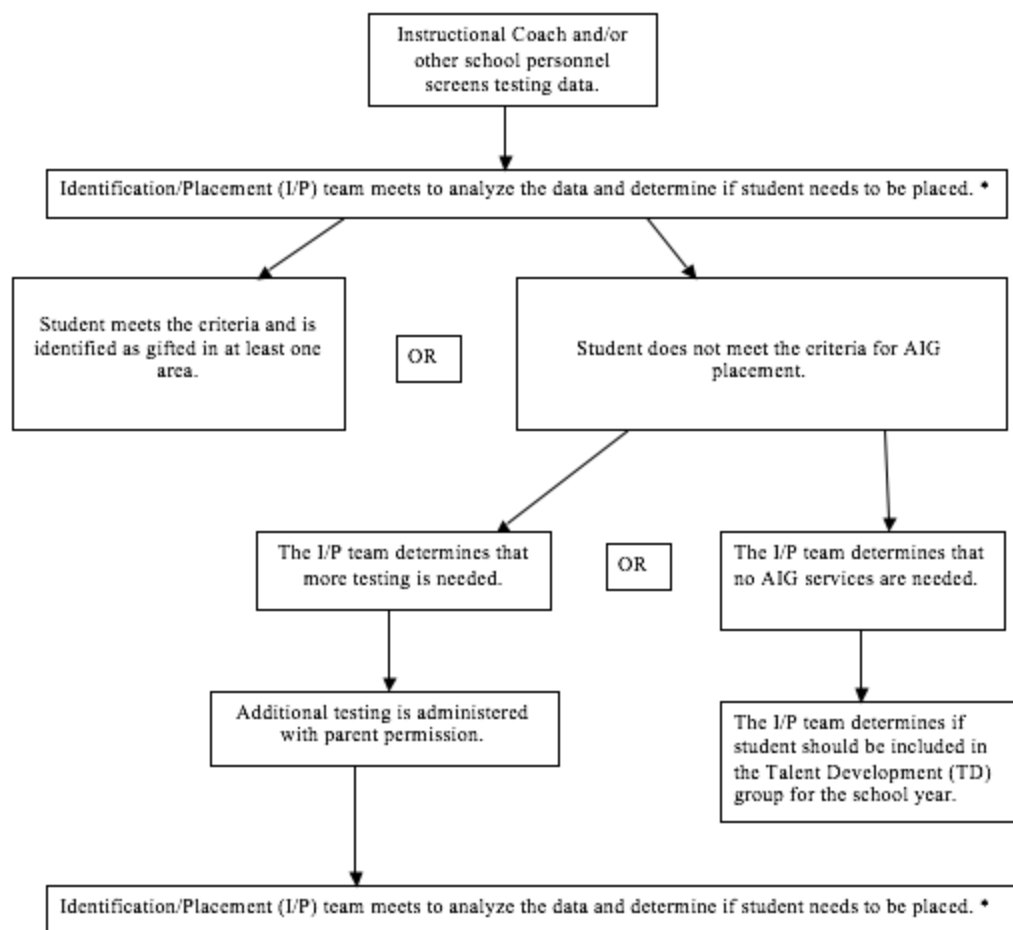
- Students who are academically gifted have the ability to perform at the top ten percent on standardized assessments in comparison to the same age peers in reading (AR), mathematics (AM), or in both areas (AG).
- Students who are intellectually gifted (IG) have reasoning skills at the top five percent on a nationally normed test in comparison to the same age peers in reading (IG-R), mathematics(IG-M), or in both areas.
- Academically and intellectually gifted (AI) students demonstrate strengths in the areas of performance and reasoning skills in at least one academic area.

Identification/Placement (I/P) teams are in place at each elementary, middle, and high school to make decisions concerning the needs of individual students. Students are recommended for placement in the program based on the multiple criteria presented to the I/P Team at various points in the school year. Students can be identified and placed in the AIG program at any time of the year, but placements are generally considered after the screening of students.

TRANSFER STUDENTS

Because AIG guidelines are consistent throughout the system, placements for students who transfer within the system are automatic. Any student from another system who transfers with appropriate documentation of participation in a program for academically or intellectually gifted will continue to receive services in the appropriate AIG setting. In such cases, parents are notified and invited to attend a DEP conference with the instructional coach.

Identification Process/Cycle



*The cycle may repeat in the identification process.

