

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

Approved by local Board of Education on: 07-MAY-13

LEA Superintendent's Name: Mr Clark J Carringer

LEA AIG Contact Name: Angela Knight

Submitted to NC Department of Public Instruction on: JUNE 10, 2013, 13:47:17

Revision Submitted to NC Department of Public Instruction on: JUNE 10, 2013, 13:47:17

Graham 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, Graham County Schools local AIG plan is as follows:

Graham County Schools Vision for local AIG program: The mission of the Graham County School system is to provide an environment, which fosters responsible, well-educated and highly skilled citizens who can compete in the 21st century. The Graham County Board of Education believes all children deserve an education that utilizes and enhances their academic or intellectual talents. We, the Graham County School System, believe that expanded opportunities for students who are academically gifted must be an integral part of an overall educational program, which emphasizes excellence for all students.

The specific vision of this AIG Plan is to nurture and challenge the unique gifts that each child with advanced skills possesses, to intensely stimulate their thinking and creative problem solving and to prepare them to be leaders in an everchanging, demanding global society.

Throughout our program, we will strive to encourage high expectations through collaboration and staff development opportunities among teachers, parents, administrators and the community members as we endeavor to facilitate a creative learning environment for our highly able students.

As we progress through the 21st century, we must equip all students with the necessary skills to be lifelong learners. Through implementation of a challenging academically or intellectually gifted education program, we will have the unique opportunity to help shape the future, one student at a time.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$57261.00	\$0.00	\$0.00	\$0.00

Table of Contents

<u>Standard 1: Student Identification</u>	4
<u>Standard 2: Differentiated Curriculum and Instruction</u>	11
<u>Standard 3: Personnel and Professional Development</u>	17
<u>Standard 4: Comprehensive Programming within a Total School Community</u>	23
<u>Standard 5: Partnerships</u>	31
<u>Standard 6: Program Accountability</u>	35

Standard 1: Student Identification

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Due to the implementation of the 2010-2013 NC AIG Plan, the Graham County Schools needs assessment for AIG has been revised. The identification criteria has been clearly defined to measure multiple levels of giftedness in diverse groups. Stakeholders will have access to the Graham County Schools AIG revised identification process.

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

Description:

- *Our AIG Plan is posted on the LEA website
- *Lead teachers and administrators will, at least, have access to monthly reminders and updates for their viewing.
- *The LEA Plan will be available in hard copy for review in each school office.
- *Presentations to the School Board, parent groups, principals, teachers, and to the community.
- *AIG Survey
- *Input from AIG Committee stakeholders
- *Developed a brochure about the AIG Program and placed in offices for all to find.

Planned Sources of Evidence:

- *Analysis of surveys
- *Documentation of Plan reviews by teachers and administrators
- *Documentation of stakeholder input
- *Agendas, minutes of presentation meetings
- *Hard copy of Plan is present in each school office
- *Available on LEA website
- *Brochure
- *Staff Development offered

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:

The AIG committee has put in place a plan involving multiple criteria for the student identification process. While maintaining this section of the plan to identify possible gifted students there will be some minor changes to the percentile ranges.

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

Description:

The identification process involves data collection on all students who may show a need for differentiated services regardless of their ethnic or socio-economic backgrounds. (See Appendix pages 13-30). During the winter of each year, all students in grades 2,4, and 6 are administered an aptitude test which will be considered in the screening process. The information collected in this screening will be a catalyst to look for further indicators of giftedness or to look at additional data/assessment regarding whether or not the child needs differentiated services at this time. Should the child need further assessment, the parent would be asked for consent. The screening process includes a review of the following components:

- *Annual review of students who have test scores at the 90%+ on the EOG
- *Screen of aptitude scores at the 90%+
- *Review of individual student performance
- *Process to receive nominations from teachers, including student interests, motivation level and leadership skills assessment
- *Process to review all transfer students (who are previously AIG identified)

Students may be identified as gifted learners through a combination of baseline scores of 90%+ in aptitude, achievement and daily performance with additional criteria adding eligibility information if needed. Multiple indicators of giftedness are considered (See Appendix page 13) Identified students will be matched with the program service options that best meet their individual needs in both areas of academics and affective needs. Each school year, regular education teachers will collaborate with the AIG teacher to complete a DEP for identified gifted learners. The DEP outlines the service delivery option appropriate for the specified students. Parents are invited to review the plan and will receive a copy.

The LEA will include/revise the following strategies in more depth:

- *A multi-disciplinary team will be utilized to make student identification decisions.
- *Measures and criteria will be utilized that give a comprehensive view of the student, including being sensitive to any economic or cultural issues that may exist.
- *The AIG team is ensuring that multiple measures are used, and will not base decisions on specific, stand alone criteria.
- *The multiple criteria measures are reflective of best practices and current research.

Planned Sources of Evidence:

- *AIG team meeting notes
- *AIG student individual identification folders

- *LEA AIG plan
- *Survey analysis
- *Robbinsville Middle and High School multi-disciplinary teams

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:

The LEA will continually look for and administer ways to screen, refer, and identify the under represented population of gifted students. The Graham County School system has two main minority groups that consist of Native Americans and Hispanics. As the dynamics of our school changes we are continuing to find new avenues of assessments.

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

Description:

Those that will be a part of the implementation and progress of this will be:

- *Schools Guidance Counselors
- *ESL Coordinator
- *Teachers
- *Native American Counselors

Planned Sources of Evidence:

- *Regular meetings with appropriate staff
- *Staff development
- *AIG surveys
- *Translating measures

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:

The AIG team has a plan in place that will allow all certified staff to completely understand the

screening, referral and identification process that will not only help in the classroom but also in the transitioning from school to school. With stakeholders and parents having the proper training and/or understanding of this process we can and will make the process more consistent and meaningful for students.

