

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

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

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

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

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

**Gates County Schools Vision for local AIG program:** The mission of Gates County Schools is to develop an educational program that provides intellectual opportunities which will challenge gifted students for success in a changing world. These students are represented in all cultural, socio-economic, and ethnic groups. After studying researched data the system recognizes that giftedness can be developed and enhanced through nurturing potential. A student's intellect is not determined by only one intelligence instrument, but through an array of multiple criteria. The system recognizes that these students require differentiated educational services that can help develop their full potential. The system also acknowledges that it is the responsibility of all stakeholders in the educational community to nurture students in the development of their giftedness.

Gates County Schools is committed to equipping all students with the knowledge, competence, and orientations needed for them to successfully meet the challenges of the 21st century. We will nurture and focus our expectations for all students to become:

Critical thinkers who identify, access, integrate and use available resources and information to reason, make decisions and solve complex problems in a variety of situations.

Collaborative workers who use effective leadership and group skill to develop and manage interpersonal relationships within culturally and organizationally diverse settings.

8/7/2013

Quality producers whose creations provide self-fulfillment and financial resources and reflect originality, high standards, and the use of advance technologies.

Self-directed learners who create a positive vision for themselves and their future; use that vision to set priorities and goals; and monitor, evaluate, and accept responsibility for the achievement of their goals.

Community contributors who contribute their time, energies, and talents to improve the welfare of themselves and others and the quality of life in their diverse communities.

Gates County Schools believes that multiple indicators of giftedness focus attention on the whole child and recognizes six indicators of giftedness developed by Coleman, Gallagher, Harrison, and Robinson, 1995. Within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student from consideration. Information from any and all indicators may be used in matching students with appropriate service options. Information used from each indicator should be directly related to the service option considered. Information from specific indicators may be given priority for specific service options.

Gates County Schools will be revising this plan after the Honors course information is adopted at the state level. Our main focus in this bridge plan is to develop unified forms for the district, parent handbooks, and printed procedures in easy to understand language.

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$89562.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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## **Standard 1: Student Identification**

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

### **Practice A**

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

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

**Rationale:** To identify and serve the students in a consistent way.

**Goals:** To keep students engaged and motivated to achieve to their potential.

**Description:** We will continue to use the multiple indicators for placement that include:

- Scoring 93% or higher on the Test of Cognitive Skills II
- Scoring 95% or higher on the End of Grade tests
- Motivation
- Classroom performance and grades
- Teacher observation across subject areas
- Parent input
- Student interest

We will review the process at grades 4 and 7. We will develop and utilize the criteria forms throughout the county.

We also try to ensure that we are not overlooking the special populations such as culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional.

We screen all of our fourth grade students using the Test of Cognitive Skills. We also take teacher and parent referrals for our younger students to provide them with a challenging and interesting curriculum.

**Planned Sources of Evidence:** Written plans to the principals and teachers  
Criteria and contact information posted on the Gates County website  
Developed and utilized score sheets and forms to use district-wide.  
Confidential testing information each child in fourth grade.

**Other Comments:**

### **Practice B**

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

that are based current theory and research.

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

**Rationale:** We will continue to use more than one test to identify students. We have used multiple criteria for many years.

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

**Description:** We have used multiple criteria for many years to place our students. We would like to have a universal form that is used across the county as well as put into place a review process using multiple criteria.

**Planned Sources of Evidence:** Criteria checklist forms  
Student folders  
Data collection

**Other Comments:**

### **Practice C**

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

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

**Rationale:** Gates County wants to serve all students who are gifted in the way that fits their needs.

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

**Description:** -score 93% or better on the Test of Cognitive Skills II  
-score in the 95% on End of Grade tests  
-motivation/student interest surveys  
-teacher observation across settings  
-classroom performance  
-parent surveys and input

Traditional assessments are standardized tests. We will use rubrics and response systems to also view and track our student data.

**Planned Sources of Evidence:** criteria checklists  
observations  
surveys  
inventories  
grades

test scores  
rubrics

**Other Comments:**

**Practice D**

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

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

**Rationale:** Gates County has operated as a system of schools with many forms that were used at one school but not another. We want to have a consistent easy to follow plan for teachers and parents.