AIG Identification and Placement Team Members*
2024-2025

Committee Members	Position
Christy Bailey	Principal
Justin Bulla	Assistant Principal
Emily McCants	Instructional Coach
Libby Berteotti	Media Coordinator
Cassie Higgs	Guidance Counselor
Chasity Fix	6th Grade Teacher
William Sensenich	7th Grade Teacher
Kim Garrett	8th Grade Teacher
Mary Catherine Huss	CTE Teacher

*The committee meets at least twice a year to discuss placement of students for the upcoming or following year. New students who meet the criteria are discussed, as well as students who are currently in the program.

Entrance Criteria –Elementary and Middle School (Grades 4-7)
Pathways to AIG Student Identification

Academically Gifted Requirements: (AR, AM, AG)

- Pathway 1: Students must meet two of the three requirements: successful completion of a portfolio (non-traditional measure), have a minimum score of 85th percentile on an EOG, and/or 85th percentile on a CogAT in one or both areas. Partial composite scores can be used.
- Pathway 2: Students need to have a minimum score of 90th percentile on an EOG or on a CogAt in one or both areas. Partial composite scores can be used.
- Pathway 3: Students need to have a minimum score of 88th percentile on an EOG or on a CogAt in one or both areas and perform at a high level on a performance task (non-traditional measure). Partial composite can be used.

Academically and Intellectually Gifted Requirements: (AI)

- Pathway 4: Students need to have a minimum score of 95th percentile on a CogAt in one or more areas (AI). Partial composite can be used.
- Pathway 5: Individualized (AI) Students need to have a minimum score of 98th percentile on an EOG and on a CogAt. Partial composite can be used. For grade acceleration decisions, see grade/subject acceleration procedures.

Formally Identified AIG Students at Holmes Middle School

<i>AIG Identifications</i>	<i>Number of Students</i>	<i>Percentage of Total AIG in School</i>
AG	31	24%
AI-M	1	0.8%
AI-RM	2	1.6%
AM	54	41.9%
AM;AI-R	1	0.8%
AR	27	20.9%
AR;AI-M	7	5.4%

Numbers and Percentages of Formally Identified AIG Students Holmes Middle School
2024-2025

These totals and percentages are based on the total enrollment (Grade 6-8) as of (date)

Total Enrollment in Holmes Middle School- 634

Total Number of formally identified AIG students: 129

Number of 6th Graders (30 males, 21 females):

Number of 7th Graders: (16 males, 28 females):

Number of 8th Graders: (18 males, 16 females):

Number of Formally Identified AIG Students in Entire School:

Females: 65

Males: 64

Total: 129

Percentage of total enrollment identified as AIG: 20.3%

Grade Levels Broken Down by Race:

Grade 6:

African American: 5
Caucasian: 36
Multi-Racial: 2
Hispanic: 6
Asian: 2
Other:

Grade 7:

African American: 5
Caucasian: 26
Multi-Racial: 5
Hispanic: 7
Asian: 1
Other:

Grade 8:

African American: 3
Caucasian: 20
Multi-Racial: 2
Hispanic: 8
Asian: 1
Other:

Percentage of AIG identified who are minorities: 36.4%

Percentage of total who are AIG identified and minorities: 7.4%

Percentage of total AIG identified that is male: 50.3%

Percentage of total AIG identified that is female: 49.6%

Number of students identified as AIG as well as other EC: 2

Percentage of students identified as AIG as well as EC: 1.5%

Goal Correlated with Standard 2: *To provide 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.*

Students receive services and are cluster-grouped according to their identified area(s) of strength. Students requiring individualized services may need subject or grade level acceleration in a setting that best meets their differentiation goals. Differentiated Education Plans (DEP) and Individualized Differentiated Education Plans (IDEP) are developed to align services with students' demonstrated needs. Instructional coaches collaborate to make sure that students have equitable access to resources.