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

Description:

- *Each school will have reader-friendly, easy to understand brochure that outlines AIG program and requirements
- *School-based administrators will more closely monitor consistency of program implementation
- *Educate parents, community members and other stakeholders more about the program
- *Professional development will be conducted regarding the screening, referral and identification process so that all certified staff and administrators will have a common foundation from which to implement the process.
- *AIG records for all students will be uniform in the content requirements.
- *Implementation strategies/directions for screening, referral and identification will be clearly defined on AIG forms

Planned Sources of Evidence:

- *AIG brochures placed at each schools office and websites
- *Training agendas/meetings
- *LEA AIG Plan and forms
- *Individual student AIG folders
- *Committee evaluation information
- *Surveys
- *AIG program brochure
- *Parent Teacher Organization
- *AIG plan on schools website
- *Monthly emails

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: Stakeholders will have a clear understanding of the AIG program, particularly enough to demonstrate knowledge of written policies that safeguard the rights of AIG students and their parents/ families. Existing forms and procedures have been revised and will continually be updated.

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

Description: Permission is sent home to parents to obtain their consent before evaluations or data is collected about their child in the eligibility process. Student and parent rights are explained in written form at this time. Additionally, parents are invited to all decision-making meetings regarding their child and are asked to sign forms indicating their understanding of the process and agreement-whether at initial, annual review or reevaluation. Parents of transfer students are notified in writing regarding whether or not their child continues to meet the LEA AIG criteria and their procedures to follow if they disagree.

The current Procedure to Resolve Disagreements is as follows:

Graham County Schools encourages conferences and open communication among parents, students and educators in order to maximize potential of students. However, from time to time, all parties will not agree on eligibility or service delivery options for the gifted learner. Graham County Schools will make every reasonable effort to assist with resolution of disagreements. According to Chapter 115-C, Article 9B of the General Statutes of North Carolina, a parent or a guardian of a gifted learner who disagrees with a schools Academically Gifted Team decision regarding referral, placement or service options, are guaranteed the following due process procedures:

Step 1: Parent/guardian may request a conference with the AIG Team.

Parent/guardian may submit a written request for conference. Upon receipt of request, team members must review student information and may gather additional information from teachers or parent as needed. Within 10 school days of request, conference is granted with parent/guardian. Team submits conference results in writing to parent within 5 days after conference.

*If the disagreement is not resolved at this level, then proceed to Step II Appeal to AIG Coordinator and Principal.

Step II: Appeal to the AIG Coordinator and Principal.

Parent / guardian may make a written appeal of AIG Teams decision to the AIG Coordinator and Principal within 10 days of receiving the AIG Teams decision. AIG Coordinator and Principal will review grievance within 10 school days of receipt of appeal. AIG Coordinator and Principal will respond in writing to the parent and the AIG Team concerning the review findings.

*If grievance is not resolved at Step II, then proceed to Step III Appeal to Superintendent.

Step III: Appeal to Superintendent

Parent/guardian may appeal in writing the decision of AIG Coordinator and Principal to the Superintendent within 10 school days of Step II decision. The Superintendent reviews the grievance within 10 school days of receipt of appeal. Superintendent responds in writing concerning the outcome decision within 10 school days to the parent, AIG Coordinator and principal.

*If parent/guardian is not satisfied with local grievance procedures, then the State level grievance procedures would be implemented Step IV.

Step IV State Level Grievance Procedure

Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of General Statutes of North Carolina. The scope of the review shall be limited to:

- whether the local administrative unit improperly failed to identify the student as a high achiever or academically gifted student,
- whether the local plan has been implemented appropriately in regard to the student.

Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on all parties and is not subject to further review under Article 3 of Chapter 150B of the General Statutes.

Strategies to improve this area include:

- *Update current forms
- *Develop new forms when necessary
- *AIG brochure about the AIG program has been developed and in use
- *Written policies are shared with parents
- *Student/ parent rights policies are added to AIG website
- *Offer professional development to staff regarding AIG policies

Planned Sources of Evidence: *Staff training agendas

- *Brochure
- *Parent communication with sign in sheets about the AIG program
- *Written consent placed in each child's AIG folder
- *LEA AIG Plan
- *LEA Aig information placed on schools website

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

AIG plans are currently reviewed annually with each AIG student (or prospective candidate), their parent/guardian and the teacher.

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

8/7/2013

Description:

*Documentation forms to be completed and signed by student, staff and parents

*Utilize parent focus groups to suggest best practices for increase parental involvement in the program

*Document service delivery options for students on DEPs or IDEPS

*Meet with grade level parents to explain program, service options,etc.

Planned Sources of Evidence:

*Parent meeting agenda/sign-in sheets

*LEA AIG plan

*AIG forms

*Individual student AIG folders

*PTO involvement

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: The needs of gifted learners are met in the general education setting through differentiation of the NC Common Core Curriculum, Essential Standards, and 21st Century Content and Skills. K-8 students are served by differentiation in the classroom with support from the AIG staff while the 9-12 students are served in the regular classroom, primarily through advanced course placement. In the High School we have an additional AIG certified teacher who will mentor the AIG population in the High School.

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

Description: *Professional development and support to general education teachers to assist them with differentiation strategies
*Joint planning time for general education teacher with AIG teacher to generate instructional lessons/activities
*During the teacher evaluation, there will be school-based administrators monitoring the differentiation of strategies.
*Assessments like MAPS, Mclass/Diebles, Literature Circles, Star Reading program
*Community service projects
*Battle of the Books club
*AP - Honor classes
*Advanced classes
*Community College classes
*Field trips - real world experiences
*AR program
*Projects
*Team meetings

Planned Sources of Evidence: *AIG Plan

*Surveys
*Professional development documentation- agendas, attendance records
*Calendars/schedules for joint planning
*The availability of the AIG teacher to help teachers during their PLC, Team Planning, and during staff development
*EOG, EOC, testing, assessment data
*School AIG meetings

- *Progress reports - report cards
- *DEP's
- *Completion of projects

Other Comments: Our LEA has only one AIG teacher to serve all students K-12. There is a regular education teacher with AIG license who will help specifically with high school AIG students. They will help and guide regular education teachers when it comes to AIG students in their classrooms.