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

**Description:** Gates County will continue to accept parent and teacher referrals to the AIG teacher/coordinator at each school. Parents who feel that their child shows a strength in an academic area can refer their child for the watch list for AIG services. That nomination will go to the Child Study team to provide strategies to help with implementing advanced studies to keep the students engaged. Teachers may also nominate students that they feel need enrichment to challenge them to continue to do well in school. We normally would like for the child to be performing at least 1 grade level above in the nominated content area. Teachers would notify the parents that they are nominating their child for AIG watch list services in grades K-2 or AIG services for 3-12. The nomination would again go through the Child Study team for enrichment strategies and then to the AIG SEARCH team for placement and development of a differentiated education plan.

**Planned Sources of Evidence:** written nomination referrals  
student folders including testing information  
enrichment plans  
differentiated education plans

**Other Comments:**

**Practice E**

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

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

**Rationale:** Gates County has operated as a system of schools with many forms that were used at one school but not another. We want to have a consistent easy to follow plan for teachers and parents.

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

**Description:** Teachers and parents will continue to nominate students based on the seven criteria. We will develop and use a county-wide criteria checklist that will be used in the identification and placement of students in the AIG program.

**Planned Sources of Evidence:** written nominations  
criteria checklists  
collected data

**Other Comments:**

### **Practice F**

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

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

**Rationale:** Gates County has operated as a system of schools with many forms that were used at one school but not another. We want to have a consistent easy to follow plan for teachers and parents.

**Goals:** Gates County Schools will provide parents with a written policy on the procedures including the forms by the end of the first nine weeks for currently identified students. The parents will be presented with the document at the time of the students placement and at the reviews.

**Description:** The parents will be presented with a written policy and procedures handbook at the placement meeting of the student. They will also be given a copy at the review of the data in grades 4 and 7. This document will also be found on the county website by January 2014. This document will contain the procedures of how to nominate your child for AIG services, what to do if you do not agree with the placement of your child or the DEP. Forms will be developed for grievance and included in the forms booklet.

**Planned Sources of Evidence:** parent's policy and procedure handbook  
copy of the document on the website  
forms  
student files

**Other Comments:**

## **Standard 2: Differentiated Curriculum and Instruction**

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

### **Practice A**

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

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

**Rationale:** Gates County Schools will utilize unit plans to plan for differentiation for the lessons for the advanced learner.

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

**Description:** Gates County staff will provide opportunities through clustering, compacting, direct services with the AIG certified staff, advanced placement courses, opportunities to access classes through NCVPS, the information highway, and tiered lessons. We will provide staff development in the area of differentiation through workshops and online courses. We have also encouraged teachers to pursue their AIG certification by offering tuition reimbursement. We will develop a teachers resource area on the Gates County website that contains examples of tiered assignments and lesson plans to help the regular classroom teacher serve the gifted students. We will also establish a planning time with the AIG teacher at the elementary level to provide nurturing to all K-2 students and K-5 students that are yet to be identified. All of our AIG coordinators at each school are AIG certified.

We will review on a case-by-case basis to determine if there needs to be grade skipping based on testing and classroom performance as well as social development.

We are providing clustering at the elementary level to challenge each student to push their limits and expand their knowledge base.

District-wide, we provide opportunities for students to compact classes to provide the optimal education experience for the students.

We have teachers at both the elementary and middle school levels that create and use tiered assignments to enable all students to access the maximum knowledge from the assignments. All teachers across the district will utilize unit plans with differentiation plans included to address the needs of the advanced learner.

Since we are such a small county, we utilize the information highway, North Carolina Virtual Public School, and online college courses to provide students with courses that are interesting to them as well as challenging.

**Planned Sources of Evidence:** lesson plans

unit plans  
transcripts  
enrollment in NCVPS and information highway classes  
opportunities to gain college credit while in high school  
advanced placement classes  
honors classes  
grade skipping  
advanced placement in subject areas such as math or reading  
sign-in sheets from staff development  
certificates of completion

**Other Comments:**

**Practice B**

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

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

**Rationale:** Gates County Schools will utilize unit plans to plan for differentiation for the lessons for the advanced learner.

**Goals:** To have more students to enroll in advanced courses at the high school level.

**Description:** We are implementing more clustering and enrichment time at the elementary levels. This is to keep the students motivated and eager to learn so that when they are at the high school level they want to take the upper level courses without a thought as to just getting by. We want to challenge our students with opportunities of extra-curricular activities that spark their learning. We feel like this will encourage the students to continue to grow and promote the advanced classes at the high school level. We also are providing different modes to achieve advanced classes at the high school and middle school level through the use of the internet. This may be through the means of North Carolina Virtual Public School. We have also provided advanced classes at the high school that accept middle school students to help to foster their thirst for knowledge. We are turning our focus to creating students that will be life-long learners. We are also offering honors classes at our middle school level so that the students will continue to be challenged. We have provided a means for students to take advanced courses, such as geometry and Spanish at the middle school level. We have utilized cluster grouping across our elementary classrooms to extend the content for our advanced learners and allow them to utilize Revised Bloom's Taxonomy to help our students become better problem solvers.