All teachers and schools are consistently aware of student identification and service needs at each grade level. Communication is facilitated through the following means:

- School-level AIG program and plan review
- Identification/Placement Team meetings
- Instructional coaches meetings
- AIG weekly updates
- Established procedures for transferring student records
- Talent Development Pool Lists
- AIG Application Rosters

Collaboration to address the social and emotional needs of students is facilitated through:

- Instructional Coach Meetings
- Multi-tiered System of Supports (MTSS)
- Collaboration Around Student Achievement (CASA) meetings
- Instructional coach/counselor collaboration meetings: Book study, planning lessons to address student social and emotional needs, training on the development of DEPs each spring
- Annual training for teachers at the school level
- Identification/Placement Team meetings to focus on the holistic needs of gifted learners
- District level collaboration between Director of Instructional Programs and Assistant Superintendent of Support Service/Exceptional Children's Program

The AIG program at Holmes Middle School supports and encourages students to consider participating in the following community services, extra-curricular programs, and/or contests:

Program or Service	When	Personnel Involved
Battle of the Books	September - March	Mrs. Berteotti
Science Fair	October - December	Mr. Conkle
Student Council	September - May	Mrs. Evans
Middle ACC	November - February	Mrs. McCants

AIG Enrichment Club - Robotics	October - May	Mrs. Huss
AIG Enrichment Club - Brain Games	October - December	Mr. Conkle

Goal Correlating to Standard 3: *To employ challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.*

Each school has an instructional coach which provides support to teachers in employing diverse and effective instructional practices. Co-teaching is used as the service delivery model to ensure that differentiation, extension, and enrichment are provided to the gifted students. This model includes the following:

- Cluster-grouping of AIG students in classrooms
- List of all AIG certified teachers is provided to the principals
- Training on co-teaching practices for the instructional coaches, teachers, and administrators
- Instructional coach planning time with teachers
- Flexible use of four co-teaching approaches
- Equitable services for unidentified students from underrepresented populations
- Combinations of approaches used during a lesson to meet needs of students

AIG Service Delivery Options at Holmes Middle School

At the middle school level, students are subject-grouped according to their area of identification. The Instructional Coaches collaboratively plan with instructional staff to ensure appropriate services for gifted learners. Coaching cycles are utilized to facilitate teacher growth and improvement in instructional practices. Additional opportunities offered include science and math fairs, after-school clubs, and Battle of the Books.

AIG Service Delivery Options at Holmes Middle School **Individualized Differentiation**

At the middle school level, teachers provide differentiation for gifted students in their classrooms. Differentiation strategies most commonly used include tiered lessons, learning contracts, differentiated units, and problem/project based learning.

Goal Correlating to Standard 4: *To recruit and retain highly qualified professionals and provide relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.*

Each school has a full time instructional coach that is AIG-licensed or will be licensed within one year of assuming the position. The following responsibilities ensure that the needs of gifted learners are explicitly met:

- Implement, facilitate, and integrate the district and school AIG Plan including:
 - Conduct identification placement team meetings
 - Coordinate the development of Differentiated Education Plans (DEP) for Students
 - Plan school level advisory council meetings (2 per year)
 - Provide direct and indirect services following the district AIG Plan
 - Serve as parent contact for AIG communication and concerns
 - Create and submit a school AIG plan to the AIG director or AIG lead teacher
 - Organize and keep secure AIG student paperwork and data
- Deliver school and district professional development in the area of increasing student achievement through formative assessment, instructional strategies, vocabulary instruction, and Common Core/Essential Standards to support differentiated classroom instruction.
- Collaborate with the school based instructional leadership team and district leaders
- Effectively employ coaching strategies to assist teachers with reflective practice to inform and improve instruction through research based best practices.
- Co-teach, model lessons, and provide meaningful instructional support to classroom teachers.
- Participate in CASA meetings and collaborative planning meetings

RCS AIG department recommends that classroom teachers have AIG certification when the classroom membership includes AIG students. Principals are expected to cluster group and provide flexible scheduling options to ensure identified learners are served by regular education teachers who are AIG certified, whenever possible. Instructional coaches, who are also certified, work with identified AIG students and with teachers who do not have AIG certification. Using information in our locally developed AIG Application, the AIG department monitors the placement of students in classrooms with AIG certified teachers. In the spring, each principal is given a list of current AIG certified teachers at his/her school site as plans are made for the next school year.