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Realizing that students with advanced learning needs require an array of diverse and effective instructional practices, we feel that our LEA does a good job meeting this need. Our plan produces more clear curriculum expectations per grade level and support staff with professional development in order to meet these needs within the classroom and in the AIG classes.

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

Description: *Professional development provided in best practices for diverse and effective instructional practices
*Closely monitor and evaluate effectiveness of implemented practices through the evaluation process
*Analyze AIG student growth to ensure fidelity and soundness through testing and assessment data

Planned Sources of Evidence: *Professional development documentation records

- *Monitoring records from school-based administrators
- *AIG student growth on EOG/EVAAS

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: Because of the nature of being a small school system, we do not have a large variety of research-based supplemental resources. We do have significant access to technology that will be incorporated as we actively search for the ways to find and use supplemental resources.

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

Description: *Provide professional development in best practices for diverse and effective

instructional practices that are scientifically research-based.

- *More closely monitor and evaluate effectiveness of implemented practices
- *Analyze AIG student growth to ensure fidelity and soundness
- *The use of computer labs, as well as Ipad, Ipod, and laptop carts in the classrooms

Planned Sources of Evidence: *Professional development documentation records

- *Monitoring records from school-based administrators
- *AIG student growth on assessments, tests, and EVAAS
- *The use of sign-in sheets to see that the technology is being used
- *CEU credits for the learning of and using more technology in the classrooms

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: There will be continued research and additional resources in order to meet compliance to a level that is evident and advantageous for students. Some of these skills will be addressed in the teacher evaluation instrument in which will address differentiated classroom curriculum and instruction. Teachers will have staff development opportunities to help develop best used practices in the classroom. Teachers will need this continued training to use best practices.

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

Description: *Provide staff development regularly

- *Monthly emails
- *Team planning's and PLC's

Planned Sources of Evidence: *McRel evaluations

- *Professional Development Plans
- *CEU credits

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Knowing that regular education teachers may struggle with differentiating the instruction for AIG students in the regular classroom we are supplying more focused professional development to all staff. This is to help those who are struggling with differentiating their instruction for AIG students.

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

Description: *Provide professional development in research based instructional practices in differentiating for AIG students.

*Provide joint planning time with AIG teacher and regular education teachers to discuss and monitor differentiation and assist as needed with resources.

Planned Sources of Evidence: *Professional development documents – agendas, participation information.

*If funding is available will send a regular education team of teachers from each school to the NCAGT conference with the requirement that they return and share what they learned with other regular education staff.

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

We will support the social and emotional needs of AIG students with their unique needs in this area. We can and will offer individual attention to these students. We will continue to offer education to staff regarding the social/emotional needs of gifted students.

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

Description:

*Professional development/information of meeting social needs of AIG students and sharing regarding this practice and how to integrate that into instructional practices

*Provide staff development meeting social and emotional needs of AIG students

*Gather resources to make available to stakeholders regarding this issue

Planned Sources of Evidence:

*Professional development documentation- agendas, participation log

*Samples of created lessons through Wiki Links

*Resources available in this area upon request and interest

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:

We have a nurturing educational program for students in K-3. We provide consultative support and resources previously for students, parents and teachers in K-3. K-3 teachers differentiate the curriculum for advanced learners. Students in 3rd grade through 8th grade are served by the AIG teacher. In order to continually implement this practice, there will be further research to provide purposeful and intentional strategies.

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

Description:

*The use of assessments such as Mclass, MAPS, Study Island, Diebles, Letter Land, various other reading and computer programs

Planned Sources of Evidence:

*Data collected from the use of assessments and testing

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Our plan makes it clear that the staff as a whole shares in the responsibility of educating the AIG students. In a large percentage of our classrooms, differentiation is done in an exceptional manner. The AIG teacher will work more closely together with other professional staff to develop and implement differentiated curriculum and instruction. We will provide further education and/or staff development to additional staff as our one AIG teacher for the LEA cannot possibly serve all needs at full capacity.

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

Description:

- *Provide intentional opportunities for joint planning for AIG teacher and other professional staff
- *Provide information/professional development to all staff to assist with development and implementation of AIG program
- *Provide opportunities for additional staff to have additional training even with given limited amount of funds

Planned Sources of Evidence:

- *Professional development documents- agendas, handouts, participation
- *Teacher schedules, calendars showing joint planning
- *Possibly send general education teachers w/AIG teacher to NCAGT conference, if funding available

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:

Our plan addresses ways to bridge the gap between grades and schools to better meet the academic and social needs of AIG students. Much staff education is needed to have them to first truly understand gifted learners and the basics of the AIG program. Current documentation exists within the annual review of the DEPs/IDEPs but the process is not thoroughly and intentionally analyzed as much as it should be. Careful planning will occur to clearly articulate this practice.

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

Description:

- *Staff training and development
- *Collaboration between grade level teachers and schools as the AIG students move from grade to grade, school to school
- *The use of guidance and other diverse counselors and support of the staff

Planned Sources of Evidence:

- *Training with sign in sheets
- *Student folders containing DEP information
- *Evaluations
- *Staff CEU credits

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: The LEA has assigned the coordinators position to an non-AIG director. The director understands the importance of becoming AIG licensed and will look for opportunities in the future to do so. As of now the director has the help of two AIG certified teachers to help with our AIG program. Our school system is small only having one Elementary, Middle, and High School in the county. We have a certified AIG teacher in the Elementary and one in the High School. Our High School is combined in the same building as the Middle School so that one teacher can help serve both schools.