**Planned Sources of Evidence:** elementary schedules-focus time, clustering scheduling  
compacting lessons  
class acceleration in math and science  
DEP's  
course enrollment  
transcripts

lesson plans  
unit plans  
tiered assignments  
AP courses  
honors courses

**Other Comments:**

**Practice C**

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

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

**Rationale:** Gates County Schools will utilize unit plans to plan for differentiation for the lessons for the advanced learner.

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

**Description:** We will provide training in differentiation. We will provide examples of tiered assignments and web quests and lessons that work with a diverse population.

**Planned Sources of Evidence:** lesson plans on the website  
lesson plans used in the classroom  
certificate of completion of training  
sign-in sheets  
unit plans

**Other Comments:**

**Practice D**

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

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

**Rationale:** Gates County Schools will utilize unit plans to plan for differentiation for the lessons for the advanced learner.

**Goals:** Gates County will provide training and resources through workshops and a teacher password

protected link on the Gates County website.

**Description:** The website will contain a list of activities and researched-based activities to help extend lessons. There will also be lesson models provided for different topics. We will also post tiered assignments and web quests that can be used with our students. We will list the available resources that are in the county and where they are located and how you may check out the materials. We will also utilize North Carolina Virtual Public Schools and the information highway more to provide the students with a greater ability to take challenging courses that due to our small county we are not able to provide at the high school or middle school in person.

**Planned Sources of Evidence:** teacher site on the website  
NC Virtual Public School enrollment  
information highway enrollment  
"Learn and Earn" enrollment  
list of professional resources

**Other Comments:**

**Practice E**

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

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

**Rationale:** Gates County Schools will utilize unit plans to plan for differentiation for the lessons for the advanced learner.

**Goals:** We will encourage students to enroll in higher level classes and include global awareness in our lesson plans across the grade spans to invite our students to travel and think outside of our small county.

**Description:** We are providing the curriculum for our students and we are challenging our students. We need to provide opportunities for our students to see the world even in a virtual setting. In the 21st century, the world is getting smaller and smaller and we need to provide our students with globally competitive skills. We need to teach them about other cultures and customs as well as educational systems. We are no longer competing with other students from surrounding counties or state; our society today must be competitive globally. The students that we are training today will be working in jobs that currently do not exist. We need to provide them with the skills to be able to dream big.

Our teachers are using technology more effectively each year in the classroom to provide virtual trips to other cultures or places around the world, country, and state to expand the knowledge base and the experiences for the students of Gates County.

We have internet capability in all classrooms. Most of our classrooms have interactive white boards and projectors. We also have mobile computer labs in every school as well as large computer labs in each school.

**Planned Sources of Evidence:** lesson plans  
website resources  
use of computers for communication to global communities  
transcripts  
course syllabus

**Other Comments:**

**Practice F**

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

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

**Rationale:** Gates County Schools will utilize unit plans to plan for differentiation for the lessons for the advanced learner.

**Goals:** Gates County Schools will investigate the use of different types of assessments such as benchmarks, projects, and ongoing assessments of student's accomplishments.

**Description:** Our teachers will use cooperative learning groups and projects to assess student learning. We will develop benchmark assessments, monologues, and/or inventions to demonstrate learning. Our teachers are using more techniques to gather information about students' knowledge other than paper and pencil tests, such as projects and rubrics, performances, and minute oral assessments.

**Planned Sources of Evidence:** projects  
benchmarks  
community assignments  
products of cooperative learning  
students logs or journals  
certificates of training attended  
student outcomes

**Other Comments:**

**Practice G**

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

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

**Rationale:** Gates County Schools will utilize unit plans to plan for differentiation for the lessons for the advanced learner.

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

**Description:** Gates County Schools will review the plan with the guidance counselors at the schools and have them implement the plan with the students with fidelity. Guidance Counselors will share with each other resources and outside agency contacts to help support the plan. We have provided training for mentors and peer mediators that help our students to develop leadership skills. We also utilize time with the guidance counselors to help students adjust to any feelings that they may have of being different. Our guidance counselors will work with the students in one to one settings for support.