List of teachers in the school with AIG certification:

Elizabeth Berteotti
Chasity Fix
Mary Catherine Huss
Emily McCants

List of teachers in the school that have Completed GEEK Squad Training:

Chasity Fix

Professional Development	Date(s)	Personnel Involved	Mode of Delivery (FTF, online, blended)
22-25 RCS AIG Plan Overview	October	All school staff	FTF
Core Proposition Training	Asynchronous	Any new staff, Coaches	Online
Personalized Learning	Vary	Self selected by Staff	Online
iReady	December Other TBD	Math Teachers, ELA Teachers, EC, Coach, Administration	FTF
Literacy Instruction Standards	August October December February	All licensed staff	FTF
Science of Learning and Development	September October November December	All licensed staff	FTF

Collaboration Opportunities within School Environment

Collaborative Activity	How Often	School Personnel Involved
Grade/Subject Area CASA	Weekly	All Teachers, Administration & Instructional Coach
Vertical Alignment Meetings	Quarterly	All Teachers, Administration & Instructional Coach

Grade Level Meetings	Weekly	Staff, Administration & Instructional Coach
Staff Meetings	Monthly	All Staff
AIG Identification and Placement Team	Quarterly Others as needed	IP Team

List of Classroom Teachers who serve gifted students:

Teachers	Grade Level	Certified (Y/N)
Brittany Evans	6	N
Taylor Greer	6	N
Lauren Grogan	6	N
Chasity Fix	6	Y
William Sensenich	7	N
Maria Mora Ponce	7	N
Mollie Rierson	7	N
Denise Balser	7	N
Kim Garrett	8	Y
Sherry Parker	8	N
Peyton Scroggins	8	N
Ethan Spencer	8	N

Goal Correlated with Standard 5: *To ensure on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.*

- Parent meetings (include date of DEP meeting)
- Advisory council members and dates of meetings
- Partnerships with businesses, parents, and other stakeholders in the community

The Annual DEP Parent Meeting was held on Tuesday, September 24th at 6:15 - 7:00 pm in the Chorus Room and in conjunction with our annual Title 1 Curriculum Night. The Instructional Coach provided a power-point that outlined the AIG program at Holmes Middle School. Parents who came signed a roster, signed the DEP forms, and asked questions pertaining to the service given to AIG students.

Advisory Council Members and Meeting Dates

The Advisory Council meets at least twice a year, once in November and another time in April. The purpose of the Advisory Council is to review and evaluate the AIG program at the school in order to continue meeting the needs of AIG students in the school. Minutes are taken at the meetings, and they are submitted for review to the county's AIG Advisory Board. The members on the Advisory Council include the IP team, as well as parents who are interested in participating.

Advisory Council Member	Position
Christy Bailey	Principal
Justin Bulla	Assistant Principal
Emily McCants	Instructional Coach
Libby Berteotti	Media Coordinator
Cassie Higgs	Guidance Counselor
Chasity Fix	6th Grade Teacher
William Sensenich	7th Grade Teacher
Kim Garrett	8th Grade Teacher
Mary Catherine Huss	CTE Teacher
TBD	Parent Representative
TBD	Parent Representative
TBD	Parent Representative
TBD	Parent Representative
TBD	Parent Representative

Goal Correlated with Standard 6: *To implement, monitor, and evaluate 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.*

- Annual review of goals and objectives
- Growth Summary Based on EOG Results (Do not include student names.)
- Retention data of under-served populations

Annual Review of Goals and Objectives

- Person responsible for school plan and portfolio
- The school advisory committee will have ongoing input as we review goals and objectives throughout the year. The system's AIG Advisory Board will also be involved in the review.
- AIG data will be analyzed at the end of the year to determine the average growth of AIG students. Other appropriate information will be evaluated, as well.

- Upon request, the Director of Testing and Accountability will provide data and professional development that will assist in the analysis of AIG data to determine the growth of AIG students. This will occur in the fall of each school year. The analysis will be of the previous year's end-of-grade-test results.
- A growth summary is attached to show the average growth of "Middle School AIG students in both reading and math. This data has been gathered from the previous spring's EOG and was provided by the Director of Testing and Accountability for Rockingham County Schools.

Minimum Performance Standards

A growth summary is attached to show average growth of AIG students at each grade level in reading and math. This data will show information gathered from EOG Testing Data from spring of 2024.

6th Grade				7th Grade				8th Grade						Overall		Overall	
Math		Reading		Math		Reading		Math		Math 1		Reading		Math		Reading	
% AIG	Growth	% AIG	Growth	% AIG	Growth	% AIG	Growth	% AIG	Growth	% AIG	Growth	% AIG	Growth	% AIG	Growth	% AIG	Growth
19.49	-2.3	19.29	1.64	17.46	-6.61	17.55	0.39	8.7	1.86	86.11	2.21	22.61	0.33	15.6	-6.29	19.86	1.45

A copy of each plan is to be turned in to the principal and to the AIG Lead Teacher. The Instructional Coach keeps a copy also.