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

Description: *The LEA will encourage the LEA AIG Coordinator administrator to be AIG-licensed.
*The LEA will rearrange duties of that person so that the AIG program can be effectively monitored.
*The EC Director, who has coordinated the program in the past, is continuing to assist in the implementation of the program when the need arises from the new AIG coordinator.

Planned Sources of Evidence: *Job descriptions of AIG Coordinator

*AIG teachers licensure

*AIG team including the AIG certified personnel to help make the appropriate decisions for the program

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:

Graham County Schools has only enough funding to employ one AIG teacher. This person does an excellent job of engaging students in tasks that utilize current research and best practices for gifted learners across all domains. We also have one other recently certified AIG teacher in the high school who is not a paid AIG position but will help with the AIG program in our secondary school. With the AIG Coordinator position being reassigned we are hopeful that the AIG program will

receive more focused guidance and that this person can be a more comprehensive resource. Additionally, we are hoping to involve more general education staff in promoting best practices in their classrooms for gifted learners. In the future we will look for possible ways to hire a second full time certified AIG position to concentrate on the high school more.

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

Description:

- *Continue to offer AIG teacher best practices and current research professional development opportunities
- *Offer AIG professional development and possibly add-on licensure to general education teachers
- *Assess effectiveness of current program to identify program needs across domains
- *Integrate AIG Plan with School Improvement Plans
- *AIG team meetings

Planned Sources of Evidence:

- *AIG teacher and other staff professional development records
- *School Improvement Plan meeting records
- *AIG teacher schedule
- *AIG Surveys, program interviews, evaluation

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 Maintained Practice for 2013-2016.

Rationale:

The LEA staff will have knowledge of the AIG program and standards and should be able to implement them to improve the quality of instruction to gifted learners. We only employ one AIG teacher, this person has been looked upon as the one person that "handles" the education of gifted learners, he will move more into the direction of a facilitator to help incorporate our AIG plan in the classrooms. More ownership of the program will take place in the schools through our plan and the implementation of it. We offer intense education and professional development not only to teachers but to school-based administrators whom we depend on to see that the program is fully implemented.

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

Description:

- *Provide information to new teachers regarding AIG program and student characteristics
- *Soon, all core teachers will have completed at least one course in differentiation.
- *We have a professional development plan that ensures that all teachers have basic AIG training and

create plan to have all teachers trained "beyond the basics" over the course of the AIG Plan

*Work with school-based administrators to make sure that they have full understanding of the AIG program of which they will be monitoring at their schools

*Send AIG teacher and at least one general education teacher, more if possible, annually to the state AIG conference or other related conferences

Planned Sources of Evidence:

*PRC 034 expenditures for workshops and other related resources

*Communications with school-based administrators (via oral, written, emails)

*Professional development plan that makes sure all staff are informed about characteristics and curriculum needs of gifted and high achieving learners

*CEU forms from conferences/trainings attended

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 Maintained Practice for 2013-2016.

Rationale:

In addition to the current AIG teacher and the administrator who will assume AIG Coordinator duties as of August 2010, there are no AIG-licensed teachers in our LEA. With the poor economic status of the state and local government, there are no readily available funds to certify additional staff at this time. BUT we are offering a series of professional development sessions to further equip general education teachers with the tools they will need in the classroom to engage gifted learners. As opportunities arise or as funding is located, the LEA will encourage more teachers to become licensed in AIG.

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

Description:

*One AIG teacher serving the Elementary and Middle school

*One AIG certified English teacher in High School who will help with the program and plan there

*Communication with teachers to further their own education with the AIG program

Planned Sources of Evidence:

*On-site AIG certified teachers

*Professional development to allow teachers to become more educated in AIG with CEU certificates of participation with this

*The encouragement to teachers to add on a license in AIG

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 offer professional development opportunities for the advancement of gifted learners. We have a clear, focused set of professional development goals that include learners across a vast continuum. We will take every advantage of available resources as well as make deliberate connections with School Improvement Plans to implement this standard and to continue good collaboration with all schools especially in the transition grades.

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

Description: *WNC Region 8 roundtable meetings periodically

*Partner with other LEA programs, local universities and the WRESA (Western Regional Education Service Alliance) to offer professional development that addresses unique student needs across a wide range of ability levels, including gifted students.

*We have a long-term professional development plan that deliberately includes AIG program goals for all teachers in the system

*Research available resources to provide professional development

*Research possible funding sources for professional development

Planned Sources of Evidence: *Professional development surveys indicating AIG goals/staff needs

*Professional development records

*Research attempts to gain information/funding

*LEA professional development plan addressing AIG program

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 make every effort to offer professional development opportunities that are aligned to state and/or national teaching standards. We offer opportunities of Professional Development with limited funds or resources to do so. Why? We believe that it is essential that we tackle this standard now so that teachers are not missing out on high quality professional development, particularly including 21st century skills and content at advanced levels. We will continually strive to accomplish this goal through working collaboratively with other district programs to offer best practices to our staff.

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

Description: *Research and use best practices

*Rely on AIG surveys and teacher communication to guide professional development choices

*Look for professional development funding or access available resources to maximize options

*The AIG team will make recommendations for aligned trainings

*Partner with other district initiatives to incorporate training components that include AIG goals

Planned Sources of Evidence: *Professional development records- agendas, sign-in sheets, evaluations

*Teacher AIG surveys and data/input

*Financial records for training expenses

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The district's AIG teacher plans as much as needed to train to help them continue to learn and develop as professional teachers. We offer various times in the week for the AIG and regular education teachers to meet and collaborate. Administrators will monitor the applications of professional development learning more closely-particularly as it correlates with the new teacher evaluation instrument.

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

Description:

*Teachers will receive CEUs in AIG training and staff development

*Intentional joint planning will be scheduled as much as time allows between the AIG teacher and general education teachers.

*School-based administrators will take a more focused look at training, joint planning resulting from training and implementation of the training for all teachers.