**Planned Sources of Evidence:** higher participation of students in the higher level courses  
class rosters  
student contact log for the guidance counselors

**Other Comments:**

#### **Practice H**

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

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

**Rationale:** Gates County Schools will utilize unit plans to plan for differentiation for the lessons for the advanced learner.

**Goals:** Gates County Schools will communicate the nurturing plan to the elementary teachers through teachers' meetings and the website.

**Description:** The AIG coordinator for each elementary school will meet with each grade level to do some planning to assist with thematic units or brain storm services for a students who may be on the watch list for the AIG program. The AIG team will post resources and the location of resources that would assist teachers in meeting the needs of a K-2 student who is demonstrating advanced skills. Teachers would be able to sign up with the AIG teacher to provide services with the classroom to provide nurturing and enrichment. Teachers will implement this through cluster grouping and compacting lessons and tiered assignments. The AIG coordinator will be able to provide direct contact to students who need more.

**Planned Sources of Evidence:** log of teacher contacts  
list of resources  
teacher request forms

**Other Comments:**

### **Practice I**

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

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

**Rationale:** Gates County Schools will utilize unit plans to plan for differentiation for the lessons for the advanced learner.

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

**Description:** The AIG coordinators will participate in vertical and horizontal planning to ensure that all students regardless of their other areas of concern will have their needs met at the level that they need as advanced learners. The AIG coordinators will use the current unit plans to assist with lesson delivery.

**Planned Sources of Evidence:** list of resources  
combined lessons  
student outcomes  
transcripts

**Other Comments:**

### **Standard 3: Personnel and Professional Development**

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

#### **Practice A**

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

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

**Rationale:** We have had many of our AIG certified teachers to retire. We are planning on providing opportunities for our teachers to gain the add-on license for AIG.

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

**Description:** The director of human resources and the director of curriculum will pass along information about classes and programs for AIG licensure as well as providing assistance with the funding to attend. The AIG coordinators will help promote the differentiation of assignments for the teachers who do not have the certification. The director will provide information on what colleges are offering courses for certification. All AIG Coordinators are AIG certified.

**Planned Sources of Evidence:** NC AIG license  
list of professional development attended by AIG teachers  
information provided to teachers on how to become AIG certified

**Other Comments:**

#### **Practice B**

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

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

**Rationale:** We have had many of our AIG certified teachers to retire. We are planning on providing opportunities for our teachers to gain the add-on license for AIG.

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

**Description:** Attend state, regional and local staff development opportunities. AIG teachers will provide professional training to their designated schools at the start of each school year. This is to review the AIG plan with the returning staff and advise the new staff of the AIG plan.

**Planned Sources of Evidence:** Certificates of completion

lists of trainings  
agendas from training lead  
sign-in sheets from training lead

**Other Comments:**

**Practice C**

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

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

**Rationale:** We have had many of our AIG certified teachers to retire. We are planning on providing opportunities for our teachers to gain the add-on license for AIG.

**Goals:** All teachers will participate in professional development at the schools on the following three topics:

1. The components of the NEW AIG plan.
2. How to differentiate your lessons/Where to find help.
3. Implementation strategies and research-based interventions.

**Description:** The AIG staff will provide modules of the three topics to be shared during a staff meeting or during a half-day professional development day.

**Planned Sources of Evidence:** agendas  
handouts  
sign-in sheets  
list of resources

**Other Comments:**

**Practice D**

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

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

**Rationale:** We have had many of our AIG certified teachers to retire. We are planning on providing opportunities for our teachers to gain the add-on license for AIG.

**Goals:** The goal of Gates County Schools is to provide the professional development for teachers to earn AIG add-on certification and to encourage our teachers to obtain AIG certification courses.

**Description:** We try to place our AIG students with teachers who are certified in the area of AIG. We currently have had many retirements that have reduced the number of teachers who are certified in AIG. We make every attempt to have our AIG certified teachers teaching courses that our advanced learners will be assigned.

**Planned Sources of Evidence:** NC WISE/Powerschool rosters  
Teacher quality report  
individual student schedules

**Other Comments:**

### **Practice E**

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

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

**Rationale:** We have had many of our AIG certified teachers to retire. We are planning on providing opportunities for our teachers to gain the add-on license for AIG.

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

**Description:** The AIG plan aligns with the District Improvement Plan to ensure that we are providing staff development to reach the needs of all of our students.