Planned Sources of Evidence:

- *Teacher schedules with their team planning and PLC times
- *AIG Plan goals correlated with School Improvement Plan goals
- *Teacher evaluations
- *State training for school-based administrators

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The AIG team developed a comprehensive AIG plan/program to include all grade level settings. We have committed time to making sure that all stakeholders have a solid understanding of the characteristics of giftedness, the policies guiding the implementation of services and the best practices available to offer the students for increased performance.

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

Description:

- *AIG team meetings
- *Staff development with CEU credit
- *A certified AIG teacher on both campuses
- *Placing a glossary of Gifted Education Terms on the website for teachers and stakeholders to view

Planned Sources of Evidence:

- *AIG certified A teacher on each campus
- *Meeting documentation/communication logs
- *DEP's
- *High School AIG club
- *AIG booths at school and community events
- *Community work service projects

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: The LEA will maintain this practice for the 2013-2016 plan. The AIG team has determined that the AIG program and services are aligned with each area of identification, goals of the program

and the available resources. We have continued to align our LEA with the AIG program goals, state legislation, and current standards in planning for AIG students based on their identification needs.

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

Description: Service delivery is based on the student's identification criteria. Lessons are aligned with NC Standard Course of Study, best practices, School Improvement Plans, LEA initiatives and rigorous content. Graham County offers a variety of service options for students at each school level. Placement is based on individual student needs as matched from the information collected during the eligibility and identification process. If no appropriate service delivery options are available to meet the student's individual needs, then the school is responsible for designing and implementing an IDEP (Individual Differentiated Education Plan) to match that student's needs as is reasonable and appropriate.

Alignment of the AIG program and services with each area of AIG identification, goals of the program and resources of the LEA are presented and discussed with stakeholders in a variety of venues. This is articulated in the following ways:

- *The AIG program goals are part of each School Improvement Plan
- *Discussed routinely with teachers via individual conferences, grade level collaborative meetings or professional development
- *Discussed with administrators routinely as strategic planning and incorporated into teacher observation/evaluation components
- *Discussed with parents through stakeholder meetings, student initial/annual review/ reevaluation meetings, or as requested

*Focus screening and identification on identified student strengths

*AIG students will be served in their area of AIG identification

*Educate stakeholders on strategies per identification area

Goals of program:

*Value and nurture intelligence in students so they may reach their potential and create their own opportunities for growth

*To design services to differentiate core curriculum for advanced learners

*To identify students including those from different social and economic backgrounds who demonstrate advanced abilities and achievements through the use of varied assessments and criteria

*Develop communication and collaboration among educators, administrators, and parents to establish a positive vision of gifted education

*Comprehensive staff development program to better serve needs of advanced learners

Planned Sources of Evidence: *Student folders/DEP's

*Service options available

*AIG plan incorporated into School Improvement Plans

*Assessment and testing data

*Communication logs

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Linking the AIG program to the total instructional program of the LEA in policy and practice will ensure that meaningful connections and opportunities exist for AIG students. As we lay a more solid foundation in our LEA where all stakeholders have a clear understanding of the program and we will ensure that all underlying aspects of the program are aligned.

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

Description: *AIG meetings

*Lesson plans/teaching

*PDP's/Evaluations

*Pacing and curriculum guides

Planned Sources of Evidence: *AIG teachers schedule

*Meeting schedules

*Lesson plans

*Documentation of why we are having a meeting

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: The needs of gifted learners are best met when all educators work collaborative and are fully informed of service delivery and instruction strategies, state regulations and the goals/ details of the local AIG program and plan. With the implementation of the new AIG standards, it is imperative that the AIG program, in its revised form, be intensely shared with all stakeholders. Annual Informational Meetings for the total school community address the issues of criteria, identification, services, differentiation, and ongoing collaborations. Students gain more from the program if everyone who works with them is invested and knowledgeable of the processes involved.

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

Description: *An AIG brochure has been created detailing the services provided, qualifications, and identification processes for AIG nominees

*AIG specialist and the AIG coordinator will meet with grade level teachers, administrators, and support staff on a routine basis to discuss the AIG program, policies and procedures

- *School-based administrators will receive training and will incorporate AIG monitoring into their routine teacher evaluations/walkthroughs
- *AIG teacher and AIG Coordinator will inform staff of any updates, regulations, revisions to the AIG program via various formats: examples- website, emails, meetings, newsletters, etc.
- *Staff will receive a monthly AIG email detailing tips, activities, websites, etc. to help with delivering instruction to the AIG population.
- *An online DEP (password protected) system will be available to teachers whose student(s) are in the AIG program.

Planned Sources of Evidence: *AIG brochure

- *Sample of newsletters, emails, website entries
- *Minutes from meetings
- *Training documentation- agendas, participation logs
- *Online DEP (pwp) access

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:

Since Graham County Schools is so small (one elementary, one middle and one high school), we have one AIG specialist who oversees the elementary and middle, and a new AIG specialist at the high school. We are able to maintain effective communication among and between teachers and schools. Students have the availability to begin with the AIG teacher with consultative services in K-2, and have direct services in grades 3-8. AIG students are monitored as they participate in advance classes in 9-12. The LEA emphasizes smooth transitions for all students, including those with advanced learning needs.

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

Description:

- *AIG teacher maintains records for all AIG students K-12
- *Monitor the process at each grade level
- *Hold transition meetings if necessary to explain delivery of services in more details
- *Discuss transition or continuation of services at annual meeting with parents
- *Work more closely with school counselors to identify AIG students that will transition to their schools
- *Establish a timeline for service meetings, reviews, testing, etc.

Planned Sources of Evidence:

- *AIG teacher schedule/calendar
- *Training documentation from meetings with counselors

- *Annual review meeting invitations
- *Student AIG folder
- *Recorded minutes from meetings

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:

Gifted learners have more meaningful opportunities for success when all stakeholders are invested in the program and when the responsibility of implementing the program lies with many rather than one. Often teachers think that the AIG program is solely the responsibility of the AIG teacher. In a large percentage of our classrooms, differentiation is done in an exceptional manner. It is evident that continued collaboration among all stakeholders involved with AIG students is highly important to the continued success of both the students and the AIG program. We are currently working to establish policies to work closer together with our professional staff members to develop new ways to implement curriculum and instruction. We are also addressing the differentiated needs of under-represented populations within the school system.

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

Description:

- *Notification will be provided to regular education teachers of the AIG students enrolled in their classroom each year.
- *Meetings will be held with families and instructional staff to develop programs/plans/modifications for students.
- *The advisory group will meet on a regular basis to discuss and make recommendation for improving the AIG program.

Planned Sources of Evidence:

- *Professional development documents- agendas, handouts, participation
- *Teacher schedules, calendars showing joint planning
- *Inclusion of general education teacher(s) w/AIG teacher to NCAGT conference as funding is available
- *AIG teacher and AIG coordinator documentation of routine meetings with other staff members

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:

Given our small school system, all students have the opportunity to receive individualized attention regarding social and emotional needs. However, we need to make intentional efforts to meaningfully address the social and emotional needs of AIG students. Often people make assumptions that AIG students don't have social and emotional needs when in fact they have needs that are unique and often intense. We are deliberately incorporating guidance counselors into addresses the services and needs of AIG students "after" being placed in the program.

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

Description:

- *Description: Professional development for stakeholders, particularly school counselors
- *Parent information meetings/ resources regarding this domain
- *Revise student folder forms to reflect that this area has been intentionally monitored
- *AIG Survey to all stakeholders

Planned Sources of Evidence:

- *Professional development documentation
- *Parent information sessions, meetings, distribution of information samples
- *Student folder form
- *Resource list
- *Counselor notes/suggestions on service needs

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:

Students are matched on an individual basis with their service delivery options and if evidence exists, placement options are implemented to meet their individual needs. This practice is more evident in the middle school and high school than elementary school at this time. Due to the current restructuring of the elementary AIG program, it has become one of the main focuses of the 2013-2016 plan.

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

Description:

- *The use of DEP plans
- *Communication of teachers with AIG specialist on academic level of each student
- *The use of advance classes
- *Team teaching with the AIG student

Planned Sources of Evidence:

- *Minutes from meetings
- *DEPs
- *School schedules and classes for the teachers and students

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:

Graham County Schools closely monitors students in under-represented populations through a variety of programs, including the AIG program. Being a small system, the staff knows each child and most of the time, their families, personally. We are currently monitoring screenings and referrals to ensure that there are no barriers due to under-represented issues. We plan to continue to monitor changing practices for identifying and servicing under-represented populations, including culturally and ethnically diverse, economically disadvantaged, non English language learners, and twice exceptional learners.

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

Description:

- *Use of our AIG plan to help all potential AIG students
- *A well laid out plan for screening and testing
- *The use of the teachers input on each child with their capabilities

Planned Sources of Evidence:

- *AIG plan
- *Referral plan
- *Regular AIG meetings

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:

Given our small school system and the small funding base, we feel that we are offering a fair variety of extra-curricular programs and events that enhance and further develop the needs and interests of AIG students. Students are encouraged to participate so that they may further develop (and share) their individualized interest/social based activities.

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

Description:

- *The offering of extra-curriculum programs and events to AIG as well as other gifted students
- *Communication with parents it helping them find additional programs that may not be offered at our school but may be in other places
- *AIG team meetings to come up with ideas and events to offer then find the resources to make it happen

Planned Sources of Evidence:

- *Extra-curricular events calendar and documentation

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Graham County Schools provide opportunities for students through partnerships with a variety of stakeholders, including parents/families and the community. Continual work is being done to articulate the AIG goals to these groups. Intentional efforts to communicate more often and in a more collaborative way are being made to ensure strong partnerships.

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

Description:

- * Advisory board, including parent and community representation, will continue to meet to plan and organize AIG events.
- *Continued identification of available resources, including NCAGT and other related organizations.
- *Routinely send home information for parents regarding academic, intellectual, social and emotional needs of AIG students
- *Improve communication between schools and stakeholders
- *Increase knowledge of AIG services in the community

Planned Sources of Evidence:

- *AIG Brochure
- *AIG related articles sent home to parents
- *Advisory Board documentation
- *Individual student folders- DEPs/IDEPs
- *AIG School Website

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:

Stakeholders will have sufficient understanding of the AIG Plan, the AIG program or policies that guide the program.

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

Description:

- *Share information in a variety of ways about AIG, including the school website, brochure, parent meetings, Board of Education presentations, and parent newsletters
- *Increase meaningful communication with stakeholders
- *Advisory board meetings

Planned Sources of Evidence:

- *AIG Brochure
- *AIG page on website
- *Documentation of parent involvement meetings
- *Advisory board documentation
- *Board of Education presentations

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: Graham County Schools involve stakeholders that are representative of the diversity of AIG parents/families and the community in the development, implementation and monitoring of the AIG program and plan. We are a small community that has a rich history of strong partnerships.

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

- Description:**
- *Representative parents and community members are currently members of other steering committees and will continue to be a part of the Advisory Group
 - *Ongoing surveys and interviews with representative populations to make sure we are being sensitive to their needs with the program and plan.
 - *Continued monitoring of program under AIG Coordinator who is working toward a AIG-license.

Planned Sources of Evidence: *Advisory group documentation- agendas, meeting minutes, etc.
*Surveys, interviews, data analysis

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:

The needs of AIG students are best met when parents/ families and the community come together to support them. These stakeholders work collaboratively in many aspects of our school day. In our county, the school is the hub of the community. Though we have an increasing amount of ESL families, we strive to ensure they receive information in their native language routinely, as necessary. Language is not a barrier to information delivery.