**Planned Sources of Evidence:** District Improvement Plan  
participant lists of professional development  
agendas of meetings

**Other Comments:**

### **Practice F**

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

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

**Rationale:** We have had many of our AIG certified teachers to retire. We are planning on providing opportunities for our teachers to gain the add-on license for AIG.

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

**Description:** AIG teachers will be evaluated on the North Carolina Professional Teaching Standards Evaluation Rubric based on 21st Century Skills. AIG Teachers will continue to consider state and national standards when creating Individual Growth Plans. AIG teachers will continue to attend local, regional, state and national conferences as funding permits to keep up-to-date on state and national

standards and best practices. Teachers integrate technology provided by the district into AIG curriculum to promote 21st century learners.

**Planned Sources of Evidence:** unit plans  
lesson plans  
individual growth plans  
teacher evaluations

**Other Comments:**

### **Practice G**

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

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

**Rationale:** We have had many of our AIG certified teachers to retire. We are planning on providing opportunities for our teachers to gain the add-on license for AIG.

**Goals:** Teachers will be able to plan, implement, and refine applications of their professional development learning by requesting courses through the district procedures for staff development.

**Description:** All teachers have the same access to staff development. They are to make the request to the building level administration. All staff are encouraged to share their talents and gifts with the district. There are opportunities for staff to lead professional development to share their knowledge with all staff.

**Planned Sources of Evidence:**

sign-in forms  
CEU credits  
powerpoints from meetings  
agendas from trainings

**Other Comments:** This will be included in the the distrcit LEA improvement plan.

## **Standard 4: Comprehensive Programming within a Total School Community**

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

### **Practice A**

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

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

**Rationale:** Gates County Schools will provide services in the least restrictive environment as possible. We are writing unit plans which include differentiation planning. We are trying to meet the needs of all students in the general education setting.

**Goals:** Gates County Schools will evaluate the service delivery presently offered at each grade span(k-5,6-8,9-12). We will investigate more of an enrichment time that is not perceived as a punishment but a time to expand knowledge instead of add to the work load of the students. Schools at the elementary level will look at their master schedules to help with this.

**Description:** Develop a procedure for meeting the needs of the AIG students in the high school setting. Conferences with the AIG students to discuss needs of the program and social/emotional needs.

Teachers will hold conferences with the students to assess the social and emotional needs and develop lessons to address the social/emotional needs of the AIG students

**Planned Sources of Evidence:** conference logs  
lesson plans  
unit plans

**Other Comments:**

### **Practice B**

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

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

**Rationale:** Gates County Schools will provide services in the least restrictive environment as possible. We are writing unit plans which include differentiation planning. We are trying to meet the needs of all students in the general education setting.

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

**Description:** The AIG program promotes extracurricular activities of the students such as Brain Brawl, Spelling Bees, History Day, Environthon, and other academic opportunities. Students may also participate in Junior Beta Club and student councils at the upper elementary and middle school level.

Students participate in:

Brain Brawl

Spelling Bees

History Day

Math Day

Geography Bee

Quiz Bowl

**Planned Sources of Evidence:** calendar of events

programs

list of winners

project notes

practice schedules

**Other Comments:**

### **Practice C**

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

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

**Rationale:** Gates County Schools will provide services in the least restrictive environment as possible. We are writing unit plans which include differentiation planning. We are trying to meet the needs of all students in the general education setting.

**Goals:** Tiered assignments and sample lessons will be posted on the website to offer teachers a guide on how to extend the lessons while keeping the information related to the standard course of study.

**Description:** AIG goals and services are aligned with the North Carolina SCOS (Common Core and Essential Standards) and provide rigor, relevance and challenges based on the individual needs.

**Planned Sources of Evidence:** lesson plans

unit plans

AIG plan

resources on the website

**Other Comments:**

### **Practice D**

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

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

**Rationale:** Gates County Schools will provide services in the least restrictive environment as possible. We are writing unit plans which include differentiation planning. We are trying to meet the needs of all students in the general education setting.

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

**Description:** AIG coordinators will work together with their assigned schools to be a resource for the AIG plan and how to best serve the AIG students. They will also be available for parent questions. Teachers will provide tiered lesson examples and resources on the county website. The parents will be able to ask questions to the coordinator at their child's school.

**Planned Sources of Evidence:** AIG plan

teacher contact logs

parent contact logs

agendas of staff meetings

agendas of professional development

written requests to help with a theme or area of the classroom

newsletters

website information

**Other Comments:**

### **Practice E**

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

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

**Rationale:** Gates County Schools will provide services in the least restrictive environment as possible. We are writing unit plans which include differentiation planning. We are trying to meet the needs of all students in the general education setting.