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

Description:

- *ESL staff have been employed and serve as a liaison between AIG students and stakeholders.
- *The school website is enabled to provide language translations

Planned Sources of Evidence:

- *School website with language translation capability
- *LEA-employed ESL liaison and native Spanish speaking teacher
- *AIG Coordinator to monitor this area

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

In 2013-2016 a continued emphasis will be placed on involvement with local businesses and industry. The community college in our county is currently struggling to keep the doors open but still serves students who met specified criteria. Creating new partnerships is an active focus in the next three years but keep in mind given our county's poor economic status with high unemployment rates and few local businesses/industries this will be a struggle but will continue to actively pursue.

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

Description:

- *Advisory group
- *Make more attempts to contact parents and invite them to participate in meetings

8/7/2013

- *Post more information for parents and the community on the school AIG website
- *Host more activities that encourage increased participation from all stakeholders
- *Send home routine written communication to parents along with email and using the schools website and phone system to relay out important information

Planned Sources of Evidence:

- *Advisory group meeting documentation
- *Contact logs for parent meetings
- *Copies of invitations for meetings or events
- *School website entries
- *Samples of written communication to parents

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:

Graham County Schools aligns local AIG Plan with new AIG standards in order to better serve AIG students and their families and to meet compliance with the state mandates for AIG learners. The stakeholder group feels that the new AIG Standards help to organize and prioritize the program strengths and needs and that the Standards are a welcome asset.

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

Description:

- *Revise current plan and forms to align with NC AIG Standards
- *Submit Board approved AIG Plan to NCDPI for approval
- *Use the expertise of stakeholder groups to guide development and revisions of the plan
- *Have school-based administrators become more aware and responsible for implementation of the plan
- *Maintain ongoing focus groups to further revise AIG Plan

Planned Sources of Evidence:

- *Stakeholder and focus group meeting agendas, sign-in sheets
- *Revised LEA Plan and forms
- *Professional development agendas, sign-in sheets, etc. from staff and school-based administrator PD
- *AIG Survey results

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: AIG program implementation is mandated by state policies and legislation and therefore,

is a priority for LEA monitoring. The plan will be more closely monitored by LEA staff and school-based administrators.

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

Description: In order to ensure fidelity of implementation for all AIG program components, program policies and procedures are articulated clearly. Periodic professional development sessions reiterate and reinforce current legislation and state policies and ensure common understanding and interpretation. Stakeholders monitor procedures and practices for compliance and identify areas where procedures and practices are in need of strengthening.

The LEA AIG Coordinator and LEA Curriculum Director supervise district policies/procedures and contribute to the supervision of school-based administrators in this area. Based on stakeholder input and state policies, the LEA AIG Coordinator will approve all school-level plans and AIG expenditures. School-based administrators are charged with direct supervision of the AIG plan and program in their schools to ensure fidelity at a school-based level. This includes direct supervision of the AIG staff, classroom observations, monitoring of the AIG student-centered plans and ensuring meaningful advisory group/stakeholder participation at the school level.

*Provide professional development for LEA staff and school-based administrators on implementation of plan.

*Create better means of documentation of implementation of plan.

*AIG Survey

*Stakeholders will have routine meetings to discuss AIG plan.

Planned Sources of Evidence: *AIG Survey

*Professional development agendas, sign-in sheets

*Stakeholders meeting agendas and minutes

*Documentation in AIG student folders

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Graham County Schools only generates enough state funds to fund one AIG teacher, plus benefits. State funds additionally cover minimal supplies/materials and workshop expenses for the program. There is not excessive money to plan with so staying in compliance with use of state funds is relatively easy.

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

Description:

*AIG Coordinator works with LEA Finance Officer to budget state funds and monthly monitors cost reports to stay within state guidelines for AIG funds.

Planned Sources of Evidence:

- *Payroll records
- *Purchase orders

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Although Graham County Schools maintains this information, we have not shared the student performance growth and annual drop-out data for AIG students. We have not taken an in-depth look at the data for planning purposes or evaluation of the program. We have much work to do for this standard.

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

Description:

- *Collect data for AIG students
- *Use EVAAS to monitor individual student performance
- *Exit survey for seniors upon graduation or AIG students who drop-out to gain insight regarding program quality and dropout prevention suggestions
- *School-based administrators in conjunction with AIG staff will know who is AIG, keep up with their student performance and if students should dropout, determine students' rationale for leaving school.
- *Share information with stakeholders and Board of Education at least annually

Planned Sources of Evidence:

- *EVAAS data on AIG students
- *Dropout data
- *EOG/EOC scores
- *Exit survey
- *Written communications with school-based administrators

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:

Currently, Graham County's largest minority population is Native Americans. We feel at this time, they are screened and identified equitably. Representative members on our stakeholder team are Native Americans. Other populations such as economically disadvantaged, ELL, highly gifted and twice-exceptional are equitably screened and identified as well. We can always spend more time researching best practices and improve our current strategies in this category.

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

Description:

- *The use of AIG plan
- *The use of AIG referral plan
- *Make sure all staff and stakeholders are involved

Planned Sources of Evidence:

- *AIG plan and referral plan/process documentation
- *Documentation of AIG team meetings with all staff/stakeholders involved

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 AIG Coordinator and Human Resource Director monitors the licensure of AIG personnel.

In the future we hope to support additional regular education staff to seek add-on licensure in the area of Gifted. Currently one teacher is seeking AIG licensure at the high school and will be certified in July 2013.

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

Description: *Maintain current HQ licensure for AIG teacher

- *Comply with NC licensure guidelines
- *Offer professional development for teachers regarding AIG practices.

Planned Sources of Evidence: *Licensure of AIG teacher

- *AIG teacher schedule

- *Licensure reports
- *Professional development records regarding AIG

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 Maintained Practice for 2013-2016.