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

**Description:** The AIG coordinators and teachers will provide a list of resources on the Gates County Schools website. They will also meet collaboratively with grade levels, teams, and/or content specific teachers for the purpose of planning and helping to develop tiered assignments, web quests, differentiated lessons. The AIG coordinators will provide updates at staff meetings to remind teachers of where to find differentiated information and planning opportunities

**Planned Sources of Evidence:** minutes from the planning meetings  
list of resources  
website resources

**Other Comments:**

### **Practice F**

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

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

**Rationale:** Gates County Schools will provide services in the least restrictive environment as possible. We are writing unit plans which include differentiation planning. We are trying to meet the needs of all students in the general education setting.

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

**Description:** Teachers will participate in joint planning vertically and horizontally. Teachers will communicate to the families and community through the website and the newsletters.

**Planned Sources of Evidence:** website  
newsletters  
lesson plans  
notes from meetings

**Other Comments:**

### **Practice G**

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

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

**Rationale:** Gates County Schools will provide services in the least restrictive environment as possible. We are writing unit plans which include differentiation planning. We are trying to meet the needs of all students in the general education setting.

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

**Description:** Lesson plans need to be implemented in the schools. We will also involve parents in the nomination process as well as the DEP planning. Parents are the first teachers that our students have, and they know their child best. We want to provide them with times to meet with us in planning

the DEP and the nomination process so that we can help their child to DREAM BIG.

**Planned Sources of Evidence:** unit plans  
lesson plans  
data on the students  
surveys from the students

**Other Comments:**

### **Practice H**

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

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

**Rationale:** Gates County Schools will provide services in the least restrictive environment as possible. We are writing unit plans which include differentiation planning. We are trying to meet the needs of all students in the general education setting.

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

**Description:** Students may access curriculum through the computer such as NC Virtual Public School or Skype or the information highway. We may also compact classes for students or have students move between the middle school and the high school. We have also provided transportation between the middle and high school so that students may take advanced classes that are not offered at the middle school level, such as geometry and Spanish.

**Planned Sources of Evidence:** transcripts  
NCVPS course offerings  
course syllabus

**Other Comments:**

### **Practice I**

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

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

**Rationale:** Gates County Schools will provide services in the least restrictive environment as possible. We are writing unit plans which include differentiation planning. We are trying to meet the needs of all students in the general education setting.

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

**Description:** Using the identification criteria, the AIG coordinator and nomination committee or SEARCH team will maintain documentation for the traditionally under-represented population. We are seeking to nurture students that have been under-represented through our nurturing program. We are encouraging those students who are beginning to show promise and trying to provide them with more experiences so that we can continue to serve them as AIG as they grow older and keep them interested in school. We try to concentrate on their abilities not the inabilities. These are also students that we seek guidance to help them with their social development. We find that many of our twice exceptional students have more struggles socially as they don't understand how they can excel in one area but not in another.

**Planned Sources of Evidence:** nomination information  
criteria checklist  
documentation of the need for service

**Other Comments:**

### **Practice J**

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

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

**Rationale:** Gates County Schools will provide services in the least restrictive environment as possible. We are writing unit plans which include differentiation planning. We are trying to meet the needs of all students in the general education setting.

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

**Description:** Students can participate in the following:

Brain Brawl  
Spelling Bee  
Geography Bee  
History Day  
Quiz Bowl  
Math Day  
DAR Essay contest  
VFW Patriot's Pen Awards

**Planned Sources of Evidence:** medals  
awards  
certificates

completed projects

**Other Comments:**

## **Standard 5: Partnerships**

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

### **Practice A**

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

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

**Rationale:** It takes a village to raise a child and a community to educate their students. It helps to build the students into well-rounded citizens by planning their involvement in community service projects. Gates County Schools wants to work with all the stakeholders to provide the best education for the students.

**Goals:** Gates County will provide at least two parent meetings at each grade span (K-5, 6-8, 9-12) for parents to ask questions about the AIG program.

**Description:** Gates County Schools will provide information and support to families and students throughout the year in multiple ways. The schools will host an overview of the program and a meeting outlining offerings to the identified students.

**Planned Sources of Evidence:** newsletters  
website  
Connect-Ed calls

**Other Comments:**

### **Practice B**

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

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

**Rationale:** It takes a village to raise a child and a community to educate their students. It helps to build the students into well-rounded citizens by planning their involvement in community service projects. Gates County Schools wants to work with all the stakeholders to provide the best education for the students.