Rationale:

AIG stakeholder group has been established and meet regularly to review program and make suggestions for improvement.

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

Description:

- *Advisory group establishment
- *Continued routine meeting times with designated purposes of each meeting
- *Share AIG advisory group results/recommendations with stakeholders
- *Use advisory group information to guide continued revision of AIG plan

Planned Sources of Evidence:

- *List of advisory group names by designation
- *Agenda, minutes and sign-in sheets from meetings
- *Summary of information shared with stakeholders

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Graham County Schools elicits feedback from the above groups but needs to make more intentional efforts to document the responses and use them for program improvement. With the establishment of an AIG advisory group feedback is welcomed and utilized for future program success.

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

Description:

- *AIG Survey to all stakeholders
- *Inform stakeholders, including the Board of Education, of the results of the feedback
- *Integrate the results of the feedback with the continued revision of the LEA AIG Plan
- * Advisory Group monitors feedback and focuses on the kinds of feedback necessary for program improvement.

Planned Sources of Evidence:

- *Data from AIG Surveys,interviews, stakeholder meetings
- *LEA AIG Plan
- *Data gathered from students, staff and parents at the time of individual student meetings

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Based on the new AIG standards, the local AIG program and plan have had to be revised to be in compliance with state policies. We have always used multiple sources of data but because of the new standards feel that we are taking a more comprehensive look at the data. For the first time, we feel that more stakeholders are involved in the plan, and the AIG Coordinator and AIG teacher are not looked to as the only personnel with knowledge of the program.

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

Description:

- *Conduct continued AIG surveys,interviews,and focus group meetings to get current feedback
- *Continue the stakeholder discussions and add AIG Advisory group
- *Use guidance provided from DPI and the AIG Plan and revise as needed
- *Make better efforts to document all data involved with AIG Plan
- *Routinely discuss aspects of the plan with school-based administrators to keep them aware of AIG program

Planned Sources of Evidence:

- *Data from surveys, interviews, group meetings, Advisory group input
- *Agendas, minutes and attendance records for above meetings
- *Professional development records
- *Documentation in student AIG records
- *LEA AIG Plan and future revisions

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The AIG plan is discussed with the public, through stakeholders meetings and Board of Education meetings, and the school website along with our AIG website.

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

Description:

*Communicate to the public the schools AIG plan

Planned Sources of Evidence:

*AIG Meetings with teachers, staff, stakeholders and anyone else in the public who wants to know more about our AIG plan

*Meeting documentation

*Website information

Other Comments:

Practice K

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG plan discusses rights for AIG students, however, if the rights need to be more clearly defined to whomever so that they are more easily understood and procedures are easy to follow, we will gladly help and if need be write more clear policies. The rights of AIG students must be more understood by everyone involved to ensure the best education for the students.

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

Description: Our current Procedures to Resolve Disagreements is as follows:

Graham County Schools encourages conferences and open communication among parents, students and educators in order to maximize potential of students. However, from time to time, all parties will not agree on eligibility or service delivery options for the gifted learner. Graham County Schools will make every reasonable effort to assist with resolution of disagreements. According to Chapter 115-C, Article 9B of the General Statutes of North Carolina, a parent or a guardian of a gifted learner who disagrees with a school's Academically Gifted Team decision regarding referral, placement or service options, are guaranteed the following due process procedures:

Step I:

Parent/guardian may request a conference with the AIG Team.

Parent/guardian may submit a written request for conference. request, team members must review student information and may gather additional information from teachers or parent as needed. Within 10 school days of request, conference is granted with parent/guardian. Team submits conference results in writing to parent within 5 days after conference.

Upon receipt of

*If the disagreement is not resolved at this level, then proceed to Step II – Appeal to AIG Coordinator and Principal.

Step II:

Appeal to the AIG Coordinator and Principal.

Parent / guardian may make a written appeal of AIG Team's decision to the AIG Coordinator and Principal within 10 days of receiving the AIG Team's decision. AIG Coordinator and Principal will review grievance within 10 school days of receipt of appeal. AIG Coordinator and Principal will respond in writing to the parent and the AIG Team concerning the review findings.

*If grievance is not resolved at Step II, then proceed to Step III – Appeal to Superintendent.

Step III:

Appeal to Superintendent

Parent/guardian may appeal in writing the decision of AIG Coordinator and Principal to the Superintendent within 10 school days of Step II decision. The Superintendent reviews the grievance within 10 school days of receipt of appeal. Superintendent responds in writing concerning the outcome decision within 10 school days to the parent, AIG Coordinator and principal.

*If parent/guardian is not satisfied with local grievance procedures, then the State level grievance procedures would be implemented – Step IV.

Step IV

State Level Grievance Procedure

Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of General Statutes of North Carolina. The scope of the review shall be limited to:

- whether the local administrative unit improperly failed to identify the student as a high achiever or academically gifted student,
- whether the local plan has been implemented appropriately in regard to the student.

Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on all parties and is not subject to further review under Article 3 of Chapter 150B of the General Statutes.

8/7/2013

Strategies to revise this process include:

- *Create revised easily understood student rights section in AIG Plan
- *Inform staff of student rights through professional development
- *Inform parents and students of rights through better communication and emphasis
- *Revise evaluation of program to include section on student rights
- *Receive feedback from students and parents/families regarding implementation of student rights

Planned Sources of Evidence: *LEA AIG Plan- student rights section revised

- *Professional development records for staff
- *Parent/student meetings records
- *AIG evaluation - survey, interview records, etc.

Other Comments:

Glossary (optional):

Appendix (optional):

2010-2013_AIG_Plan_APPENDIX-Graham_County_Schools[1].doc (*Appendix*)

AIG SIGNED PLAN.pdf (*Local Board Approval Document*)

School_Board_Signature_Page.doc (*Local Board Approval Document*)