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

**Description:** We will use newsletters, websites, and Connect-Ed calls to inform parents and families of events in the AIG programs

**Planned Sources of Evidence:** newsletters  
website  
Connect-Ed calls

**Other Comments:**

### **Practice C**

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

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

**Rationale:** It takes a village to raise a child and a community to educate their students. It helps to build the students into well-rounded citizens by planning their involvement in community service projects. Gates County Schools wants to work with all the stakeholders to provide the best education for the students.

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

**Description:** Parents and community leaders will be invited to participate in the planning and the evaluation of the AIG program after the addition of the new honors standards.

**Planned Sources of Evidence:** sign-in sheets from the meetings  
minutes from the meetings.

**Other Comments:**

### **Practice D**

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

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

**Rationale:** It takes a village to raise a child and a community to educate their students. It helps to build the students into well-rounded citizens by planning their involvement in community service projects. Gates County Schools wants to work with all the stakeholders to provide the best education for the students.

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

**Description:** We utilize our foreign language teachers, as well as a translation website to assist with the translation of information. We also utilize the teachers as interpreters in meetings or offer to provide interpreters.

**Planned Sources of Evidence:** documents and forms in the native language of the families.

**Other Comments:**

**Practice E**

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

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

**Rationale:** It takes a village to raise a child and a community to educate their students. It helps to build the students into well-rounded citizens by planning their involvement in community service projects. Gates County Schools wants to work with all the stakeholders to provide the best education for the students.

**Goals:** The school system will maintain an agreement with the area community college for dual credit at the high school level.

**Description:** Our district maintains a relationship with our local community colleges to allow our students to receive high school as well as college credit. We will continue this and add additional courses as we can.

**Planned Sources of Evidence:** student transcripts  
memorandum of agreement

**Other Comments:**

## **Standard 6: Program Accountability**

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

### **Practice A**

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

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

**Rationale:** The State is holding schools accountable for the growth of the AIG students as well. Since the AIG population is now a subgroup, our district is going to take notice and plan for extensions of lessons as demonstrated in the unit plans.

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

**Description:** The plan is written and aligned with the NC AIG standards and our district plan with items that will be focused on to improve during the next three years. We will revisit this plan once the changes have been made in the honor courses. Once we have those changes we will update our plan.

**Planned Sources of Evidence:** Plan that is approved by the local LEA

**Other Comments:**

### **Practice B**

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

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

**Rationale:** The State is holding schools accountable for the growth of the AIG students as well. Since the AIG population is now a subgroup, our district is going to take notice and plan for extensions of lessons as demonstrated in the unit plans.

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

**Description:** The AIG coordinators will meet quarterly to review the plan and the revise when needed. They will discuss how to implement and compare data to show what areas need to have more support.

**Planned Sources of Evidence:** agendas

meeting notes  
AIG plan and revisions

**Other Comments:**

**Practice C**

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

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

**Rationale:** The State is holding schools accountable for the growth of the AIG students as well. Since the AIG population is now a subgroup, our district is going to take notice and plan for extensions of lessons as demonstrated in the unit plans.

**Goals:** We want to be good stewards of the funds given but we also want to make sure that we are not cutting the program completely by having the program take the financial hit in the reversion process of the state funds at the local level.

**Description:** The funds are used for the following:  
stipends for the elementary AIG coordinators  
stipends for the middle and high school AIG coordinators  
supplies  
field trips  
testing  
awards  
programs

**Planned Sources of Evidence:** program implementation  
collaboration with teachers  
field trips  
purchase orders  
trial balances quarterly

**Other Comments:**

**Practice D**

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

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

**Rationale:** The State is holding schools accountable for the growth of the AIG students as well. Since the AIG population is now a subgroup, our district is going to take notice and plan for extensions of lessons as demonstrated in the unit plans.

**Goals:** AIG Students will begin discussing future plans after high school as part of the DEP in the middle school at the re-evaluation date at the seventh grade level.

**Description:** Teachers, Parents, and more importantly the student will begin to have the discussions concerning the future plans of the student and what they want to study and have as a career. This will help in course planning for the high school and college years.

**Planned Sources of Evidence:** The career plans of the DEPs of each student  
dream sheets  
parent and teacher notes  
course of subject plans to make sure all courses are needed for graduation.

**Other Comments:**

### **Practice E**

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

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

**Rationale:** The State is holding schools accountable for the growth of the AIG students as well. Since the AIG population is now a subgroup, our district is going to take notice and plan for extensions of lessons as demonstrated in the unit plans.

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

**Description:** The AIG teacher and coordinators will monitor the underrepresented populations using the benchmark assessments, nine-week assessments, and AR results.

**Planned Sources of Evidence:** 9 week assessments  
AR assessments  
Math assessments  
participation in class

**Other Comments:**

### **Practice F**

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

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

**Rationale:** The State is holding schools accountable for the growth of the AIG students as well. Since the AIG population is now a subgroup, our district is going to take notice and plan for extensions of lessons as demonstrated in the unit plans.

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

**Description:** The human resource director helps to ensure that all teachers working with the AIG students are certified. She is also providing opportunities to have interested teachers obtain their certification in the area of AIG. We also offer tuition reimbursement after the completion of a course that helps them achieve AIG certification.

**Planned Sources of Evidence:** personnel files  
license

**Other Comments:**

### **Practice G**

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

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

**Rationale:** The State is holding schools accountable for the growth of the AIG students as well. Since the AIG population is now a subgroup, our district is going to take notice and plan for extensions of lessons as demonstrated in the unit plans.

**Goals:** We would like to meet with parents twice a year to discuss concerns or new practices. This is for information and would not be included in the DEP meeting for the students. Gates County will have two parent meetings to discuss the process of nomination and ways to help your child.

**Description:** We want to have two meetings this year that will focus on parents and how they are the best advocates for their children. We also want to foster a partnership with parents that helps to support and build a future for their students. these meetings will be in conjunction with Open House or other parent information meetings.

**Planned Sources of Evidence:** agendas of parent meetings  
sign-in sheets  
surveys  
evaluations

**Other Comments:**

### **Practice H**

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

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

**Rationale:** The State is holding schools accountable for the growth of the AIG students as well. Since the AIG population is now a subgroup, our district is going to take notice and plan for extensions of lessons as demonstrated in the unit plans.

**Goals:** Gates County Schools will conduct surveys to gain feedback from parents.

**Description:** Gates County Schools will conduct email surveys annually with 75% participation to gain stakeholder feedback to continue to improve the plan for our AIG program. The AIG Director will develop a survey and send the survey to the parents, students, teachers, and business partners for feedback to the program.

**Planned Sources of Evidence:** survey monkey  
survey results,  
google surveys,  
survey data

**Other Comments:**

**Practice I**

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

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

**Rationale:** The State is holding schools accountable for the growth of the AIG students as well. Since the AIG population is now a subgroup, our district is going to take notice and plan for extensions of lessons as demonstrated in the unit plans.

**Goals:** Gates County Schools will review the forms and criteria for placement to ensure that we are continuously using multiple non-bias sources of data for placement. We will develop county forms and surveys during the next three years.

**Description:** Review the AIG Plan and program annually using multiple sources of data for continuous program improvement. Reviews may consist of , but are not limited to, surveys, focus groups and feedback.

**Planned Sources of Evidence:** survey results  
focus groups

**Other Comments:**

**Practice J**

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

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

**Rationale:** The State is holding schools accountable for the growth of the AIG students as well. Since the AIG population is now a subgroup, our district is going to take notice and plan for extensions of lessons as demonstrated in the unit plans.

**Goals:** The AIG students will show growth not just proficiency on the EOG and EOC testing.

**Description:** The AIG students are now represented in a sub group for the EOG and EOC testing. The information will be included in school report cards. Schools will also review the data in data meetings. The schools will address growth as well as performance. Schools will analyze the data for each school. The curriculum directors along with the testing director will share with the principals the testing results from the EOG and EOC testing.

**Planned Sources of Evidence:** data reports  
plans for improving instruction based on testing results

**Other Comments:**

**Practice K**

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

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

**Rationale:** The State is holding schools accountable for the growth of the AIG students as well. Since the AIG population is now a subgroup, our district is going to take notice and plan for extensions of lessons as demonstrated in the unit plans.

**Goals:** Gates County Schools will provide the teachers and parents with written procedures and parent handbooks.

**Description:** Current procedures and practices are in place within the current AIG plan. District policies exist that protect all students and their rights. In the even of a disagreement of AIG identification and/or services between parents and Gates County Schools, parents have access to a step-by-step due process

**Planned Sources of Evidence:** AIG plan  
district policies

**Other Comments:**

**Glossary (optional):**

**Appendix (optional):**

Board Approval.jpg (*Local Board Approval Document*)